

Pupil Premium Strategy Statement



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 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	222 (inc nursery)
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Rachael Adams
Pupil premium lead	Rachael Adams
Governor / Trustee lead	Gareth Smyth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,560
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£96,560

Part A: Pupil premium strategy plan

Statement of intent

Principles

- Teaching and learning opportunities are designed to meet the needs of every pupil.
- Appropriate provision is ensured for pupils from vulnerable groups, including those who are socially disadvantaged.
- Not all pupils who receive free school meals are socially disadvantaged, and not all socially disadvantaged pupils qualify for free school meals. The school may allocate disadvantaged funding to any pupils legitimately identified as socially disadvantaged. Currently, 96% of pupils live in highly disadvantaged areas.
- Funding is allocated following a needs analysis to identify priority classes, groups, or individuals. Due to limited resources, not all pupils receiving free school meals will access disadvantaged interventions at the same time.

A tiered approach is used for Pupil Premium spending, balancing improvements to teaching, targeted academic support, and wider pastoral strategies. Investment in professional development, support for early career teachers, and recruitment and retention ensures high-quality teaching across the school.

Targeted support helps pupils who need to catch up with their peers, while pastoral interventions such as mentoring and counselling address emotional and behavioural barriers to learning. Increasing attendance and reducing persistent absence remain key priorities, with robust support and challenge for families.

Raising the achievement of disadvantaged pupils is a whole-school responsibility, and this strategy is aligned with the school development plan.

Challenges

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

Challenge number	Detail of challenge
1	Low language acquisition from Early Years onwards, particularly for EAL pupils.
2	Limited vocabulary development and understanding of unfamiliar words.
3	Many pupils enter school with very low attainment across learning areas.
4	Increasing numbers of SEND pupils with cognitive needs
5	Growing number of SEND pupils with communication and interaction difficulties.
6	More pupils presenting with social and emotional needs.
7	Low writing ability linked to low cultural capital and early language development.
8	Low reading ability, particularly with inference and deduction, and limited reading exposure at home.
9	Limited parental support for learning, reading, homework, and behaviour management.
10	Restricted access to wider life experiences and reduced cultural capital.
11	Some pupils face challenges that prevent them from being ready to learn at the start of the day.
12	Families increasingly involved with external agencies such as Social Services and CAMHS.
13	Emotional and social difficulties linked to issues such as domestic violence, substance misuse, bereavement, and poor living conditions.

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
Disadvantaged pupils with social and emotional needs are swiftly identified and monitored and supported with their mental health and well-being. They benefit from the pastoral care and support provided.	- Pupils are emotionally prepared for learning. - Early help interventions show positive impact. - Behaviour incidents involving disadvantaged pupils decrease
Increased access to a wide range of curricular and extra-curricular experiences. The children are provided with greater opportunities to develop their understanding and experience of the wider world.	- Enrichment opportunities enhance the curriculum. - High participation in extra-curricular activities, especially among SEND and PPG pupils.
Improve attendance for disadvantaged pupils	- Attendance is at least in line with national figures for non-disadvantaged pupils. - Persistent absence matches or improves on national benchmarks.
Disadvantaged pupils make at least expected progress (in line with the demands of the curriculum) as a result of highly-effective quality-first teaching and targeted intervention and support.	- Teaching is effective or highly effective across the school. - Statutory assessment outcomes match those of non-disadvantaged pupils nationally.
Disadvantaged pupils, particularly those with multiple vulnerabilities, are fluent readers with secure comprehension skills, which enable them to thrive in all areas of the curriculum.	- Reading interventions show improvements in fluency. - Pupils keep up with curriculum demands in reading comprehension. - Monitoring shows reading is not a barrier to curriculum access.
Interventions in place for children with limited language. S&L specialists supporting groups	

of children/ individual children so that they can progress despite starting points

- Higher proportions achieve Communication & Language and Literacy ELGs.

- Achievement gaps continue to narrow.

- Pupils with SLCN make progress in line with their starting points, recorded in provision maps and attendance data.

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: £60,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Headteacher and Deputy Headteacher will ensure that every class is taught by an effective or highly effective teacher, with ongoing support provided to help staff continue to improve. Whole-school and personalised CPD will be offered where appropriate. The EEF states that improving teaching is “the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.”	EEF research shows that improving teaching is <i>“the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.”</i> Important aspects of CPD include: in the moment feedback, reading comprehension strategies, phonics and adaptive teaching. EEF research shows these have positive impact on pupil outcomes.	1 2 3 7 8
The Headteacher and Deputy Headteacher will also take a central role in the development and evaluation of the school curriculum. Our curriculum design and delivery draw on research, including Rosenshine’s Principles of Instruction.	Our curriculum design and implementation is underpinned by research including: - Rosenshine’s 10 Principles of Instruction. CPD this academic year will include a focus on: - The new Updated Writing Framework - The National Year of Reading – to boost children’s reading and life chances	1 2 3 7 8
Additional daily support will be provided in Year 6 from 9:00–9:30am to	Education Endowment Foundation rates 1:1 and small group tuition as +5	3 8

enhance the delivery of the maths curriculum. This reduces class sizes and enables targeted small-group provision and 1:1 precision teaching. TA3 5x30mins per day	<i>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</i> Termly pupil progress data substantiates the impact of this (see termly Data Analysis Trackers). Above average/ well above average levels of attainment and progress for the past 5 years (2020 and 2021 data is internal- no standardised testing due to Covid- however 2022 is external and the upwards trajectory is maintained). Attainment: Maths EXP+ all pupils at the end of KS2 <table><tr><td>2021</td><td>77%</td></tr><tr><td>2022</td><td>75%</td></tr><tr><td>2023</td><td>73%</td></tr><tr><td>2024</td><td>87%</td></tr><tr><td>2025</td><td>92%</td></tr></table>	2021	77%	2022	75%	2023	73%	2024	87%	2025	92%	
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EEF	EEF research rates 1:1 and small-group tuition as having an average impact of +5 months' progress. Short, regular sessions (around 30 minutes, three to five times a week over six to twelve weeks) tend to deliver the strongest outcomes. The Education Endowment Foundation recently published its latest guidance report, Using Digital Technology to Improve Learning; it offers four recommendations regarding how technology can improve teaching & learning. <i>Using practical classroom pedagogy, cloud technology & scaffolded curriculum-aligned question sets with instant pupil feedback.</i> Targeted pupils in UKS2 are making above average progress, based on their starting points (FFT data/ pupil progress trackers).	1 2 3 8 9										

	All disadvantaged pupils make at least expected progress in reading at the end of Year 6; this is consistent for the past 5 years. Reading attainment EXP+ for the groups disadvantaged at the end of KS2 <table><tr><td>2021</td><td>77%</td></tr><tr><td>2022</td><td>83%</td></tr><tr><td>2023</td><td>73%</td></tr><tr><td>2024</td><td>93%</td></tr><tr><td>2025</td><td>85%</td></tr></table> Progress: Reading progress measure for disadvantaged pupils at the end of KS2 <table><tr><td>2021</td><td>+2.6</td></tr><tr><td>2022</td><td>+5.2</td></tr><tr><td>2023</td><td>+2.8</td></tr><tr><td>2024</td><td>NO PROGRESS MEASURES</td></tr><tr><td>2025</td><td>NO PROGRESS MEASURES</td></tr></table>	2021	77%	2022	83%	2023	73%	2024	93%	2025	85%	2021	+2.6	2022	+5.2	2023	+2.8	2024	NO PROGRESS MEASURES	2025	NO PROGRESS MEASURES	
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In EYFS, through quality-first teaching during the morning sessions, the focus is on the Prime Areas of PSE, CL and PD. Employ an additional teaching assistant to support staff to focus on these prime areas. TA4 (3 hours daily)	The EEF rates physical development approaches as +3. They rate communication and language as +6. They rate social and emotional learning strategies as +6. Pupils are equipped with the key skills needed to access the whole curriculum and be effective learners.	1 2 3 4 5 6																				
In EYFS, additional PE interventions with high-	The EEF rates physical development approaches as +3.	3																				

skilled PE coach to support identified pupils with poor physical development. This to also include turn-taking (PSE). TA4 1 afternoon a week (2 hours)		9 10
Additional adults in Y1 for targeted writing support in class. TA3 5x mornings a week	Education Endowment Foundation rates 1:1 and small group tuition as +5 <i>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</i> Pupils in KS1 are making progress with reading fluency, based on their starting points. Pupil progress documentation identifies vulnerable pupils and the support needed to enable them to make progress with reading fluency, based on their starting points.	1 2 3 7 8
Ongoing SALT training in pedagogical strategies (including Colourful Semantics/ Blank Level questioning) for EYFS, KS1 and LKS2 teachers and teaching assistants. 4 days termly- More than Talk. £3,850 annually	The EEF found teaching assistant interventions as +4, but training is key. <i>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants</i> The EEF rates oral language interventions as +6. <i>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</i> Identified pupils are making progress, based on their starting points (see individual Pupil Provision Maps).	1 2 3 5
Termly, high-quality phonics refresher training for all teaching staff.	The EEF found teaching assistant interventions as +4, but training is key. <i>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner</i>	3 4 7 8 9

	<i>outcomes due to the large difference in efficacy between different deployments of teaching assistants</i> The EEF also rates phonics as +5. <i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i>	
Ongoing, high-quality reading CPD for all teaching staff Staff CPD – termly led by AHT	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in our setting. Effective PD requires a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.	1 2 3 8 9
Ongoing, high-quality writing CPD for all teaching staff KS2 Teacher – termly LA moderation Staff CPD – termly led by AHT	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in our setting. Effective PD requires a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.	1 2 3 7 8 9

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

Budgeted cost: £25,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Across the school, targeted teaching support for low prior attaining pupils to enable them to make at least expected progress.	EEF research evidences that small group tuition has a positive impact on attainment levels.	1 2 3 7 8
Tutor Trust to deliver 1:1 and small group interventions to identified PPG pupils in Y5&6. PPG pupils to at least meet their FFT target in Maths. £800 Tutor Trust 1hr per week (2 groups of 4 children per term)	The EEF has found that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment The Education Endowment Foundation rates small group tuition as +5. <i>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</i> Attainment and progress in maths for PPG pupils has been significantly better than average for the past 5 years (2020 and 2021 data is internal- no standardised testing due to Covid- however 2022 is external and the upwards trajectory is maintained).	7 8
After school interventions for UKS2 pupils to support them to reduce gaps in learning. 3 TA4 X 1 weekly DHT X 2 weekly 3 TA3 X 1 weekly	The Education Endowment Foundation rates teaching assistant tuition as +4. <i>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes</i> Above average/ well above average levels of attainment and progress for the past 5 years (2020 and 2021 data is internal- no standardised testing due to Covid- however 2022 is external and the upwards trajectory is maintained).	1 2 3 7 8 9

	Attainment: Combined score for RWM EXP+ disadvantaged pupils at the end of KS2 <table><tr><td>2021</td><td>77%</td></tr><tr><td>2022</td><td>75%</td></tr><tr><td>2023</td><td>67%</td></tr><tr><td>2024</td><td>73%</td></tr><tr><td>2025</td><td>77%</td></tr></table>	2021	77%	2022	75%	2023	67%	2024	73%	2025	77%	
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Employ a Speech and Language therapist to work with identified vulnerable children with speech, language and communication needs; intervention programmes are put in place. 4 days termly- More than Talk. £3,850 annually	The EEF rates oral language interventions as +6. <i>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</i> Our data– based on Welcomm, a diagnostic assessment tool to assess pupil's language skills– has consistently illustrated a language gap on school entry. Left unchallenged, this and a narrower vocabulary, remain a barrier for many throughout the primary years. Reports have supported EHCP applications. Within 2024- 2025, our internal SaLT has recognised 2 children as needing an EHCP.	1 2 3 5										
Educational Psychologist support (x9 days); SENCO to identify vulnerable pupils and request assessment and reports. Reports support learning needs and individual pupils, moving forwards. 9 days annually- £650 daily	Reports have supported EHCP applications. Within 2024-2025, 3 children have been recognised as needing an EHCP (through collaboration with the EP); all of these have been finalised.	1 3 4 5 6 7										

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

Budgeted cost: £11,369

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain the part-time role of our Early Help Lead/ SEND support. HLTA- 2.5 hours daily	The EIF (Early Intervention Foundation) 201 found that early intervention and help can: <i>Protect children from harm</i> <i>Reduce the need for a referral to child protection services</i> <i>Improve children's long-term outcomes</i> <i>Improve children's home and family life</i> <i>Support children to develop the strengths and skills to prepare them for adult life.</i>	1 4 5 6 11 12 13
Use of Behaviour Support Service to support targeted individuals/ to support targeted families. Use of Behaviour Support Service to run a Triple P course annually £5,250 annually	The Education Endowment Foundation rates behaviour interventions as +4. <i>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). When adopting behaviour interventions – whether targeted or universal – it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.</i> Behaviour Support collaboration has been effective in supporting vulnerable children and families (see individual Case Studies). Pupils who have been on BBSS's caseload are able to access the curriculum and can maintain positive relationships on the playground (see individual Pupil Provision Maps/ Case Studies).	6 8 11 12 13
Breakfast club provision made available at no cost to all children to support vulnerable children and families; vulnerable children feel settled and supported when needs arise.	Safeguarding and pastoral issues are swiftly managed (CPOMS data/ case studies). Improved attendance/ punctuality for vulnerable pupils (case studies). Reports on absence shared with governors each term.	8 11 13
Uniform and food support for disadvantaged families where deemed necessary; this ensures	We have made one-off payments previously to families who have faced unexpected hardship (case studies). We know our families well and can target support where appropriate.	8 11 12 13

all children have all items they need for school and no child goes without. School to provide snack, lunch or food vouchers for vulnerable families.		
School part-fund educational visits for vulnerable pupils; all children are able to access experiences beyond the classroom.	The Education Endowment Fund has found that essential life skills (or 'character') are important in determining life chances and can be measured in a robust and comparable way First-hand opportunities have been invaluable for children and build on cultural capital. Some pupils never leave the immediate area so the experiences are key. 100% of our children have rich cultural capital opportunities.	10 11 13
Provide cello lessons for disadvantaged pupils; children are provided with music lessons which they would otherwise not have accessed. 6 X Y5 pupils 6 X Y6 pupils Once per week, all year round.	The Education Endowment Foundation rates arts participation as +3. <i>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</i> Cello lessons have been provided for the past 4 years and this has proved highly successful (case studies/ pupil voice). Secondary pupils have continued to play the cello at secondary school and some have passed graded music exams.	9
Rewards and incentives linked to our whole school behaviour strategy Gold and Silver Award X termly	EEF research suggests <i>"Putting in place clear reward systems can improve pupil behaviour when used as part of a broader teacher classroom management strategy."</i>	10 13

Total budgeted cost: £97479.00

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 2024-25 academic year.

Attainment:

Combined score for RWM EXP+ disadvantaged pupils at the end of KS2

2021	77%
2022	75%
2023	67%
2024	73%
2025	84%

Reading attainment EXP+ for the groups disadvantaged at the end of KS2

2021	77%
2022	92%
2023	73%
2024	93%
2025	90%

Maths attainment EXP+ for the groups disadvantaged at the end of KS2

2021	77%
2022	92%
2023	73%
2024	87%
2025	97%

Writing attainment EXP+ for the groups disadvantaged at the end of KS2

2021	77%
2022	75%
2023	67%
2024	87%
2025	87%

Progress:

Reading progress measure for disadvantaged pupils at the end of KS2

2021	+2.6
2022	+5.2
2023	+3.9
2024	No Progress data
2025	No Progress data

Writing progress measure for disadvantaged pupils at the end of KS2

2021	+1.2
2022	+3.2

2023	+2.9
2024	No progress data
2025	No Progress data

Maths progress measure for disadvantaged pupils at the end of KS2

2021	+1.7
2022	+3.8
2023	+3.5
2024	No progress data
2025	No Progress data

Average Scaled Score:

Reading average scaled score for disadvantaged pupils at the end of KS2

2022	108.2
2023	103.5
2024	108.6
2025	107.4

Maths average scaled score for disadvantaged pupils at the end of KS2

2022	107.5
2023	103.7
2024	106.4
2025	106.4

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
Tutor Trust	The Tutor Trust
Reading Plus	Reading Plus
RWInc	RWInc
WELCOMM	WELCOMM
1 st Class at Number	EEF/ Edge Hill University
Emile Spelling	Emile Education
Toe-by-Toe	Toe-by-Toe

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	• Extra teaching assistant to support KS1. • Tutor Trust 1 day a week to deliver interventions for Y6 (1:1 or 1:2). • 2X HLTAs- after school interventions with identified UKS2 pupils • SLA with SaLT therapist (More than Talk) • Breakfast club provided free of charge for all pupils (staffing costs and food costs). • SLA with Bolton Behaviour Support Service. • SLA with Educational Psychologist (10 full days). • Subscription to Reading Plus (Y6). • Funded cello lessons for Y5 and Y6 pupils. • Part-fund snack/ uniform/ dinners for identified vulnerable pupils. • Part-fund trips/ extra-curricular activities for pupils.
What was the impact of that spending on service pupil premium eligible pupils?	• Above average/ well-above average for attainment and progress in reading, writing and maths for PPG pupils at the end of KS2. According to internal data, PPG pupils made above average progress. • Narrowing of the gap in KS1 for identified vulnerable pupils- see termly data analysis trackers. • Children supported with learning and gaps in learning are closing- see termly data analysis trackers.

	• Children are settled and supported in school: identified vulnerable children are supported through Nurture Group; safeguarding issues are dealt with promptly and effectively. • In collaboration with EP, SaLT and BBSS, EHCP applications submitted for 1 PPG pupil.
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