

# 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	204 ( 230 inc. nursery)
Proportion (%) of pupil premium eligible pupils	49% (113 pupils)
Date this statement was published	25/09/24
Date on which it will be reviewed	10/07/25
Statement authorised by	S Brereton
Pupil premium lead	S Brereton
Governor / Trustee lead	J Belton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£173,160

# 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, 49% of children are disadvantaged and 63% 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 and prior high attainers.*

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

*Continued gap reduction, also accessing further learning opportunities outside the classroom/ enhanced educational experiences.*

*Reduction in numbers of persistent absentees; consistent attendance figures.*

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. The percentage of pupils entering the school with significant levels of special educational need is also increasing.
2	Historic attainment at KS2 in all core subjects below national average, though a significant improvement in the last 3 academic years due to consistent strategies applied.
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.
4	Levels of persistent absentees historically higher than national average
5	Limited parental support with home learning, including home reading
6	Social and emotional needs, linked to pressures within home environment. 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 and prior high attainers.</i></p>	<p><b>KS2 outcomes:</b>  <b>At least</b> 60% of year 6 pupils to achieve combined reading, writing and maths expected outcomes 2023-24 (continuing the successful outcomes from the 2022 KS2 SATs, where 71% achieved combined outcomes, and the 2023 and 2024 SATs where 62% achieved combined outcomes).            65%+ of year 6 pupils to achieve national expectations in reading and maths            25% of year 6 pupils to achieve above expected standard in reading            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. Finite monitoring of progress towards end of year expectations.            Maintain strong year 1 phonics outcomes – target 70% 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.            Evidence of modelled language in children’s independent play, speech and writing.            Improvement in children’s ability to articulate thoughts and opinions, in whole class, small groups and 1:1 situations. Continued greater pupil contribution during pupil voice sessions.            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.            Fully embedded writing cycles, with optimum time spent on children applying knowledge and skills, leading to accelerated progress.            Participation in ‘Forest School’ delivery for targeted children – an increasing number as now in house.</p>

<p><i>Continued gap reduction, also accessing further learning opportunities outside the classroom/ enhanced educational experiences.</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/ Maths Seeds</p> <p>Monitoring schedules continue to be 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>Participation in ‘Forest School’ for selected pupils.</p>
<p><i>Reduction in numbers of persistent absentees; consistent attendance figures.</i></p>	<p>Significant reduction in number of children classed as persistent absentees from 2023-24 to 2024-25 academic year.</p> <p>Higher average attendance percentage established and maintained. Reward system continued to encourage improved attendance rates.</p> <p>Weekly attendance team meetings to identify target pupils and required interventions.</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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT member/ SENCo to deliver additional high quality teaching support to KS2 pupils	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 4 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 across classes/ to 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 – National College/ RWI/ Early Excellence/ Focus Education Trust/ White Rose Maths 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: £54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>KS1 intervention staffing: Additional TA in year 1 KS1 teaching assistant/ teacher intervention Additional full time TA between years 3 and 4 to continue to close gaps</p>	<p>COVID lockdowns have had the greatest impact on KS1 outcomes – lost learning, gaps in knowledge and skill, behavioural challenges, speech and language challenges and stamina. Additional funding and staffing have been targeted at those currently showing the greatest need/gaps. Gap continues to be a priority in lower KS2.</p> <p>Teaching assistants are trained by speech and language therapist to deliver targeted interventions school-wide</p>	<p>1 2 3 5 6</p>
<p>Lexia Support Programme</p>	<p>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.</p>	<p>1 2 3</p>

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

Budgeted cost: £49,840

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
SENCo release time to support attendance focus	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
One Education SLA to support attendance focus	Targeted external support for key families; persistent absentees; meetings and home visits	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
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: £173,160**

## 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.

- Academic outcomes at KS2 were at least in line with national average for the third consecutive year.
- 87% of year 6 pupils achieved expected standard in reading 2024 – exceeding national average
- 67% of year 6 pupils achieved expected standard in writing 2024 – in line with national average
- 73% of year 6 pupils achieved expected standard in mathematics 2024 – in line with national average
- 63% of year 6 pupils achieved combined reading, writing and mathematics at the expected standard – in line with national average
- Scaled scores were in line with national average in all assessed areas at KS2.
- In EYFS, the new curriculum was again embedded.
- 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. This is supported by the OfSTED judgement of good.
- 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; A Star sports provision; science workshops and activity sessions; author Zoom sessions; 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 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