St William's Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our 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.

Although the term 'disadvantage' is used throughout this statement, we as a school do not think this is a positive or helpful description of many of our families. Some children have vulnerabilities and are under resourced compared to other members of our school community.

School Overview

Detail	Data
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	11%
Academic years that our current pupil premium strategy plan covers	2023/24 to 2026/27
Date this statement was published	September 2023
Date on which it will be reviewed (has been reviewed)	October 2024
Statement authorised by	Sarah Shirras Executive Headteacher
Pupil premium lead	Matthew Watts Assistant Headteacher
Governor lead	Sophie Mitchell

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year (24-25)	£74, 970
Recovery premium funding allocation this financial year	£2,139
Pupil premium funding carried forward from previous years	£0
Total budget for this financial year	£77,109

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged (under resourced) pupils to achieve that goal, including those who are already high attainers.

We are mindful of the challenges faced by all vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are 'disadvantaged' or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside the progress of their disadvantaged peers.

We understand that many children and families face challenges that do not come under the acknowledged definition of 'disadvantage'. We work closely with families to help us understand the challenges they face, some of which are new and some related to the current economic situation. Our overall strategy is design to ensure high quality teaching and provision for all children, being mindful of those who need additional academic and emotional support.

We understand that some children have compound vulnerabilities, for example a recognised SEND as well as other vulnerabilities. We work closely with families to sure we understand these compound vulnerabilities and the impact they have on children's learning.

We are working hard to ensure that no aspect of school life is 'out of bounds' to any child because of their context. This includes financial cost (eg uniform, trips, residentials, after school clubs) and the practicalities and emotional confidence to attend all events. No aspect of school life should be inaccessible to any child.

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

- ensure disadvantaged pupils are challenged in the work that they're set
- ensure that nothing we do as staff compounds vulnerability eg setting home learning that children do not have the resource to complete
- ensure we are aware of who has learnt what and adapt future teaching accordingly
- 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.

Detail of challenge ***and Intended Outcomes***
1. Our data shows low numbers of children registered for Free School Meals in Reception and Key Stage 1. We are unsure if families have not registered for FSM (not needing to register to get free meals) or are not entitled. We encourage families to do so by promoting Norfolk's Household Support Fund and the Holiday Activity Fund, both of which bring additional support to families. *Continue to promote registering for FSM to our families, including the additional benefits it can bring, in order to ensure we know who is financially entitled to them.*
2. Our data shows a gap between the average score in the Multiplication Tables Check in Year 4 of non-disadvantaged to disadvantage. The whole cohort had considerably less children getting every answer correct than national, with no disadvantage children doing so. *Ensure QFT and intervention supports the fluency of tables for all children, enabling them to score more highly in this test and to be confident mathematicians as they move in to Upper KS2. To give all children the opportunity for extensive practice in school, supporting automaticity. To ensure all children have access to online resources (eg TT Rockstars), making these available in school where necessary.*
3. Our 2024 Key Stage 2 outcomes show gaps between disadvantaged and non-disadvantaged children. However, these figures need close analysis as some PP children achieved very highly and some had compound vulnerabilities, including SEND. The average standardised scores for PP children were R 99.9, M 98.3. *Our observation and assessments indicate no significant gaps between our disadvantaged and non- disadvantaged children.*
4. Our assessments observations and discussions with pupils and families have identified social and emotional issues for pupils, some disadvantaged and others not. Some relate to family circumstances and some to other forms of wellbeing concerns. As part of our overall strategy, these children and families will be supported regardless of whether they have a recognized disadvantage 'flag'.
5. Our attendance data for 2023-24 shows a difference between the overall attendance of those who are disadvantaged and those not. However, this includes a small group of our disadvantaged children who have significantly low attendance. *To support families in their individual contexts to attend school more regularly.*

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.

Quality First Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
In line with our School Development Plan, we are focusing on 'The Way Teaching Supports Pupils to Learn', improving all our teaching to ensure the needs of all children are being addressed. We are focusing on: • Responsive Teaching (formative assessment) • Retrieval and practice • Means of Participation/Co-operative Learning	EEF 5-a-day approach EEF 'Teacher Feedback to Improve Children's Learning' https://researchschool.org.uk/news/effective-retrieval-practice-what-should-we-consider https://bennewmark.wordpress.com/2020/12/09/managing-means-of-participation/ 'Teaching Walkthrus' Sherrington and Caviglioli	2,3
To continue to embed the use of phonics teaching for all pupils in Reception, Year 1 and 2 and extending this in to KS2 for those children identified as needing this support; to work with The Wensum English Hub to ensure effectively delivery of phonics To support reading Catch Up in Years 3&4 with Lightening Squad (FFS Success for All) reading intervention and RWInc Fresh Start in Y5&6.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	
To ensure that our teaching of writing to all children is of high quality, responding in and between lessons to the evidence of their learning.	EEF 5-a-day approach EEF 'Teacher Feedback to Improve Children's Learning' https://researchschool.org.uk/news/effective-retrieval-practice-what-should-we-consider Working with VNET and the Wensi=um English Hub	3
Enhancement of our maths teaching and curriculum	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of	3

planning in line with DfE and EEF guidance. We fund teacher time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	
Using a range of strategies to instill a love of reading in all children, modelling reading for pleasure as adults and having a wide range of knowledge of books to support children in sourcing books they will love to read (library, adult talk about books, class activity around a range of books)	Research Evidence on Reading for Pleasure DfE 2012	3
Tutoring from school staff to support the progress of children, particularly in Year 6.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Working with families to ensure we understand barriers to attending school events and supporting families where finances may prevent equality of opportunity		
Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk) Staff training on Emotion Coaching and When the Adults Change Steps Training	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and working attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

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 2023 to 2024 academic year.

For several years, our data has shown lower academic performance for our disadvantaged pupils. Our assessment of the reasons for these outcomes includes Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online teaching.

Our Year 1 phonics data from 2024 shows the impact of our new scheme and the work we have begun to do with the English Hub, including in the outcomes for disadvantaged children whose results were in line with non-disadvantaged children and far higher than non-disadvantaged children nationally. (sch 80%, disad 80%, nat disad 68%)

We have a sharp focus on Quality First Teaching, ensuring consistency across and progress through our school. This will support the progress of our disadvantaged children as well as all others.

We meet parents regularly to discuss children's progress and any other issues relating to children's attendance and enjoyment of school. Poor attendance at school has had an impact on the learning of some of our disadvantaged children. We work closely with families to support improved attendance and help address issues that prevent this from happening.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, as experienced by many schools nationally. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Our pastoral team work with children and their families to understand the issues they face, help to overcome these and to signpost to other agencies.

Service pupil premium funding

We have a very low number of Service children (1 in 2024-25). We work with individual families to identify specific areas of need.