

St William of York Catholic Primary School

Pupil Premium Strategy 2021

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	198 (+18 Nursery)
Proportion (%) of pupil premium eligible pupils	11.5 % (25 pupils)
Academic year/years	2021 - 2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Sharon Lynch
Pupil premium lead	Sharon Lynch
Governor / Trustee lead	Margaret Connolly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 40,350
Recovery premium funding allocation this academic year	£ 3,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 43,830

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)

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>) 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.

Challenge number	Detail of challenge
1	Progress and attainment in reading & writing is historically lower than non PP pupils for some pupils - need to accelerate progress for these children
2	Gap for DA pupils is greatest in writing – develop support for Speaking & Listening skills, phonics catch up and close the vocabulary gap, active learning with POR and pre teaching.
3	Lack of confidence in Maths and number skills limits progress
4	Specialised intervention for those PP pupils with SEN – assessment, support and review (SALT, Spld,)
5	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 ie. 70% will have made 4 + steps
PP pupils readily engage in S&L activities, develop early reading skills and make good progress	PP pupil make good progress through high quality first teaching and intervention support.
Pupils, and their parents increase confidence in deepening understanding of number through maths mastery approach	Pupils have firm foundation in number, and parents have increased confidence to support them at home. Evidenced in pupil progress and attainment.
Increase and diminish the gap between the % of PP pupils achieving EX+ RWM and NON PP pupils achieving EX+ RWM	TT data will show that differences will diminish and decrease from Summer 2021 – Summer 2022.
Children can independently choose strategies and level of challenge within in 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.
Improved access to Chromebooks and digital resources so that pupils increase confidence for blended learning (and remote learning)	School has resources to allocate Chromebooks to pupils in class and for remote learning.

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: £ 7,200

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.	2, 3 & 5
EYFS and KS1 involvement in Maths mastery programme inc cover	EEF T & L Toolkit	3
Punchdrunk Learning Collective – whole school approach and EYFS project inc cover	Arts participation – T & L Toolkit	5

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

Budgeted cost: £ 21,620

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)	2
Training for Teaching Assistants to offer targeted support	Reading comprehension strategies and reading fluency supports progress (T & L Toolkit)	1 & 2
SALT assessment & support to identify SEN and offer strategies for intervention	Oral language interventions – Word Aware, Talkabout support progress (T & L Toolkit)	4
SALT training and CPD for TA's to deliver intervention and support – cover and training	Oral Language interventions as above	4
Additional resources for RWInc	Reading comprehension strategies and reading fluency supports progress (T & L Toolkit)	1 & 2
Lego Therapy – training for staff and targeted intervention	Collaborative learning approaches (T & L Toolkit)	5

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

Budgeted cost: £ 15,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Workshops – inc cover	Benefits of parental engagement (T&L Toolkit)	5
Restorative justice implementation and training	Behaviour interventions (T&L Toolkit)	5
Partnership with Bow Arts Black History Month workshops	Arts participation (T&L Toolkit)	5
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)	5
Additional Chromebooks, licences etc to develop expertise and provide for Remote Learning	Education Development Trust – May 2020	5
Now Press Play	Social Emotional Learning (T & L Toolkit) Arts participation (T&L Toolkit)	5

Total budgeted cost: £ 43,830

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Outcome 1: Children can independently choose strategies and level of challenge within in a broad curriculum acknowledging success in enrichment activities.

Review of Feedback Policy introduced self assessment at end of the lesson. Pupils confident in self assessment and now confident to ask for additional support and help. Reduced teacher workload. Pupils readily accepting challenge within lesson. Impact of Philosophical Enquiry evident in lessons and pupil discussions. Higher Order thinking developing. (SIT Review evidence). Pupils enjoy challenge through differentiated Must/Try/Brave. Pupils are able to explain and use Friendly and Focus Feedback effectively to improve their work and ask for more support.

Outcome 2.i: Increase and diminish the gap for PP pupils and improve progress in RWM

No national tests to make comparisons. Internal data for Yr 6 shows 70% of PP pupils achieved Expected Standard in Maths, and 95% of pupils achieved EXS in Reading. (NTS Assessments – Summer 2021)

Outcome 2 ii: Accelerate progress in writing for DA pupils to reduce gap. *Across the whole school there is a gap in Writing progress and Maths. Insignificant gap with Reading (TT). High proportion of pupils made 4 steps programme and*

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	RWInc
Maths	White Rose Maths
Reading	Oxford Owl
Reading & Writing	Power of Reading (CLPE)
Reading & Writing	Literary Leaves