

## Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2024 to 2025 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 Read Academy
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Tony Wood Chair of Trustees
Pupil premium lead	Tracy Gravely Head of School
Governor / Trustee lead	Emma Lane Trustee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year.	£121,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable).	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	£121,360

# Part A: Pupil premium strategy plan

## Statement of intent

It is our intent to ensure our curriculum is inclusive so that all children, regardless of background or need, may achieve to their full potential. We use our pupils premium funding to improve educational and pastoral outcomes for disadvantaged pupils in our school. Our disadvantaged children face additional challenges in reaching their potential at school and have a number of barriers upon arrival at school. All members of staff and the governing body accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

Our ultimate objective for our disadvantaged pupils is that they may achieve in-line with all pupils not eligible for pupil premium fund nationally and that on-entry barriers may be reduced as pupils' progress through our school.

- We aim to raise achievement (attainment and progress) of all pupils eligible for the Pupil Premium so that their performance is in line with their non-Pupil Premium peers at William Read by the end of Year 6.
- To ensure all pupils have access to robust wellbeing support and that good social, emotional and mental health enables readiness for learning.
- Provide an exciting curriculum that engages pupils and gives them 'awe and wonder' experiences.
- Improve pupils' vocabulary which will have a proven impact on their attainment.
- Provide extra-curricular opportunities for all children.
- Provide a Structured and Consistent approach to teaching phonics, reading and comprehension skills.

## Challenges

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

Challenge number	Detail of challenge
1	Children joining reception with low starting points in reading, writing and maths
2	High number of pupils with emotional and social barriers, including adverse childhood experiences
3	High number of SEND pupils across the school with a higher proportion being disadvantaged
4	Low cultural capital, with little experience outside of school

5	Many parents with low literacy and numeracy skills
6	Attendance remains low with high persistent absence
7	Long term impact of limited engagement with remote learning during lockdown
8	Children have limited vocabulary leading to limited levels of reading comprehension

## 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
Improve progress and attainment in reading, writing and maths among disadvantaged pupils.	Disadvantaged pupils achieve national average in Key Stage 2 SATs for progress and attainment.
Improve and sustain the attendance of all our pupils, particularly our disadvantaged pupils.	Improve attendance from 2024/2025 demonstrated by: <ul style="list-style-type: none"> <li>• Attendance rates for all pupils is in line with National.</li> </ul>
Narrow the attainment gap caused by partial school closures.	<ul style="list-style-type: none"> <li>• Disadvantaged pupils achieve in-line with peers in reading, writing and maths by the end of Year 6.</li> <li>• Additional support develops and deepens the understanding of disadvantaged pupils.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>➤ qualitative data from student voice, student and parent surveys and teacher observations</li> <li>➤ a significant increase in participation in enrichment activities particularly among disadvantaged pupils</li> </ul> </li> </ul>
Improve pupils' vocabularies and language skills across the curriculum throughout the school day.	Children can talk confidently including using subject specific language.
Improve the quality of reading reasons.	Children engage and foster a love of reading through the provision of high quality reading resources (including digital platforms).

## 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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD, planning and implementation of dialogic activities for developing language acquisition. This will enable pupils to develop their ability to articulate their needs both emotionally and academically.	Improved language and communication will have a positive impact on progress and attainment.	1, 2, 3, 4, 8
Whole staff SEND and One Plan training	Targets are smart Pupils make enhanced progress in interventions.	3
Develop schools own on-line resources to support families during isolation and possible future lockdowns.	Pupils who engaged with online learning made better progress.	5, 7
Enhancement of teaching and Curricular planning, ensuring our curriculum engages and excites our children and extends their cultural experiences.	Engagement in the learning will lead to pupil progress accelerating and improve attendance.	4

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

Budgeted cost: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 5 teachers in year 6 to enable pupils to be taught in smaller groups for English and maths.	Pupils make better progress if the teaching is matched to their level	3, 7, 8
Additional LSAs in all Reception, Year 1 and 2 classes to deliver specific phonic/reading interventions.	Evidence from Sutton Trust shows that early intervention is one of the most effective strategies.	1, 3, 5, 8
Teacher led intervention 1:2 tutoring to all Y6 pupils not on target to reach expected levels at end of Year 6.	Known impact from timely and targeted intervention Historical data	3, 7
NELI 20. Week programme delivered to all YR/Y1 pupils who score low and LI and WELLCOM screening.	Poor language development is affecting progress and the number of children achieving GLD in reading and the expected level in Key Stage 1.	1, 3, 5, 8

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

Budgeted cost: £ 6,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced Attendance Officer hours. Continue to build relationships with parents, monitor attendance meetings with attendance officer and assistant head.	DFE Guidance Pupil Premium references that Pupil Premium can be used to 'for wider approaches that support non-academic issues that impact success in school, such as attendance'.	6
Attendance incentives within school: attendance heroes, class attendance winner, certificates for 100% per term, improved attendance stickers.	DFE Guidance Pupil Premium references that Pupil Premium can be used to 'for wider approaches that support non-academic issues that impact success in school, such as attendance'.	6

<p>Contingency fund for acute issues. E,g – uniform, transport, trips and visits.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p>DFE Guidance Pupil Premium references that Pupil Premium can be used to ‘help with the cost of educational trips or visits’.</p>	<p>All</p>
<p>School trained LSA support children 1:1 and in small groups.</p>	<p>Increased support for children’s well being.</p>	<p>2</p>

**Total budgeted cost: £121,360**