



St William of York Catholic Primary School

Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--|
| School name | St William of York Catholic Primary School |
| Number of pupils in school | 177 (+22 Nursery) |
| Proportion (%) of pupil premium eligible pupils | 25 % (50 pupils) |
| Academic year | Sept 2025 – July 2026 |
| Date this statement was published | Dec 2025 |
| Date on which it will be reviewed | Dec 2026 |
| Statement authorised by | Hayley Mayers |
| Pupil premium lead | Hayley Mayers |
| Governor / Trustee lead | Sabrina Fernandez & Laurence Barber |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £65,820 |
| Recovery premium funding allocation this academic year | £ 0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year | £65,820 |

Part A: Pupil premium strategy plan

Statement of intent

At St William of York Catholic Primary School, we work in partnership with parents and families to achieve the best outcomes for our pupils. We recognise that some families experience barriers and are disadvantaged by finance, housing, or social situations and this can impact on their children's ability to get the best out of school life.

In order to make the best decisions on additional funding, we draw on research evidence (such as the [EEF toolkit](#), Sutton Trust, Speak for Change and Oxford Language Report) and evidence from our own experience to ensure we allocate funding to activities that are most likely to maximise potential. The Education Endowment Fund identified a number of key principles and dispelled some myths around PP.

These included:

- Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.
- The Pupil Premium is designed to support schools raise the attainment of disadvantaged children. However, many of the most effective ways of doing this- including improving the quality of teaching- will benefit other groups.
- Spending on improving teaching might include professional development, training and support for early career teachers, recruitment and retention. Ensuring an effective teacher in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should right be the top priority for Pupil Premium spending.

At St William of York, we have a 3-tiered approach:

1. **Teaching:** Improving the quality of teaching and providing professional development opportunities is at the forefront of our approach. Evidence strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key to ensuring high quality provision for all.
2. **Targeted academic support:** We use a variety of one-to-one or small group interventions linked to effective classroom teaching and learning. Evidence consistently demonstrates the positive impact targeted academic support can have.
3. **Wider strategies:** Providing support in tackling the most significant, non-academic, barriers to success at school is the final, important tier. Such support includes addressing attendance issues and providing behaviour and social and emotional support.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Summer 2025 Outcomes | All Pupils | | | Non-Disadvantaged | | | Disadvantaged | | |
|----------------------|------------|-----|-----|-------------------|-----|-----|----------------|---------|---------|
| EYFS GLD | 79% | | | 77% | | | 83% (6 pupils) | | |
| Yr1 Phonics | 89% | | | 95% | | | 67% (6 pupils) | | |
| KS2 | R | W | M | R | W | M | R | W | M |
| | 86% | 83% | 76% | 84% | 88% | 80% | 100% (4) | 50% (4) | 50% (4) |

| Number | Detail of challenge |
|--------|---|
| 1 | Attainment in GLD shows that disadvantaged pupils outperformed non-disadvantaged pupils with additional support in speaking and listening, literacy and number work. This support in the foundational skills continues to be essential. |
| 2 | Attainment in phonics shows a gap in phonic attainment for disadvantaged pupils. Further support for phonics catch up interventions are required. |
| 3 | Attainment in reading, writing & maths is lower for disadvantaged pupils than non-disadvantaged pupils. They would benefit from additional booster intervention and support. |
| 4 | There is a lack of fluency in reading for disadvantaged pupils. They require additional 1:1 reading support and reading fluency intervention. |
| 5 | Specialised intervention for disadvantaged pupils who also have SEND is needed. External professionals to advise and recommend (SALT and SpLD). |
| 6 | Raise aspirations and pupils' willingness to challenge themselves in all lessons. Develop metacognitive skills, collaboration and social communication. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|--|
| Progress and attainment rates for all PP pupils in line with all pupils. PP pupils develop love of reading. | PP pupils will show good progress from their starting points e.g. 70% will have made 4 + steps. Reading fluency will be improved (e.g. above 100 words per minute) |
| PP pupils readily engage in S&L activities, develop early reading skills and make good progress | PP pupil make good progress through intervention support and high quality first teaching |
| Pupils, and their parents increase confidence in deepening understanding of number through maths mastery approach. Parent workshops to support parents. | Pupils have firm foundation in number, and parents have increased confidence to support them at home. Evidenced in pupil progress and attainment. PP parents attend workshops. |
| Pixl assessments and Insight tracking identify pupils for targeted support. | Progress evident from Pixl tracking. |
| Children can independently choose strategies and level of challenge within a broad curriculum acknowledging success in enrichment activities. | Evidence in work scrutiny shows that pupils are challenging themselves with 'Brave' criteria and making good progress. |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 12,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| CPD for staff to further develop understanding of metacognition and self-regulation | EEF T & L Toolkit Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. | 1 & 6 |
| Whole school staff training on Read Write Inc. Phonics to review and refresh approach | EEF T & L Toolkit | 1, 2, 3 & 4 |
| Read Write Inc. Consultancy development days to support 1:1 intervention training | EEF T & L Toolkit | 2, 4 & 4 |
| EYFS and KS1 involvement in Maths mastery programme inc. cover | EEF T & L Toolkit | 1 & 3 |
| Outdoor Learning/Parental Engagement | EEF T & L Toolkit | 1 & 6 |
| Speech & language - Specialist support, assessments and training for staff - SALT Booster groups | EEF T & L Toolkit | 1 & 5 |

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 42,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

| | | |
|--|--|-------------|
| Further develop staff expertise in delivering RWInc. interventions, and focused support for those pupils who are below EXS | Phonics support shows 5+ months improvement (EEF T & L Toolkit) | 1, 2, 3 & 4 |
| Training for Teaching Assistants to offer targeted support | Reading comprehension strategies and reading fluency supports progress (T & L Toolkit) | 1, 2, 4 & 5 |
| SALT assessment & support to identify SEN and offer strategies for intervention | Oral language interventions – Word Aware, Colourful Semantics, Language for Thinking, Lego Therapy | 1 & 5 |
| SALT training and CPD for TA's to deliver intervention and support – cover and training | Oral Language interventions as above | 1 & 5 |
| Staff training for Sensory Circuit | LA SEN recommendations | 1, 5 & 6 |
| Additional resources for RWInc | Reading comprehension strategies and reading fluency supports progress (T & L Toolkit) | 1, 2, 3 & 4 |

| | | |
|---|--|-------|
| Lego Therapy – training for staff and targeted intervention | Collaborative learning approaches (T & L Toolkit) | 5 & 6 |
| Booster groups based on gaps identified with Pixl assessments | EEF T & L Toolkit Extending School time | 3 & 5 |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 11,320

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Parent Workshops – including cover | Benefits of parental engagement (T&L Toolkit) | 6 |
| Restorative justice implementation and training | Behaviour interventions (T&L Toolkit) | 6 |
| Partnership with Bow Arts Additional workshops throughout the year | Arts participation (T&L Toolkit) | 6 |
| MHWP support – cover for teacher MHST network TA training and time for RJ approaches. Mentoring and support by TA's | Social Emotional Learning (T & L Toolkit) | 6 |
| Additional Chromebooks, licences etc to develop expertise and provide for Remote Learning | Education Development Trust – May 2020 | 6 |
| Now Press Play | Social Emotional Learning (T & L Toolkit) Arts participation (T&L Toolkit) | 6 |
| Outdoor Learning Adventure - use of Beckenham Place Park for field trips and adventurous learning - Residential school journey | Outdoor Learning – EEF Teacher Toolkit | 6 |

Total budgeted cost: £ 65,820

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

| |
|---|
| PP attainment at end of KS2 continues to lag behind all pupils but these pupils made good progress in KS2. |
| SALT support & interventions: PP pupil make good progress through high quality first teaching and intervention support. |
| Pupils have firm foundation in number, and parents have increased confidence to support them at home. Evidenced in pupil progress and attainment. |
| Evidence in work scrutiny shows that pupils are challenging themselves with 'Brave' criteria and making good progress. |
| School has resources to allocate Chromebooks to pupils in class to support learning. |

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-------------------|-------------------------|
| Phonics | Read Write Inc. Phonics |
| Maths | White Rose Maths |
| Reading | Oxford Owl |
| Reading & Writing | Power of Reading (CLPE) |
| Reading & Writing | The Literary Curriculum |