

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 Perth
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	31 st December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	J. Willis
Pupil premium lead	T. Ward
Governor / Trustee lead	P. Slatter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,970
Recovery premium funding allocation this academic year	£20322
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	NA
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	NA

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 a lower than with disadvantaged children than with non-disadvantaged children.
2	Monitoring of home learning showed that parental engagement during lockdown periods was lower for disadvantaged pupils than with non-disadvantaged pupils.
3	Internal and external assessments indicate that reading and writing attainment amongst disadvantage is 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 a lack of enrichment due to school closures have been challenging and 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
<i>Raise attainment for disadvantaged pupils achieving greater depth in Reading writing and Maths</i>	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.
Improved Maths attainment for disadvantaged pupils at the end of KS2	KS2 Maths 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.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play therapist – training sessions for teachers and TAs – Trauma and attachment theory – managing challenging behaviour	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.	5
ELSA (Emotional literacy Support) training for pastoral Teaching Assistant	ELSA scheme successfully implemented in schools around the country. Endorsed by local authority www.elsanetwork.org	5
Forest school training for additional member of staff	Forest school research shows that children are able to immerse themselves and gain experiences they may not otherwise. www.forestresearch.gov.uk	5

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

Budgeted cost: £2,750 – *Third Space Learning*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Engaged with a qualified teacher to provide small group interventions across the school</i>	Quality first teaching. Targeted at specific needs and knowledge to support lower attaining pupils. Linked to classroom teaching and the curriculum.	1,3,4,5
<i>Forest school provision – whole class and targeted nurture groups</i>	Research shows that the following benefits of Forest school provision.	5

	<p>Confidence: children had the freedom, time and space to learn and demonstrate independence</p> <p>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</p> <p>Communication: language development was prompted by the children's sensory experiences</p> <p>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</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p>	
French specialist teacher provides french lessons	Expanding and broadening experiences of learners by providing them with linguistic skills .	5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management approaches with the aim of developing both targeted and universal approaches that can have positive effects.</p> <p>Marlborough Unit specialist training</p>	<p>https://www.teamteach.co.uk/</p> <p>de-escalation helps to prevent physical restraint and therefore having the staff trained in team teach it allows for these to be used.</p>	5

in supporting behaviour.		
We hired a learning support dedicated teaching assistant to provide pastoral and emotional support.	www.annafreud.org/schoolsinmind With the pandemic, 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, 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	5
Subsidising Breakfast club provision. Supplying cool milk provision	https://www.gov.uk/government/publications/breakfast-clubs-in-high-deprivation-schools Allows children to have a nutritious start to the day.	5
Specialist interventions - Play therapy and occupational therapy.	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.	5

Total budgeted cost: £ 18,485

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.

Pupil Premium – 2021 -2022 Teacher assessments based on observations, assessment activities

	Reading	Writing	Maths	RMW
Year R (0)	NA	NA	NA	NA
Year 1 (2)	Exp (2/2) 100% GD (1/2) 50%	Exp (1/2) 50% GD (1/2) 50%	Exp (2/2) 100% GD (1/2) 50%	Exp 50% GD 50%
Year 2 (1)	Exp (0/1) 0%	Exp (0/1) 0%	Exp (0/1) 0%	Exp 0%
Year 3 (1/1)	Exp (0/1) 0%	Exp (0/1) 0%	Exp (1/1) 100%	Exp 0%
Year 4 (7/7)	Exp (6/7) 85% GD 14%	(6/7) 85% GD 0%	(6/7) 85% GD 0%	Exp 85% GD 0%
Year 5 (4/4)	Exp (2/4) 50% GD (1/4) 25%	Exp (3/4) 75% GD (1/4) 25%	Exp (3/4) 75% GD (1/4) 25%	(2/4) 50% (1/4) GD 25%
Year 6 (2/2)	Exp 100% (2/2)	Exp 100% (2/2)	Exp 50% (1/2)	Exp 50% (1/2)
	(12/14) Exp 85% (3/14) GD 21%	(12/14) Exp 85% (2/14) GD 14%	(13/14) Exp 92% (2/14) GD 14%	

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
Yr 6 – E Maths Tuition - Teacher Diagnostic Catch up Programme	Third Space Learning https://thirdspacelearning.com/
Reading Eggs – learning to read, mastering phonics,	Reading Eggs https://readingeggs.co.uk/