# William Cassidi C. E. Aided Primary School Pupil Premium Strategy Statement 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 | William Cassidi C. E. Aided Primary School |
| Number of pupils in school | 143 (July 2022) |
| Proportion (%) of pupil premium eligible pupils | 29% (July 2022) |
| Academic year/years that our current pupil premium strategy plan covers | September 2021 – July 2024 |
| Date this statement was published | 20.10.2021 & 21.10.22 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | PFS Committee |
| Pupil premium lead | Julie Cornelius (Head Teacher) |
| Governor / Trustee lead | Veronica Fletcher (Chair of PFS Committee) |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £64,980 |
| Recovery premium funding allocation this academic year | £6,804 |
| 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 | £71,784 |

# Part A: Pupil Premium Strategy Plan

## Statement of intent: Our Vision Statement and School Motto:

Jesus taught his disciples many important lessons. He taught them about God, about what He had come to do and about themselves. He also taught them how they should treat each other.

Matthew 5 v.41

‘And if anyone forces you to go one mile, go with them two miles.’

Jesus taught that we should choose to go further than is required of us in our actions and attitudes. Jesus guided us by example, the way he lived and by putting others before himself. He never moaned when He did not get any peace or turned anyone away who needed his help. He encouraged his disciples to do the same.

We too can follow Jesus’ example by **‘Going the Second Mile’** and showing **‘love, care and respect’** to everyone, to all things God created and our world, just as Jesus did.

Our vision will be embedded through the exploration of Bible passages each school year ensuring our children begin to develop a relationship with Jesus, are guided and understand His messages and how they are the core of how we act every day of our lives.

July 2022

**Introduction:**

A Pupil Premium Grant (PPG) is received by all schools for those children who claim free school meals (FSM). William Cassidi received a PPG for 42 children, a total of £64,984 in our 2022 – 2023 budget. In line with our Pupil Premium Policy funds were allocated to facilitate access to education and the curriculum, provide additional teaching and learning opportunities and additional support and intervention. Our aim is to narrow the attainment gap between Pupil Premium pupils, disadvantaged pupils and their peers. Provision is not determined by the receipt of additional funding, meeting the needs of pupils is paramount in all the school undertakes.

**School Context:**

The percentage of pupils who are eligible for Pupil Premium funding at William Cassidi C. E. Aided Primary School steadily rose during the challenges of the COVID-19 pandemic and the current economic hardships. The school is aware of families who are currently facing additional challenges and is attempting to support them through poverty proofing provision and access to activities including lunch and after school clubs.

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Oral language skills and breadth of vocabulary. |
| 2 | Access to enrichment activities and experiences outside school. |
| 3 | Low attendance figures and persistent absenteeism. |
| 4 | Reactivation of learning following school closures. (Catch Up) |
| 5 | Emotional and physical needs of learners are supported following lockdowns and school closures. (Catch Up) |

## 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 |
| To improve oral language skills and breadth of vocabulary within the EYFS and KS1. | Pupil Premium progress is at least in line with all pupils (National) in EYFS, phonics and Reading at KS1. |
| To improve the attendance of pupils and reduce the number of persistent absentees. | Pupil Premium pupils’ attendance rises and is in line with their peers. Persistent absentee numbers are reduced. |
| To minimise the impact of school closure on academic progress, emotional and physical well-being. (Catch Up/NTP) | All pupils supported in their return to school and those pupils and cohorts identified with needs have those needs met. |

## 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:

Budgeted cost: £16,108

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Early Excellence CPD for all EYFS staff to enhance curriculum and delivery support within EYFS. | Education Endowment Foundation strategies | 1, 2, 5 & 5 |
| FFT ‘Lightning Squad’ CPD for HT and 2 teachers to implement additional reading and phonics support for Year 1 and 2 pupils. | Fisher Family Trust and Education Endowment Foundation strategies | 1 & 4 |
| Extension of reading and phonic books for Reception, Year 1 and Year 2. | Education Endowment Foundation phonics strategies | 1 & 4 |
| Acquisition of outdoor resources and P.E. equipment to encourage physical skills, fitness and agility. | Education Endowment Foundation strategies | 2, 4 & 5 |

**Targeted academic support:**

Budgeted cost: £ 45,288

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Teaching and HLTA additional support in class for phonics, reading and comprehension in KS1 (utilising SFA and Lightning Squad resources) for those not making expected progress. | Fisher Family Trust and Education Endowment Foundation strategies | 1 & 4 |
| Teaching and HLTS support for small groups and individuals within KS2 for comprehension, SPAG, handwriting and mathematics. | Fisher Family Trust and Education Endowment Foundation strategies | 1 &4 |
| Provide in house additional movement and body co-ordination activities including additional gymnastics sessions. | Observed physical and emotional needs | 2, 4 & 5 |

**Wider Strategies:**

Budgeted cost: £*10,388*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Access to school visits, residential and free extra-curricular activities | Endowment Foundation: Arts participation | 2, 3 & 5 |
| In school enrichment activities including: swimming; theatre productions and music tuition and wider faith experiences.  *Additional P.E. experiences funded through the School Spots Grant)* | Endowment Foundation: Arts participation | 2, 3 & 5 |
| Support of mental health and well-being through collective worship and the PSHE curriculum | Observed emotional and well-being needs | 3 & 5 |

**Total budgeted cost: £71,784**

# 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.* |

**Due to the COVID19 pandemic all assessments were cancelled by the DfE for the past two years 2020 and 2021.**

The last data available is for the academic year **2018-2019** which enabled the following results to be achieved:

Please note that disadvantaged pupils includes children who are Pupil Premium, adopted and those with Special Educational Needs, each disadvantaged pupil represents 50% in the Foundation Stage, 20% in Year 1, 20% at Key Stage One and 50% at Key Stage Two.

* the Foundation Stage Profile indicates that disadvantaged pupils attain well in comparison with their non-disadvantaged peers in: Prime Areas (80% - 50%) however they are below in Specific Areas (73% - 0%). As a result, their Good Level of Development is below their peers (50% - 73%).
* 100% of disadvantaged pupils achieved the Year 1 Phonics Screening Test standard compared with 88% of non-disadvantaged pupils
* in Year 2 overall 100% of disadvantaged and non-disadvantaged pupils achieved the Phonics Screening Test standard
* at Key Stage One 40% of disadvantaged pupils were working at the Expected Standard compared to 84% of non-disadvantaged pupils in CRWM
* at Key Stage One the following figures were achieved by disadvantaged pupils working at the Expected Standard: reading 40%; writing 40%; maths 40%; science 60% and CRWM 40% compared with non-disadvantaged pupils’ attainment of: reading 89%; writing 84%; maths 95%; science 95% and CRWM 84%
* at Key Stage Two the following figures may be compared:

**Achieving the Expected Standard:**

|  |  |  |
| --- | --- | --- |
| Reading | School | 78% |
| disadvantaged | 50% |
| non-disadvantaged | 79% |
| Writing (TA) | School | 89% |
| disadvantaged | 100% |
| non-disadvantaged | 90% |
| Mathematics | School | 78% |
| disadvantaged | 50% |
| non-disadvantaged | 79% |
| Spelling, Punctuation & Grammar | School | 85% |
| disadvantaged | 100% |
| non-disadvantaged | 83% |
| CRWM | School | 70% |
| disadvantaged | 50% |
| non-disadvantaged | 71% |

**Achieving the Higher Standard:**

|  |  |  |
| --- | --- | --- |
| Reading | School | 26% |
| disadvantaged | 0% |
| non-disadvantaged | 29% |
| Writing (TA) | School | 19% |
| disadvantaged | 0% |
| non-disadvantaged | 21% |
| Mathematics | School | 26% |
| disadvantaged | 0% |
| non-disadvantaged | 29% |
| CRWM | School | 15% |
| disadvantaged | 0% |
| non-disadvantaged | 17% |

Further information:

|  |
| --- |
| *This report should be read in conjunction with:*   * *Pupil Premium Policy Statement* * *Catch Up Funding Strategy* * *P.E. and Sports Grant 2021-2022 and 2022-2023* * *Swimming 2021-2022 and 2022-2023* * *The school’s Self Evaluation and School Improvement Plan 2021-2022 and 2022-2023* |