Pupil premium strategy statement – St William of Perth

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024 -2027
Date this statement was published	November 2026
Date on which it will be reviewed	October 2027
Statement authorised by	J. Willis
Pupil premium lead	J. Willis / G. Morrow
Governor / Trustee lead	I. Marshal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27765
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*	£27765.00

Part A: Pupil premium strategy plan

Statement of intent

At St William of Perth we have high expectations and ambitions for all of our pupils including those eligible for pupil premium funding. At St William of Perth we strive towards the following objectives in our pupil premium strategy plan.

- *Aim of opening learners minds and expanding breadth of their experiences to broaden horizons of our pupils*
- *Ensure targeted expert support is available to staff to develop best practice academically and in supporting social and emotional needs*
- *Prioritising high quality teaching as well as providing focused support to help all disadvantaged pupils achieve potential in line with other groups*
- *To seek to develop strategies to support the whole children with a particular focus on social and emotional provision.*

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments show that Pupil Premium attaining greater depth in Reading, Writing, Maths is lower than with disadvantaged children than with non-disadvantaged children.
2	Parental engagement was lower for disadvantaged pupils than with non-disadvantaged pupils.
3	Internal and external assessments indicate that reading and writing attainment amongst disadvantage is slightly below non-disadvantaged pupils.
4	Internal assessments and data analysis identifies that pupil premium Yr. 6 attainment in Maths is lower than non-disadvantaged.
5	Observations and discussions with pupils have identified some social and emotional issues for pupils and engagement in personal development opportunities has affected some disadvantaged pupils.

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
Raise attainment for disadvantages pupils achieving greater depth in Reading, writing and Maths	KS1 and KS2 individual outcomes trends show increase of disadvantaged pupils achieving greater depth.
Improved home school links for disadvantage pupils	Actively engage parents in school workshops and sign post support groups available to parents.
Improved reading attainment for disadvantaged pupils at the end of KS2	KS2 reading outcomes trends show that more than 50% disadvantaged pupils achieve expected or greater.
To achieve and sustain well being for all pupils in our school particularly disadvantaged pupils	Sustained high levels of well-being demonstrated pupil voice surveys, parent responses, teacher observations, engagement in enrichment activities across the school.
To achieve greater engagement in personal development opportunities for disadvantaged pupils.	Higher percentage of PP students engaging in extra curricular activities
To increase disadvantaged families access to wraparound care provision	Higher percentage of PP families accessing wraparound provision.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *1886*

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA (Emotional literacy Support) training and supervision for pastoral Teaching Assistant	ELSA scheme successfully implemented in schools around the country. Endorsed by local authority www.elsanetwork.org	5
Team Teach	Team Teach Behaviour Support Training courses provide a holistic approach to supporting behaviour for individuals and organisations working with children and adults, in education, youth care and adult care settings. Courses - Team Teach	5

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

Budgeted cost: £8858

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaged with a qualified teacher to provide small group interventions across the school	Quality first teaching. Targeted at specific needs and knowledge to support lower attaining pupils. Linked to classroom teaching and the curriculum. Year 6 boosters and Year 5 summer term boosters. Year 2 and Year 3 booster support. After focused pupil premium group to develop application of literacy and numeracy skills.	1,3,4,5
Forest school provision – whole class	Research shows that the following benefits of Forest school provision. Confidence: children had the freedom, time and space to learn and demonstrate independence Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play Communication: language development was prompted by the children's sensory experiences Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment	5
French specialist teacher provides french lessons	Expanding and broadening experiences of learners by providing them with linguistic skills.	5
Young Eco Engineers project	Extra curricular after school club project for pupil premium students to design, build and drive a Go Kart. This includes a	1,4,5

Medway Education Business Partnership	number of Maths, Science and Design technology skills. MEBP	
Specialist music teaching	Art council funding used to facilitate the implementation of delivering high quality musical opportunities for children and young people across Kent & Medway. Prioritising pupil premium engagement in musical opportunities. Kent & Medway Music Hub - Kent Music	5

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

Budgeted cost: *£ 17021*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approaches with the aim of developing both targeted and universal approaches that can have positive effects. Fortis Trust – the school buys into the school support package where regular outreach takes place to provide whole school training, individual teacher training and advice and support to staff members. In addition this service supports parents with strategies and guidance.	https://www.teamteach.co.uk/ de-escalation helps to prevent physical restraint and therefore having the staff trained in team teach it allows for these to be used. Fortis Trust | Multi Academy Trust	5

We employ a learning support assistant dedicated teaching assistant to providing pastoral and emotional support.	www.annafreud.org/schoolsinmind Research shows that emotional well-being and supporting children mental health is vital. Evidence shows that a happy child will learn better.	5
Subsidising Enrichment activities E.g. Residential Trips, educational visits, extra curricular clubs and music tuition by specialists.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium Giving children opportunities that they would not have broadens their horizons. The school has sought to provide specific enrichment opportunities for vulnerable groups e.g. June 2023 Rochester Cathedral Bestiary Medieval arts and culture project. Medway Music Association Violin Tuition weekly. This has given them a cultural experience to develop understanding of the arts. Monitoring of participation of PP and other vulnerable groups in extra curricular activities. Promoting engagement of these groups as part of the schools equality plan.	5
Subsiding Wraparound care provision (Breakfast and After school clubs). Supplying cool milk provision. Subsidising engagement in extracurricular personal development clubs.	https://www.gov.uk/government/publications/breakfast-clubs-in-high-deprivation-schools Allows children to have a nutritious start to the day. The school has established wraparound care provision that includes both breakfast and after school clubs. The provisions are very popular and the school has received positive feedback from parents. Cool Milk – Milk provision to encourage healthy development. Fruit – Healthy snacks schemes to promote healthy lifestyles and healthy attitudes. Wraparound childcare: Everything you need to know about before and after school childcare – The Education Hub	5
Specialist interventions – E.g Play therapy to support social and emotional development..	These specialist therapists work closely with the teaching and learning team to ensure that best practice is embedded throughout high quality teaching as well as specific interventions to help pupils access quality first teaching. www.annafreud.org/schoolsinmind It is evident that adults who understand trauma and attachment theory are able to support the emotional needs of children in their care. Healing Together | Home (healing-together.co.uk)	5

	Since 2016, our team of experts have developed the Healing Together programmes and supported children, parents and carers nationally to access early trauma informed help by people they trust, and in a space they feel safe. We truly believe that no child or family should be left behind, and that's why we work so closely with organisations and services nationally Innovating Minds | Home (innovatingmindscic.com)	

Total budgeted cost: £27765

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Academic Outcomes 2025-2026

Pupil Premium funding continues to be used to provide targeted academic support, high-quality teaching, intervention programmes and enrichment opportunities.

Early Years Foundation Stage (4 pupils)

75% of Pupil Premium children achieved a Good Level of Development (GLD).

Year 1 Phonics Screening Check (4 pupils)

50% of Pupil Premium pupils met the expected standard in the Phonics Screening Check.

Year 4 Multiplication Tables Check (6 pupils)

Among Pupil Premium pupils:

- 50% achieved a score of 20 or more marks out of 25.
- 17% achieved full marks (25/25).

Year 6 Attainment Outcomes (3 pupils)

Outcomes for the Year 6 Pupil Premium cohort.

Subject	Expected Standard (EXS)	Greater Depth Standard (GDS)
Reading, Writing and Mathematics Combined	100%	33%
Reading	100%	33%
Writing	100%	33%
Mathematics	100%	33%
Grammar, Punctuation and Spelling	100%	33%

Improved Attendance Outcomes

Attendance for pupils eligible for Pupil Premium funding was **96.8% as of November 2026**, above the national attendance figure of **92.2%** from the last academic year (2024/25).

Investment in Forest School provision appears to have had a positive influence on pupil engagement and attendance, particularly on the days when Forest School sessions take place.

ABIE Report 2025-2026

- Attendance on **Friday afternoons** was **95.7%**, higher than that of **18 out of 20** similar schools.
- Attendance on **Wednesdays** was **96.4%**, higher than that of **16 out of 20** similar schools.
- Attendance on **Friday mornings** was **95.4%**, higher than that of **15 out of 20** similar schools.

A parent survey conducted by the school in **March 2026** (85 responses) found that **100% of parents agreed that their child is happy at the school**, with **89% strongly agreeing** and **11% agreeing**. Forest School provision is consistently identified as a valued aspect of the curriculum and appears to contribute positively to high levels of parental satisfaction.

Pupil voice survey results from **June 2026** further support this, with **100% of pupils agreeing with the statement, "I am happy at this school."** These findings suggest that the school's enrichment offer, including Forest School, makes a positive contribution to pupils' enjoyment of school and sense of wellbeing.

Improved Behaviour Outcomes

The strategic use of Pupil Premium funding to support staff professional development, alongside targeted social, emotional and mental health interventions, continues to have a positive impact on behaviour and wellbeing across the school.

This is reflected in the school's strong behaviour record, with **no suspensions or permanent exclusions during the 2025-2026 academic year**. Furthermore, the school recorded **no suspensions or exclusions between December 2021 and September 2026**, demonstrating sustained success in promoting positive behaviour, inclusion and early intervention.

Internal behaviour monitoring data also indicates a continued reduction in behavioural incidents in recent years. While a range of factors contribute to this success, the school's investment in staff training and targeted therapeutic support appears to have played an important role in helping pupils regulate their behaviour, engage positively with learning and access support at an early stage.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Play Therapy	Jigsaw Play Therapy Jigsaw Play Therapy Ltd

Kent and Medway Music Hub	https://www.kent-music.com/about-us/kent-medway-music-hub/
Primary Sports Giants (Forest school)	https://www.primarysportsgiants.co.uk/