

Pupil premium strategy statement - St. Wilfrid's RC College

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1159 (1277 including 6 th Form)
Proportion (%) of pupil premium eligible pupils	34.9%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Catherine Lennox, Headteacher
Pupil premium lead	Paul Given, Senior Assistant Headteacher
Governor / Trustee lead	Emma Shaughnessy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£416,025
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£416,025

Part B: Pupil Premium – Review of 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.

This academic year [2024-25] marked the end of the first year in a three year cycle of pupil premium plan.

41% of DA pupils attained a pass in both English and Maths. The percentage of PP pupils who attained the EBacc in 2025 was 10% compared to 27% of non-DA. 60% of DA pupils attained a standard pass in English, with 41% attaining a strong pass. 57% of DA pupils attained the standard pass in Maths, with 31% attaining the strong pass. An A8 score of 36.41 was achieved for our disadvantaged pupils. The average grade for disadvantaged pupils improved by half a grade from the previous academic year. The average grade is currently 4.3 in comparison to 3.8 last year.

Targeted literacy interventions across the 2024-25 academic year had a measurable impact on the progress of disadvantaged pupils, particularly in reading fluency, comprehension and phonics. Across our Year 8 and Year 9 disadvantaged cohort, pupils made accelerated progress, with average reading age gains of up to two years as a result of small-group and 1:1 support. Individuals showed improved engagement and attendance at sessions, with pupil voice identifying that they felt more confident with their literacy after attending interventions, enabling them to access the curriculum with increasing confidence. Overall, the interventions contributed to narrowing gaps in reading and improving literacy resilience for some of our most vulnerable learners.

We purchased NGRT for our Year 7 and lowest 20% of readers cohort to implement in September 2025. The implementation of NGRT testing [September 2025] has provided further evidence of the impact of interventions and has provided staff with more detailed breakdown of the areas of literacy support pupils require through both in-class tier 1 interventions and tiers 2 and 3 led by our literacy team.

Qualitative data from student voice supports our internal quality assurance findings: that interventions are engaging and that pupils are attending well. Student voice feedback indicates that interventions have significantly increased engagement in learning. Students report feeling more supported in their academic journey, which has helped them to thrive within the school environment. Additionally, there has been an increased prioritisation of DA pupils accessing school counsellors, rising from 30% in 2023/4 to 49% in 2024/5. As a result, these positive experiences have fostered a stronger sense of belonging, making students feel more connected and valued within the school community.

Attendance of DA pupils at St Wilfrid's is closely monitored by a senior leader attendance of DA pupils shows that disadvantaged pupil attendance was 84.56% compared to non-disadvantaged attendance at 90.74% showing a gap of 6.18%.

Over the course of the year DA pupils have experience an enriching range of activities ranging from Duke of Edinburgh to Brilliant Club to art gallery visits. DA pupils accessed music and sport with no barriers. Our NEET figure for 2024/25 showed 0.8% of our leavers were NEET, one of the two pupils were PP.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Accelerated Reader	Renaissance Learning
NGRT Testing	GL Assessment
The Brilliant Club Scholars Programme	The Brilliant Club
Adaptive Numeracy Intervention	Sparx Maths
Music Tuition	South Tyneside Council Music Hub
Mental Health First Aid	MHFA England

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

How our service pupil premium allocation was spent last academic year

The impact of that spending on service pupil premium eligible pupils