

Pupil premium strategy statement – St Wilfrid’s Catholic Primary School

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	303
Proportion (%) of pupil premium eligible pupils	46.5%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Helen Milligan (Executive Head Teacher)
Pupil premium lead	Lucy Husted (Head of School)
Governor / Trustee lead	Mary Higgins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£230,880
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£230,880

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have significant needs of pastoral support and development, family support/Early Help and social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Nursery in the last 2 years, approximately 70-90% of our disadvantaged pupils arrive below age-related expectations compared to 50-70% of other pupils. This gap remains steady to the end of KS2.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3.73 and 4.55% lower than for non-disadvantaged pupils.
6	Wellbeing and anxiety is a challenge for disadvantaged pupils and this can affect health and attendance.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 3%, and the

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £112,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments including REN assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embedding dialogic Activities across the school curriculum (KAGAN and talk tasks) These can</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1

<p>support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>		
<p>Little Wandle Implementation to secure stronger phonics teaching for all pupils. Intervention groups This includes dedicated Development Days provided by the Little Sutton English Hub</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>3, 4</p>
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4, 5</p>

<p>professional development and training for staff. SCARF resources, KiVa curriculum</p> <p>Pastoral team: Pastoral manager, Pastoral mentor FSW, Attendance Officer,</p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ £61,139

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. DLP project with eastwards Consortium using WELLCOMM: teacher training and release time.</p> <p>Senior Speech and Language Therapist</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when</p>	2

Intervention groups	delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
Provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Mymaths online programme SATS companion CGP KS2 intervention support books	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

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

Budgeted cost: £57,556

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on SEMH approaches with the aim of developing strategies to support pupils. Beacon Behaviour Support KiVa Emotional Literacy Support Assistant (ELSA)	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4 , 5, 6

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Implement Framework for Attendance.</p> <p>Staff to implement and embed procedures.</p> <p>Attendance and Family Support workers to work with families to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5 , 6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Reading		Writing		Maths	
	All	PP	All	PP	All	PP
Y1	72	64	58	55	72	64
Y2	60	55	58	50	70	73
Y3	54	60	72	65	78	75
Y4	57	57	53	58	61	69
Y5	66	72	50	48	50	45
Y6	69	60	61	53	51	40

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted in 2022/23 last year, primarily due to legacy trauma and COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

If we compare the data for the Pupil Premium group and 'All Pupils', we can see that for the majority of year groups across KS1 and KS2, there has been progress with closing the attainment gap. Green shading indicates where the data of the Pupil Premium group is 'broadly in line' (within 5%) with that of 'All Pupils' and the blue shading indicates where the performance of the Pupil Premium group exceeds that of 'All Pupils'.

Attendance

Improvements are evident over 2 years, when comparing data from 2022/3 with 2023/24 in terms of Absence and Persistent Absence data

	2022/3	2023/4
Absence	9.7%	7.9%

<i>Persistent Absence</i>	<i>34.3%</i>	<i>26.8%</i>	
<i>Overall attendance of pupil premium pupils improved from 87.6% to 88.8%</i>			
<i>For the academic year 2024-25, attendance to date has improved for PP pupils</i>			

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
KIVA Anti Bullying Programme	KiVa
ELSA	ELSA Support
Behaviour Behaviour Support	Beacon 360
TT Rockstars	Maths Circle
Accelerated Reader	Renaissance