# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery 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

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| Detail | Data |
| School name | St Wilfrid’s |
| Number of pupils in school | 196 + nursery |
| Proportion (%) of pupil premium eligible pupils | 48% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2023-2026  Current |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by |  |
| Pupil premium lead | Miss J Sands |
| Governor / Trustee lead | Mrs A Wake |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £136,759 |
| 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 | £136,759 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our aim at St Wilfrid’s is to provide the best education and opportunities for all pupils in our care, whoever they are and whatever their personal circumstances or background.  We are a one form entry school, and numbers of disadvantaged pupils varies across school but as a school our percentage of pupils from deprived backgrounds is higher than national.  We prioritise interventions, resources and support to enhance learning. As well as providing all our pupils with experiences to broaden their imaginations and develop in them a love of learning.  Our ultimate goal is that gaps between outcomes of those pupils from disadvantaged and non-disadvantaged backgrounds narrow. That all pupils achieve their best outcomes.  All staff work tirelessly and have high expectations for all our pupils. Their attainment and progress is closely monitored. Appropriate support and intervention is given informed by regular assessments. |

## 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 | Oracy and Speech – impacting on early reading and writing |
| 2 | Problems with retaining, recalling and processing new learning. |
| 3 | Variable outcomes in Reading, Writing and Maths |
| 4 | Limited Life experience, limited knowledge of the world |
| 5 | Attendance and punctuality |

## 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 |
| Children supported well in Reading, Writing and Maths. | All pupils making good progress in Reading Writing and Maths  Increased numbers of pupils achieving age related standards in R, W & M  Improved MTC outcomes  Attainment gaps between groups are closing |
| Quality teaching and support in Phonics | Improved outcomes in Phonics for all pupils  Closing attainment gap between groups. |
| Improved attendance | Improved attendance data  Fewer PA pupils  Clear impact from targeted support |

## 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: £ *40,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Sounds Write Training*  *Refresher input for experienced staff and training for those new to role.* | EEF supports the faithful use of Phonics scheme to enhance the progress of pupils and developing their early reading skills | 1,3 |
| *Staff support and further training providing effective support in and out of lessons in small groups and 1:1* | Evidence suggests the use of ‘metacognitive strategies’ –  which get pupils to think about their own learning - can be worth the equivalent of an additional +7 months’ progress  when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply  them effectively in the classroom.  EEF -Metacognition and SR Learning guidance report May 2020 | 1, 2,3 |
| *Purchase and use Targeted assessment and intervention materials including*  *PIRA, GAPS Shine interventions* | Intervention based directly on assessment and between  assessment points ensures that targeted groups of children  have the opportunity to address key skills and knowledge. | 2,3 |
| In Maths  CPD for staff developing problem solving skills and resilience in maths  Support and CPD from maths Hub | High-quality maths education may have the following features:  Pupils are well prepared for assessments through having learned all the facts, methods and strategies that are likely to be tested.  Teachers plan frequent, low-stakes testing to help pupils to remember content.  Lessons incorporate timed testing to help pupils learn maths facts to automaticity. | 2, 3 |
| Reading Resources  Staff CPD Reading and comprehension | The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. EEF Reading Comprehension strategies | 1,3, |
| Additional Music Tuition  KS2 pupils termly instrument lessons EY and KS1 termly professional music lessons  Up to date music resources across school | Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three month progress.  Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.  EEF Arts participation | 1,2,3,4 |

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

Budgeted cost: £ £30,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *SALT Support and training for staff Language Link resources and support used across EY and KS1 as well as supporting specific needs across school*  *Language Link training for staff* | Overall, using Language Link impacts positively on both children and staff. The majority of staff reported improvements in understanding and listening skills as well as boosting confidence and increased participation I classroom activities.  A high proportion of teaching staff felt that use of Language Link had raised attainment of their pupils beyond expectations. | 1, 3 |
| *Targeted small group and 1:1 tuition*  *Small group sessions, purchase appropriate or additional resources and staff time* | Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact.  *EEF – Pupil premium review* | 2,3 |
| *Access to online resources to enhance learning*  *Including.*  *TT Rocks*  *Accelerated reader*  *Nessy, Sounds Write* | There are a number of high-quality digital interventions currently available and supported by robust evidence of a  positive impact on learning Technology can benefit disadvantaged students (low SES, learning disability, special educational needs) more so than non-disadvantaged students.  *EEF Using Digital Technology to Improve Learning 2019* | 1,2,3, |

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

Budgeted cost: £ *£65,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Subsidised Breakfast Club* | Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months’ progress over the course of a year - ***(EEF) Nov 2016*** | 2,3,5 |
| *Parent Support Adviser time working to improve absence*  *Quality support resources, incentives.*  *Parent meetings and engagement, support and review meetings*  *Rewards and incentives* | Although attendance and punctuality have improved, there is still need for improvement particularly with Persistent Absence.    The association between  parental involvement and a child’s academic success is well established – *EEF*    NfER briefing for school leaders identifies addressing persistent lateness as a key step in improving outcomes for pupils. |  |
| *Events, Trips and visits and experiences for all pupils*  *Focus weeks over the year.*  *Access to theatre, music and the arts*  *Resources to support learning as well as widening experiences* | Due to area of deprivation and family circumstances, many  children have limited experience and stimulation beyond the  immediate local area.  EEF suggest that overall impact of enrichment activities  tends to be positive, but desired outcomes need to be  specific and targeted (writing)  Overall, studies of adventure learning interventions  consistently show positive benefits on academic learning.  On average, pupils who participate in adventure learning  interventions make approximately four additional months’  progress.  Experiences that last over a week tend to have greater  impact and tend to produce effects of a longer duration. -  *EEF Outdoor and adventure learning Aug 2018* | 4 |

**Total budgeted cost: £ 135,000**  
**Some funds are currently unallocated in case of change in PP numbers, rising costs etc.**

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.**

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| **2023-24 Review** **Oracy and Speech**   **Early Years**  **Communication and Language Outcomes** – greatly improved on previous years outcomes.  91% of pupils achieving expected standard compared to 75% in previous year. This has also had a positive impact on the overall Literacy outcomes. **Writing outcomes have greatly improved** 78% of pupils achieved expected standard at end of year compared to 63% in previous year. These improvements are result of staff training and implementation of targeted support.  These developments have led to improved numbers of children achieving Good Level of Development at end of year as our poorer strand in the past have been Literacy. Gaps between Pupil Premium pupils and others is closing (*in Writing in 2023 -18% improved to -6 in 2024)*  **Problems with retaining, recalling and processing new learning.**  **Standards in Reading, Writing and Maths**  **KS2 Outcomes** Reading, Writing and Maths outcomes at end of KS 2 are in line or better than National. Reading Outcomes are greatly improved, and gaps have closed significantly. In Writing and Maths gaps have varied over the past few years as outcomes have improved for all pupils.  **Phonics** Outcomes are continuing to improve, and gaps are closing.  **Limited Life experience, limited knowledge of the world** Between 35-50 pupils attends Breakfast Club each day, having breakfast at the start of the makes a positive impact on attention and ability to concentrate during lessons. All classes have taken part in at least 2 off site visits some enhancing the curriculum, others linked to local events. All pupils have enjoyed visits from an author and at least one theatre experience.  **Attendance and punctuality** *Attendance remains a challenge. Families who received targeted support over the school year did show some improvement in their attendance by the end of year. However still high numbers of holidays being taken in term time. Attendance continues to be a focus in the coming year. As family support has had a positive impact new role of PSA has been created in school to focus on improving attendance and punctuality.* |