

# 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	208
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2024
Date this statement was published	31 <sup>st</sup> December 2021 Latest review 2023
Date on which it will be reviewed	October 2024
Statement authorised by	J. Willis
Pupil premium lead	J. Willis / G. Morrow
Governor / Trustee lead	D. Brent

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,900
Recovery premium funding allocation this academic year	£20322 – (Academic Year 2021 / 2022)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	NA
<b>Total budget for this academic year</b>	NA

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
---	--

# 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.

<b>Challenge number</b>	<b>Detail of challenge</b>
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 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
<i>Raise attainment for disadvantages 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.
To achieve greater engagement in personal development opportunities for disadvantaged pupils.	Higher percentage of PP students engaging in extra curricular activities.

## 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
<p>Play therapy for students to support social and emotional development.</p> <p>Trauma and attachment training for teaching assistants</p> <p>Three teaching assistants trained in trauma support</p> <p>Emotional support groups set up and led by trauma informed practitioners (WIN – What I need)</p>	<p><a href="http://www.annafreud.org/schoolsinmind">www.annafreud.org/schoolsinmind</a></p> <p>It is evident that adults who understand trauma and attachment theory are able to support the emotional needs of children in their care.</p> <p><a href="http://Healing Together   Home (healing-together.co.uk)">Healing Together   Home (healing-together.co.uk)</a></p> <p>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</p> <p><a href="http://Innovating Minds   Home (innovatingmindscic.com)">Innovating Minds   Home (innovatingmindscic.com)</a></p>	5
<p>ELSA (Emotional literacy Support) training for pastoral Teaching Assistant</p>	<p>ELSA scheme successfully implemented in schools around the country. Endorsed by local authority</p> <p><a href="http://www.elsanetwork.org">www.elsanetwork.org</a></p>	5
<p>Forest school training for additional member of staff. Expected to be completed in 2023 – 2024 academic year.</p> <p>New SENCO holds forest school qualification which has increased school's capacity to provide forest school learning.</p>	<p>Forest school research shows that children are able to immerse themselves and gain experiences they may not otherwise.</p> <p><a href="http://www.forestresearch.gov.uk">www.forestresearch.gov.uk</a></p>	5

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

Budgeted cost: £2,750 – *Third Space Learning (2021 – 2022)*

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. Year 6 boosters and Year 5 summer term boosters.	1,3,4,5
<i>Forest school provision – whole class and targeted nurture groups</i>	<p>Research shows that the following benefits of Forest school provision.</p> <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>	5
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>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.</p>	<p><a href="https://www.teamteach.co.uk/">https://www.teamteach.co.uk/</a></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> <p><a href="#">Fortis Trust   Multi Academy Trust</a></p>	5
<p>We hired a learning support assistant dedicated teaching assistant to providing pastoral and emotional support.</p>	<p><a href="http://www.annafreud.org/schoolsinmind">www.annafreud.org/schoolsinmind</a></p> <p>Research shows that emotional well-being and supporting children mental health is vital. Evidence shows that a happy child will learn better.</p>	5
<p>Subsidising Enrichment activities E.g. Residential Trips, educational visits, extra curricular clubs and music tuition by specialists.</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p>Giving children opportunities that they would not have broadens their horizons.</p> <p>The school has sought to provide specific enrichment opportunities for vulnerable groups e.g. June 2023 Rochester Cathedral Bestiary Medieval arts and culture project.</p>	5

	<p>Medway Music Association Violin Tuition weekly. This has given them a cultural experience to develop understanding of the arts.</p> <p>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.</p>	
<p>Subsidising Breakfast club provision. Supplying cool milk provision</p>	<p><a href="https://www.gov.uk/government/publications/breakfast-clubs-in-high-deprivation-schools">https://www.gov.uk/government/publications/breakfast-clubs-in-high-deprivation-schools</a></p> <p>Allows children to have a nutritious start to the day.</p> <p>School has consulted and investigated after school club provision and has conducted a feasibility study. If the club was to be set up it would be heavily subsidised for pupil premium students.</p> <p>Cool Milk – Milk provision to encourage healthy development.</p> <p>Fruit – Healthy snacks schemes to promote healthy lifestyles and healthy attitudes.</p>	5
<p>Specialist interventions – E.g Play therapy.</p>	<p>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.</p>	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%	

#### **Pupil Premium – 2022 – 2023 Teacher assessments based on observations, assessment activities**

	Reading	Writing	Maths	RMW
Year R (2)	NA	NA	NA	NA
Year 1 (2)	100%	100%	100%	100%
Year 2 (0)	NA	NA	NA	NA
Year 3 (2)	Exp 100%	100%	100%	100%

	GD 50%	0%	50%	0%
Year 4 (0)	NA	NA	NA	NA
Year 5 (4 pupils)	Exp 50%	25%	75%	25%
Year 6 (6pupils)	Exp 83%	83%	50%	50%
	GD 17%	17%	0%	0%

## 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 <a href="https://thirdspacelearning.com/">https://thirdspacelearning.com/</a>
Reading Eggs – learning to read, mastering phonics.	Reading Eggs <a href="https://readingeggs.co.uk/">https://readingeggs.co.uk/</a>
Play Therapy	Jigsaw Play Therapy <a href="#">Jigsaw Play Therapy Ltd</a>
Medway Music Association	<a href="#">Medway Music Association</a>
Earth Craft Forest School Training	<a href="#">Earthcraftuk</a>