#  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 2023 to 2024 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  | 150 (July 2023) |
| Proportion (%) of pupil premium eligible pupils | 29% (July 2023) |
| 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 & 17.7.2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | PFS Committee  |
| Pupil premium lead | Julie Cornelius (Head Teacher) |
| Governor / Trustee lead | Veronica Fletcher (Chair of PFS Committee) |

**Funding overview**

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £56,745 |
| Recovery premium funding allocation this academic year | £6,804 (9.22-7.23) |
| 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 | £63,549 |

# 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 39 children, a total of £56,745 in our 2023 – 2024 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 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.

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| --- | --- |
| 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.

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| --- | --- |
| 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: Met from school budget

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| FFT SFA CPD for implementation of revised scheme for phonics in EYFS & KS1 (including writing and spelling) | Fisher Family Trust | 1, 2, 5 & 5 |
| FFT ‘Lightning Squad’ CPD for 2 teachers to embed additional reading and phonics support for Year 1 and 2 pupils (sustainability/fidelity with new staff)  | Fisher Family Trust and Education Endowment Foundation strategies | 1 & 4 |
| Extension of reading and phonic books for Reception, Year 1 and Year 2 (to supplement revised scheme). | Education Endowment Foundation phonics strategies | 1 & 4 |

**Targeted academic support:**

Budgeted cost: £ 63,549

|  |  |  |
| --- | --- | --- |
| 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. Supporting gross and fine motor development to assist handwriting (EYFS and KS1 analysis of outcomes) | 2, 4 & 5 |

**Wider Strategies:**

Budgeted cost: £*3,978*

|  |  |  |
| --- | --- | --- |
| 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 Sports 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.Work with Alliance Services for emotional well-being.Embedding Jigsaw PSHE programme. | 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 2022 to 2023 academic year.

The last data available is for the academic year **2022-2023** 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 6% in the Foundation Stage, 20% in Year 1, 24% at Key Stage One and 39% at Key Stage Two.

* the Foundation Stage Profile indicates that disadvantaged pupils attain well in comparison with their non-disadvantaged peers in: Prime Areas and Specific Areas. As a result, their Good Level of Development is above their peers (100% - 68%).
* 80% of disadvantaged pupils achieved the Year 1 Phonics Screening Test standard compared with 86% 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 50% of disadvantaged pupils were working at the Expected Standard compared to 68% of non-disadvantaged pupils in CRWM
* at Key Stage One the following figures were achieved by disadvantaged pupils working at the Expected Standard: reading 67%; writing 50%; maths 50%; science 67% and CRWM 50% compared with non-disadvantaged pupils attainment of: reading 100%; writing 68%; maths 89%; science 100% and CRWM 68%
* at Key Stage Two the following figures may be compared:

**Achieving the Expected Standard:**

|  |  |  |
| --- | --- | --- |
| Reading | School | 78% |
| disadvantaged | 71% |
| non disadvantaged | 82% |
| Writing (TA) | School | 67% |
| disadvantaged | % |
| non disadvantaged | 90% |
| Mathematics | School | 94% |
| disadvantaged | 86% |
| non disadvantaged | 100% |
| Spelling, Punctuation & Grammar | School | 83% |
| disadvantaged | 71% |
| non disadvantaged | 82% |
| CRWM | School | 67% |
| disadvantaged | 14% |
| non disadvantaged | 82% |

**Achieving the Higher Standard:**

|  |  |  |
| --- | --- | --- |
| Reading | School | 33% |
| disadvantaged | 43% |
| non disadvantaged | 29% |
| SPAG  | School | 28% |
| disadvantaged | 14% |
| non disadvantaged | 36% |
| Mathematics | School | 17% |
| disadvantaged | 14% |
| non disadvantaged | 18% |
| CRWM | School | 15% |
| disadvantaged | 14% |
| non disadvantaged | 0% |

Further information:

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| *This report should be read in conjunction with:** *Pupil Premium Policy Statement*
* *Catch Up Funding Strategy*
* *P.E. and Sports Grant 2022-2023 and 2023-2024*
* *Swimming 2022-2023 and 2023-2024*
* *The school’s Self Evaluation and School Improvement Plan 2022-2023 and 2023-2024*
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