

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	St Wilfrid's
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026 Current
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Miss J Sands
Pupil premium lead	Miss J Sands
Governor / Trustee lead	Mrs A Wake

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,845
Recovery premium funding allocation this academic year	£
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	£126,845

Part A: Pupil premium strategy plan

Statement of intent

Our aim at St Wilfrid's is to provide the best education 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

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' form disadvantaged and non-disadvantaged backgrounds narrow.

All staff know who our PP pupils are. Their attainment and progress is closely monitored. Appropriate support and intervention is given following regular assessments.

Challenges

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

Challenge number	Detail of challenge
1	Oracy and Speech
2	Problems with retaining, recalling and processing new learning.
3	Standards in Maths, 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.

Intended outcome	Success criteria
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Improved Reading Attainment	Gap closing in Reading across school particularly end of KS2
Improved Writing standards	More pupils working at age related expectation in Writing
Improved RWM Combined	Increased numbers achieving Age Related expectations in Reading, Writing and Maths. Particularly at end of KS1
Improved Phonics Outcomes	Close gaps in outcomes between PP and non PP pupils
Improved attendance	Achieve attendance target Reduce numbers of pupils with PA

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: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD for staff and full implementation of Reciprocal Reading</i>	There is some evidence of promise from previous evaluations on reciprocal teaching, including a meta-analysis of 16 studies, which showed an average impact equivalent to around +4 months' additional progress	2,3
<i>Staff support and further training in Metacognition and self-regulation</i>	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	2,3
<i>Targeted assessment and intervention PIRA, PUMA GAPS Shine</i>	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
Maths CPD for staff developing problem solving skills and	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.	2, 3

<p>resilience in maths</p> <p>Purchase additional concrete resources to support learning.</p> <p>Support and CPD from maths Hub</p>	<p>Teachers plan frequent, low stakes testing to help pupils to remember content.</p> <p>Lessons incorporate timed testing to help pupils learn maths facts to automaticity.</p>	
<p>Reading Resources</p> <p>Staff CPD Reading and comprehension</p>	<p>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.</p> <p>EEF Reading Comprehension strategies</p>	
<p>Additional Music Tuition</p> <p>KS2 pupils termly instrument lessons EY and KS1 termly professional music lessons</p> <p>Music resources across school</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>EEF Arts participation</p>	1,2,3,4

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

Budgeted cost: £ £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SALT Support and training for staff</i>	Overall, using Language Link impacts positively on both children and staff.	1,

<p><i>Language Link resources and support</i></p>	<p>The majority of staff reported improvements in understanding and listening skills as well as boosting confidence and increased participation in classroom activities.</p> <p>A high proportion of teaching staff felt that use of Language Link had raised attainment of their pupils beyond expectations.</p>	
<p><i>Targeted out of school sessions</i> <i>Small group sessions, additional resources and staff time</i></p>	<p>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.</p> <p>Supporting resources: Sustained support will be required to help disadvantaged pupils catch-up after they return to school. <i>EEF – Pupil premium review</i></p>	2,3
<p><i>Access to online resources to enhance learning</i> <i>Including...</i> <i>TT Rocks</i> <i>Accelerated reader</i> <i>Nessy</i></p>	<p>There are a number of high-quality digital interventions currently available and supported by robust evidence of a positive impact on learning</p> <p>Technology can benefit disadvantaged students (low SES, learning disability, special educational needs) more so than non-disadvantaged students.</p> <p><i>EEF Using Digital Technology to Improve Learning 2019</i></p>	1,2,3,

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

Budgeted cost: £ £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subsidised Breakfast Club</i>	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
<p><i>Learning Mentor time (or equivalent staff) for absence support resources and support for attendance</i></p> <p><i>Parent drop ins</i></p> <p><i>Review meetings</i></p> <p><i>Rewards</i></p>	<p>Although attendance and punctuality have improved, there is still need for improvement particularly with Persistent Absence.</p> <p>The association between parental involvement and a child's academic success is well established – <i>EEF</i></p> <p>NfER briefing for school leaders identifies addressing persistent lateness as a key step in improving outcomes for pupils.</p>	
<p><i>Events, Trips and visits</i></p> <p><i>Focus weeks over the year.</i></p> <p><i>Resources to support learning as well as widening experiences</i></p>	<p>Due to area of deprivation and family circumstances, many children have limited experience and stimulation beyond the immediate local area.</p> <p>EEF suggest that overall impact of enrichment activities tends to be positive, but desired outcomes need to be specific and targeted (writing)</p> <p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning.</p> <p>On average, pupils who participate in adventure learning</p>	4

	<p>interventions make approximately four additional months' progress.</p> <p>Experiences that last over a week tend to have greater impact and tend to produce effects of a longer duration. -</p> <p><i>EEF Outdoor and adventure learning Aug 2018</i></p>	
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Total budgeted cost: £ 120,00

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 2022 to 2023 academic year.**

<p><i>2022 - 2023 Review</i></p> <p><i>EYFS</i></p> <p><i>Gaps between disadvantaged pupils and non-disadvantaged pupils are closing in all strands in the Early Years, except Word Reading</i></p> <p><i>KS1</i></p> <p><i>Average marks scored by disadvantaged pupils in Phonics test has improved on previous years.</i></p>
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Gaps are closing in Reading and Writing at end of KS1

Gaps also closing for pupils retaking the phonics test in Year 2.

KS2

Gaps are closing at end of KS2 in Writing and Maths. Disadvantaged pupils' attainment was better than the non-disadvantaged.

Attendance

Attendance has improved slightly on previous years. We have had great success with improving attendance for several families who benefited from additional challenge and support this year. Absence rates for disadvantaged pupils are in line with national data.

Wider Opportunities

Between 40-50 pupils attend out subsidised Breakfast Club each day. Experiences, trips and events across school have been accessible to all pupils irrespective of family circumstance and income. These events often give opportunities for our pupils to see or think about things beyond their local circumstances. All classes enhance our curriculum with visits, speakers and access to resources at minimum cost to our families.

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
1:1 Tuition	Third Space learning