

Pupil premium strategy statement

This statement details our school's use of pupil premium 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 Wilfrid's Catholic Primary School
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	18% (31 children)
Academic year that our current pupil premium strategy plan covers	25/26
Date this statement was published	01/09/25
Date on which it will be reviewed	01/09/26
Statement authorised by	K Donlon
Pupil premium lead	G O'Brien
Governor / Trustee lead	E Siddall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57259
Recovery premium funding allocation this academic year	£ 0
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	£57259

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a 'Catch Up' teaching assistant - providing small group work focussed on overcoming gaps in learning across school.
- 1-1 support where required or deemed necessary.
- Additional teaching and learning opportunities provided.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support.

Challenges

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

Challenge number	Detail of challenge
1	Increase in the percentage of PP children, including new arrivals (EAL)
2	Teaching & Learning of phonics across KS1
3	Working memory of children
4	Poor parental engagement in Reading throughout school
5	Poor communication and oracy skills in Reception
6	Attendance & Punctuality
7	Attainment gaps in Reading, Writing & Maths

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
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Improved attendance and punctuality	Ensure attendance of disadvantaged pupils is above 94%
Improved progress in Phonics	Ensure all relevant staff have received refresher training to deliver new phonics scheme effectively
Use Zones of Regulation throughout school	Whole school CPD on Zones of Regulation to help staff to effectively support children
Improved working memory and the recall of facts for all children	Whole school work on implementing time in every lesson for children to build on prior knowledge and embed learning.

Improved communication skills and oracy skills of children in Reception	<p>WellComm Toolkit: Screening and intervention tool for identifying speech and language needs, with practical activities.</p> <p>Story Sacks & Puppets: For retelling and exploring narratives.</p> <p>Workshops for parents on storytelling, songs, and talk-rich routines at home.</p>
---	--

Activity in this academic year 25-26

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: £1731

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all relevant staff have received refresher training to deliver phonics scheme effectively</p> <p>Provide additional reading books and resources to support the scheme that can be taken home</p>	<p>EEF +5</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p>	1, 2, 4, 6
<p>Whole school CPD on Zones of Regulation to help all staff support children effectively.</p>	<p>EEF +6</p> <p>The Zones of Regulation programme teaches self-regulation by categorising all the different ways we feel and the states of alertness we experience into four coloured zones. Children learn to identify their feelings/level of alertness and understand how their behaviour in those states impacts those around them.</p>	1, 2, 6

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

Budgeted cost: £40259

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue Wellcomm Intervention programme to identified pupils in Reception and Nursery	EEF +6 Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	1, 2
Establish small group reading and language interventions for pupils falling behind age related expectations (Sounds-write, IDL, LBQ)	EEF +6 Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves	1, 2, 4, 6

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

Budgeted cost: 15269

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral team to support pupils families on attendance and wellbeing strategies	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.	5
Celebration Days of Reading – involving parents and carers	EEF (+5) Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading	3
Introducing Mental Health Ambassadors ‘Wellbeing Champions’	Developing a Wellbeing Programme in primary school or setting that has the potential to reduce behavioural issues and increase attendance. The programme helps increase capacity to provide more wellbeing support to more children and through increasing, strategies for wellbeing reduce some mental health issues building up for children, while also freeing up adult, pastoral capacity to support more vulnerable pupils. Through developing a voice lead early intervention programme in your primary school you will also be meeting the recommendations from the department of education for enabling pupil voice and the role pupils have in supporting a whole school approach to mental health and wellbeing.	

Total budgeted cost: £57259 (approx)

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 2024 to 2025 academic year.

2025 Attainment and progress (all pupils in brackets)			
	<i>Pupils eligible for PP</i> <i>Attainment Y2</i> <i>(6 children)</i>	<i>Pupils eligible for PP</i> <i>Progress Y6</i> <i>No progress measure</i> <i>2024</i>	<i>Pupils eligible for PP</i> <i>Attainment Y6</i> <i>(4 children)</i>
% achieving expected in reading, writing & maths	33% (63%)		71% (83%)
Expected reading	33% (67%)		50% (69%)
Expected writing	50% (67%)		75% (72%)
Expected maths	67% (74%)		50% (83%)

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
Oracy Cambridge	Oracy Cambridge Skills Framework
IDL	Ascentis
Superhero Spelling	Monster Phonics
Learning by Questions	Learning by Questions LbQ
TTRS /Purple Mash	Maths Circle / 2Simple