

William Cassidi Church of England Primary School

Pupil Premium Funding

2023 - 2024

2025 - 2026

'Life in all Fullness'
(John 10:10)



As a school, we want to provide children with the very best education. To let them experience life in all its fullness and living with all their heart. Our main core value of love underpins all that we do. Our school is Christ-centred and our core Christian values of love, respect, courage, service and resilience flow through every aspect of school life. It is on this bedrock that we provide an excellent education for the children who attend our school. We want every child to be the very best that they can be and to recognise that they are precious, loved and valued.

This statement details our school's use of pupil premium funding from April 2025 - April 2026. It covers part of the 24/25 academic year and part of the 25/26 academic year. This funding will be used to help improve the attainment of our disadvantaged pupils.

This statement outlines our pupil premium strategy, how we intend to spend the funding across the 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	149 (March 2025)
Proportion (%) of pupil premium eligible pupils	24% (March 2025)
Academic year/years that our current pupil premium strategy plan covers	April 2025 onwards 24/25 academic year 25/26 academic year
Date this statement was published	March 2025
Date on which it will be reviewed	July 2025
Statement authorised by	PFS Committee
Pupil premium lead	Joanne Campbell (Head Teacher)
Governor / Trustee lead	Colleen Peters (Chair of PFS Committee)

Funding Overview:

In April 2025 school was provided with £64,140.00 total pupil premium funding.

Detail	Amount
In April 2025 school was provided with £64,140.00 total pupil premium funding. Breakdown of funds below.	
Pupil premium funding allocation 2025/2026 academic year	£56,240.00
Service pupils	£1,360.00
Post LAC premium	£5,140.00
LAC pupil premium	£1,400.00
Total budget for 2025/2026 academic year	£64,140.00
In April 2024 school was provided with £58,610.00 total pupil premium funding. Breakdown of funds below.	
Pupil premium funding allocation 2024/2025 academic year	£53,280.00
Service pupils	£1,360.00
Post LAC premium	£2,570.00
LAC pupil premium	£1,400.00
Total budget for 2024/2025 academic year	£58,610.00

Part A: Pupil Premium Strategy Plan

Statement of Intent

Vision Statement, School Motto and Core Values:

Church of England Vision Statement

Our vision for education is deeply Christian, with Jesus' promise of 'life in all its fullness' at its heart.

William Cassidi C of E Primary School Vision Statement

Life in all Fullness
(John 10: 10)

Motto

With all your heart

Main Value

Love

Values

Respect

Service

Courage

Resilience

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 38 children, a total of £64,140.00 in our 2025- 2026 budget. 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 has steadily rose in recent years. We are currently in line with the national average across schools in England when comparing the proportion of PP children to non PP children on roll.

Challenges:

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

Challenge number	Detail of challenge
1	Engagement and attainment with reading activities; particularly reading for pleasure, fluency, knowledge and comprehension.
2	Access to enrichment activities and experiences outside of school.
3	Lower attendance figures and persistent absenteeism.

2025 2026 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. The main impact measure we will use will be educational outcomes.

Intended outcome	Success criteria
To improve engagement and attainment in reading in order to close the attainment gap between PP and non PP children.	Pupils engage more with texts and develop a love of reading. Pupil Premium attainment is at least in line with all pupils (National) in EYFS, Phonics and Reading at KS2. This will enable all children to live a life in all fullness as they move onto secondary school with embedded reading habits and skills.
Funding will be used in the following way to support this challenge:	

- Further CPD in SFA Phonics to ensure robust monitoring of PP attainment. Focus on assessment systems.
- Additional leadership release time for the EY/KS1 Literacy leader so that teaching across EYFS and KS1 can be coached for best practice and additional intervention can be provided to any PP children who may require it.
- The Accelerated Reader Programme will be purchased to ensure robust monitoring of reading fluency, knowledge and comprehension – particularly in KS2. It will enable reading age, fluency, knowledge and comprehension to be tracked in a progressive format. Staff CPD and resourcing the scheme will also be needed, in addition to some IPADs to support pupil quizzing.
- New texts purchased to continue the ongoing development of the library. Opportunities for pupils to access high quality texts.
- An additional member of staff trained in FFT Lightning Squad intervention to target children with poorer fluency skills in KS2. Afternoon intervention sessions running twice weekly with identified pupils.
- Use of HLTA to teach alongside class teachers in KS1 to ensure smaller phonics groups take place. Additional small group work and 1:1 for identified pupils.

£35,000.00

To improve the cultural capital of pupils by ensuring they experience a rich diet of educational visits and experiences.

Pupils will have a greater understanding of social norms and ways of behaving appropriately in a range of social situations. Pupils will experience awe and wonder and will become more aware of the wider community around them. This will enable children to live a life in all fullness as they feel comfortable and confident in a range of situations when entering secondary school and beyond.

Funding will be used in the following way to support this challenge:

- All pupils will experience a minimum of three educational visits per year. The visits will cover a range of experiences such as theatre, outdoor adventure, museums, etc...

- Additional financial support will be allocated to PP children to subsidise or supplement the Y6 residential – equity of provision.
- Tees Valley Music Service provide per lessons and whole class music lessons – PP funding will be used to support PP children to access for equity of provision.
- School will increase the amount of specialist visitors into school to provide opportunity for greater awe and wonder moments and curriculum enrichment.
- School will provide two after school clubs per week free of charge to ensure equity of provision for all children. The clubs will contain a mixture of sports, languages, performing arts, etc...

£15,000.00

To improve the attendance of pupils and reduce the number of persistent absentees.

Pupil Premium pupils' attendance continues to rise and is in line with their peers. Persistent absentee numbers are reduced. This will enable children to live a life in all fullness as they will be in good attendance routines for secondary school and beyond and have little to no gaps in knowledge.

Funding will be used in the following way to support this challenge:

- The school attendance champion will spend a greater proportion of time analysing the attendance data of PP children and meeting with parents, signposting towards external services, etc... to ensure the children are on track to achieve attendance data at (or above) the national average.
- Regular coffee mornings and 'drop in' sessions arranged with vulnerable / PP parents and carers to further build community relationships and the 'team around the child' approach.
- Establishment of a playgroup in school for early intervention to ensure issues are captured pre-school to ensure a smoother transition (higher attendance levels) into EYFS. Opportunities to build positive relationships with parents in an informal environment. Opportunity to invite external services e.g. health into sessions to mitigate any future attendance barriers.
- The attendance champion will complete additional monitoring of PP children 'at risk' of achieving below 90% and ensure the monitoring strategies in the behaviour policy are fully implemented and their impact monitored.

- Additional extrinsic incentives will be purchased to target the attendance of PP children e.g. Attendance celebration days, certificates, awards, etc...
- Additional CPD will be completed around school based avoidance and training linked to specific EEF strategies for improving attendance (specifically for PP children)

£15,000.00

This details how we intend to spend our pupil premium this academic year to address the challenges listed above. In addition to the above areas, we will also target PP children through quality first teaching via school budget.

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 2023 to 2024 academic year in relation to 'closing the gap' and educational outcomes.

Please note that disadvantaged pupils includes children who are Pupil Premium, adopted and those with Special Educational Needs. Two children with EHCPs are included in the disadvantaged data but did not participate in end of KS2 assessments. A variance of 7% should therefore be applied to give contextual accuracy; highlighted in red.

Achieving the Expected Standard:

Reading	School	79%
	National Average	74%
	Disadvantaged	64% + 7% variance (71%)
	Non-disadvantaged	88%
Writing (TA)	School	75%
	National Average	72%
	Disadvantaged	64% + 7% variance (71%)
	Non disadvantaged	82%
Mathematics	School	82%
	Disadvantaged	73% + 7% variance (80%)
	non disadvantaged	88%
CRWM	School	64%
	National Average	61%
	Disadvantaged	55% + 7% variance (62%)
	Non disadvantaged	71%

Further Information:

This report should be read in conjunction with:

- *Pupil Premium Policy Statement*
- *P.E. and Sports Grant*
- *Self Evaluation and School Improvement Plan*