

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 CE Primary School
Number of pupils in school	196 (213 inc. nursery)
Proportion (%) of pupil premium eligible pupils	60%
Date this statement was published	20/09/22
Date on which it will be reviewed	10/07/23
Statement authorised by	S. Brereton
Pupil premium lead	S. Brereton
Governor / Trustee lead	M. Chapman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,658
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	£152,658

Part A: Pupil premium strategy plan

Statement of intent

The overall aims of the pupil premium strategy are to improve outcomes for children at all stages, removing as many external and academic barriers as possible and enhancing life experience of pupil premium children and their peers. Serving an area where the percentage of free school meal children is more than double the national average, 60% of children are disadvantaged and 65% are within the most deprived 5% in the country, pupil premium money must be specifically targeted to improve progress, attainment and life experience.

The key desired outcomes are:

Continued improvement in outcomes for key groups, particularly KS1 children, boys and prior high attainers.

Continued focus on improving speaking and listening skills, leading to improved outcomes in writing.

Continued 'catch up' and gap reduction, also accessing further learning opportunities outside the classroom/ enhanced educational experiences, and access to home learning as required.

Reduction in numbers of persistent absentees; consistent attendance figures, despite the impact of COVID.

In line with EEF pupil premium guidance, the pupil premium strategy outlines St. Wilfrid's additional investment in teaching (from experienced senior leaders/ SENCo; including a large investment in CPD), targeted academic support (carefully designed intervention delivered by experienced, well-trained teaching assistants and teachers) and wider whole school approaches (trips and visits; in school visitors; experience days; expert delivery).

Challenges

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

Challenge number	Detail of challenge
1	Children on entry to the school are at significantly lower levels in all areas of learning, particularly speaking and language development
2	Historic attainment at KS2 in all core subjects below national average. Attainment in writing throughout the school continues to be lower than in other core subjects, particularly amongst boys, though this improved in the 2022 KS2 outcomes
3	Historic attainment at key stage 1 below national expectation, with significant gaps between PP and non-PP children; historic attainment at key stage 2 variable, with lower rates of combined reading, writing and maths outcomes at both expected and greater depth standards – though improved in 2022
4	Levels of persistent absentees historically higher than national average and needs monitoring post-COVID return
5	Limited parental support with home learning, including home reading – increasingly challenging in current climate
6	Social and emotional needs, linked to pressures within home environment – again, heightened in post-lockdown period. Children behave very well in school, but careful monitoring required to support families/ children and ensure barriers do not hinder well-being and outcomes.

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
<p><i>Continued improvement in outcomes for key groups, particularly KS1 children, boys and prior high attainers.</i></p>	<p>KS2 outcomes:</p> <p><i>At least</i> 60% of year 6 pupils to achieve combined reading, writing and maths expected outcomes 2021-22 (continuing the successful outcomes from the 2022 KS2 SATs, where 71% achieved combined outcomes). 60%+ of boys to achieve combined reading, writing and maths</p> <p>65%+ of year 6 pupils to achieve national expectations in reading and maths</p> <p>25% of year 6 pupils to achieve above expected standard in reading - prior KS1 reading high attainers to convert to KS2 reading high attainers (29% 2022)</p> <p>6% of year 6 pupils to achieve combined reading, writing and maths at GD level (maintaining from 2022)</p> <p>Prior KS1 reading high attainers to convert to KS2 reading high attainers</p> <p>Accelerated progress in KS1 children between end of Reception and year 1; end of year 1 and year 2. Greatest impact of lockdowns evident in current KS1 children. Finite monitoring of progress towards end of year expectations.</p> <p>Increase year 1 phonics outcomes (in line with pre-COVID outcomes)– target 72% to pass phonics screening</p>
<p><i>Continued focus on improving speaking and listening skills, leading to improved outcomes in writing.</i></p>	<p>Continue the consistent quality first teaching of P4C in all classrooms, targeting modelled language.</p> <p>Evidence of modelled language in children’s independent play, speech and writing.</p> <p>Improvement in children’s ability to articulate thoughts and opinions, in whole class, small groups and 1:1 situations. Greater pupil contribution during pupil voice sessions.</p> <p>Speech and language screening in place for all EYFS pupils, with individuals targeted and swift interventions in place. Speech and language support from SLT and trained teaching assistants.</p> <p>Fully embedded writing cycles, with optimum time spent on children applying</p>

	<p>knowledge and skills, leading to accelerated progress.</p>
<p><i>Continued 'catch up' and gap reduction, also accessing further learning opportunities outside the classroom/ enhanced educational experiences, and access to home learning as required.</i></p>	<p>Accelerated progress in targeted intervention groups in core subjects across year groups.</p> <p>Accelerated progress in children targeted by online intervention systems – Lexia/ RWI portal</p> <p>Monitoring schedules in place and subject leaders to show 'impact' of quality first teaching/ intervention</p> <p>Teachers and subject leaders to emphasise strategies from drawing on prior learning</p> <p>Enhanced educational experiences for each term for all year groups – trips/ visits/ virtual experiences.</p>
<p><i>Reduction in numbers of persistent absentees; consistent attendance figures, despite the impact of COVID.</i></p>	<p>Significant reduction in number of children classed as persistent absentees from 2021-22 academic year to 2022-23 academic year.</p> <p>Higher average attendance percentage established and maintained. Reward system continued to encourage improved attendance rates.</p>

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: £65,976

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT member/ SENCo to deliver additional high quality teaching support to Years 5 and 6	Quality first teaching at all times – highly experienced teachers to work alongside each other to ensure accelerated progress. SENCo able to specifically support SEND children within year 6 cohort – a larger than average percentage.	2 6
SLT member/ SENCo to deliver and monitor additional high quality intervention to SEN children in KS2; support training of Assistant SENCo	St Wilfrid's has higher than average percentage of children with special educational needs, the majority of whom receive pupil premium funding. Additional funding for SENCo/ Assistant SENCo release time to ensure that children receive timely and targeted support – capacity to support whole school, including targeting of EYFS children linking to speech and language needs.	1 2 3 6
Deputy headteacher to deliver additional high quality teaching support to year 2/ staff members teaching phonics; delivery of phonics programme; intervention support across KS1	Quality first teaching at all times – highly experienced teachers to work alongside each other to ensure accelerated progress. Weekly targeted support from deputy headteacher. Deputy headteacher also English lead – highly experienced in delivering high quality English and phonics lessons to accelerate progress/ delivering training and supporting need	1 2 3 4 6
Staff CPD – REAL Trust/ National College/ RWI/ Early Excellence/ Focus Education Trust/ independent consultants and courses Subject leader release time	High investment in CPD to ensure quality first teaching/ intervention/ support for subject leadership (to enhance curriculum quality/ emphasis on systematic teaching and 'sticky knowledge' opportunities).	1

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

Budgeted cost: £47,682

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS1 intervention staffing: Year 1 TA 18.75 hours per week Additional year 1 Teacher - 3 days per week Year 2 HLTA – 2 days per week KS1/2 teaching assistant intervention	COVID lockdowns have had the greatest impact on KS1 outcomes – lost learning, gaps in knowledge and skill and stamina. Additional funding and staffing have been targeted at those currently showing the greatest need/gaps.	1 2 3 5 6
Lexia Support Programme	Lexia conducts an initial diagnostic on all pupils to ensure that intervention is then aimed at individual need. Children are then placed on the Lexia programme at least 3 times weekly to significantly close the gaps in learning. Support targeted around fluency, comprehension and spelling – significant areas of need within St. Wilfrid’s children. Specific support also for children with special educational needs.	1 2 3

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

Budgeted cost: £39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy headteacher release time to lead attendance	Target SLT member utilised to focus on attendance – conducting analysis; identifying patterns; creating relationships with parents to encourage higher school attendance. Persistent response previously proven to improve attendance in key families – consistency required to ensure families remain in daily attendance.	4
Enhanced curriculum experiences	Children at St. Wilfrid's generally have more limited life experiences. The curriculum, including trips, visitors and specialists, is designed to promote cultural capital, and develop passion and interest.	4 5 6
Additional Educational Psychologist time purchased	Higher numbers of SEND children, including children with social and emotional needs, require larger allocation of time with the educational psychologist to pinpoint needs/ identify barriers to learning.	1 2 3 5 6
'How to Relate' linked targeted group intervention with learning mentor	Key group of children with prior self-regulation issues targeted to improve behaviour/ learning behaviours. 12 week programme to improve cooperation/ listening skills within year 2 cohort.	1 2 3 5 6
Speech and Language Therapist	St. Wilfrid's children's language on entry poor, leading to limited vocabulary development and stunted academic outcomes. EYFS speech and language baseline pivotal in identifying children for early intervention, thus quickly addressing gaps – screening key. Clear impact on higher numbers of SEND children.	1 2 3 5 6

Total budgeted cost: £152,658

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 2021 to 2022 academic year.

- On entry into year 6, 71% of children were on track to achieve expected standard in reading. 2022 SATs outcomes resulted in 81% of the cohort achieving expected standard in reading, including 29% at greater depth.
- On entry into year 6, 22% of children were on track to achieve expected standard in writing. 2022 teacher assessment resulted in 71% of the cohort achieving expected standard in writing, including 10% at greater depth.
- On entry into year 6, 66% of children were on track to achieve expected standard in maths. 2022 SATs outcomes resulted in 71% of the cohort achieving expected standard in maths, including 23% at greater depth.
- 71% of the year 6 cohort achieved expected standard in reading, writing and maths, compared to 56% in 2019, and a national average of 59% in 2022.
- 10% of the year 6 cohort achieved greater depth in reading, writing and maths, compared to 0% historically.
- Reading progress score was 4.3, writing 1.8 and maths 3.2, putting progress in all areas within the average to above average bracket.
- 55% of low prior attainers achieved expected standard in reading. 30% of mid prior attainers achieved greater depth in reading.
- In EYFS, 55% of pupils achieved GLD and the new curriculum was shaped and embedded.
- 50% of the year 1 cohort achieved the expected pass mark in their phonics screening. Though this is lower than previous years, the disruption from COVID had a particular impact on this cohort, alongside cohort specific factors. Only 29% of this cohort were judged to be achieving GLD at the end of the 2020-21 academic year (informally, as no data was submitted), with 39% working at the level of the early learning goal.
- In year 2, local authority moderated data agreed that 56% of the cohort were working at expected standard in reading (51% on track at the end of year 1); 59% at expected standard in maths (55% on track at the end of year 1) and 48% working at expected standard in writing (0% working at expected standard at the end of year 1 due to COVID closures). Additional intervention and support consolidated learning in reading and maths, and significantly accelerated progress and outcomes in writing. Outcomes largely reflect the national picture.
- Quality first teaching continued to be evident, supported by high quality CPD, increased subject leader support and monitoring. Clarity in lesson sequence and subject design; greater evidence of learning building upon prior learning.
- Consistency of teaching approaches for all groups of children – scaffolding, stretch and challenge for all groups. Clear programmes of study in all subject areas, with a cyclical and systematic curriculum across all subjects.
- Responsive and timely interventions, embarked upon early in the year and continued throughout, accelerating progress and closing gaps identified during lockdown periods.
- Clear pupil tracking and monitoring, including pupil progress meetings and heightened subject leader involvement.
- Enhanced life experiences continued to be offered to ALL children: Anna's Dance; Manchester City Sports Coaching; PFC sports provision; science workshops and activity sessions; author

Zoom sessions; Climate theme day; live workshops linked to geography, history and computing units. Cultural capital opportunities, linked directly to the needs and interests of St. Wilfrid's children. Trips and visits, including a year 2/3 trip to the seaside.

- Specialist support utilised to support children's individual needs, including educational psychologist and speech and language therapist. All EYFS children screened on entry for speech and language issues, and classes screened to identify children with dyslexic tendencies.

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
Lexia Core 5	Lexia
RWI Phonics Portal	Read Write Inc, Ruth Miskin Phonics