



St Wilfrid's Primary 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 RC Primary Academy
Number of pupils in school	260
Proportion (%) of pupil premium eligible pupils	7.7% (20 pupils on roll)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 until 2027-2028
Date this statement was published	December 2024
Dates on which it will be reviewed	September 2025 September 2026 September 2027
Statement authorised by	Helen Keith



Pupil premium lead	Marie Harrison
Governor / Trustee lead	Matthew Sherwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 29,600
Recovery premium funding allocation this academic year	£0
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	£29,600

Part A: Pupil premium strategy plan

Statement of intent



School Vision Statement

Formed by our Catholic Faith, to be reflective leaders of academic excellence, fostering a life- long love of learning and improving life chances for all.

At St. Wilfrid's RC Primary Academy, a targeted and strategic use of pupil premium funding supports us in achieving our school vision. Through the use of funding, our ultimate objective is to ensure that all learners, including pupils in receipt of Pupil Premium are given every opportunity to achieve the same high standards as their peers. Through a strategic focus on the most vulnerable pupils, we aspire to improve life chances for all in line with our mission as a Catholic School. We recognise that some socially disadvantaged families will not be registered or qualify for free school meals.

Therefore, we reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged. The majority of any group will be made up of children eligible for Pupil Premium.

In order to achieve our objective, in-line with the EEF recommendations, we have adopted a tiered approach to Pupil Premium. Our first priority is to ensure a **quality first teaching** offer for all pupils through a skilled staff team, a knowledge rich curriculum and a well-resourced learning environment. This approach is grounded in research and proven to have the greatest impact on diminishing the difference between the achievement of disadvantaged pupils and their peers. In addition, **tailored academic support** is offered through small groups and 1:1 tuition, as well as homework and other bespoke clubs targeting progress, for example fast track phonics tuition and 1:1 maths tuition. This is facilitated by teaching staff and HLTAs with the aim that pupils 'keep up' with the taught lesson content, through the use of strategies such as 'pre-teach' and 'post- teach' as well as addressing gaps in knowledge. **Wider strategies** to address readiness to learn, well-being and mental health are employed by the school to ensure children are happy and ready to make academic progress within lessons. This continues to be central to the school's wider curriculum offer, as research suggests this supports effective learning and is linked to positive outcomes in later life. We continually evaluate this offer and adjust as necessary. We have allocated resources to deploy Emotional Learning Support Assistants to support children with mental health and wellbeing. We also carefully tailor enhanced enrichment opportunities to those in receipt of pupil premium to promote love of school and development of the whole child in line with our mission statement. We will continue to be reflective practitioners, responding to individual needs, based on robust assessment.



Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none"> • Development of core skills <p>Assessment of pupils in the 2023-4 data captures showed a trend across school of lower attainment in the pupil premium demographic (year 1 shows 25% at ARE respectively in reading and writing, year 2 only 60% ARE in writing). This is notable in years 3, 4 and 5 with 0% of PP children at ARE in writing in the July 2024 data capture. Children within this demographic present with a need to master basic skills such as handwriting, phonics and spoken language, which supports development of reading and writing, and impacts across the curriculum. Automaticity of these fundamental skills lowers cognitive load in lessons, allowing children to focus on subject specific learning and completion of tasks.</p> <p>In particular, the development of spoken language is seen to be affected in the pupil premium demographic nationally, 'low-income children are exposed to 30 million fewer words than their higher-income peers before the age of three.' (Oracy Education Commission October 2024)</p>
2	<ul style="list-style-type: none"> • Readiness to learn <p>Through termly pupil progress meeting discussions, it is clear that certain pupils within the pupil premium demographic in our school require support with school readiness such as wearing correct uniform, having breakfast and snacks during the school day, being equipped for lessons, requiring extra communication for events, and support with the cost of extra curricular trips and clubs. We also have observed that 25% of children in receipt of pupil premium regularly access ELSA support within the school day.</p>
3	<ul style="list-style-type: none"> • Wider opportunities <p>In order to improve life chances for all, as expressed in our vision statement, we understand that it is central to our school ethos to encourage children to develop a wide range of skills and talents through promotion of a wider school offer. This is especially important for children in receipt of the pupil premium, as experiences develop greater cultural capital, support the development of spoken and written language and provide enjoyable experiences which promote school attendance.</p>
4	<ul style="list-style-type: none"> • Attendance



	Attendance data from 2023-24 shows that 25% of children in receipt of the pupil premium also fall within the persistent absentee category with attendance below 90%.
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Intended outcomes

Intended outcome	Success criteria
To improve attainment outcome for the children in receipt of the pupil premium, in order to ensure secondary readiness and improved life chances.	Improved attainment at the end of key stage two in core subjects, with a reduced attainment gap across other phases of school. Pupils demonstrate high self esteem ready to tackle the next phase of their education.
Improved language skills and handwriting with application among our disadvantaged students.	Academic outcomes show diminished difference in attainment of disadvantaged learners with their peers with specific focus on CLL, reading and writing.
To achieve and sustain improved wellbeing, including resilience, for our disadvantaged pupils.	Data shows positive trend: <ul style="list-style-type: none"> • Progress, attainment, attendance, exclusion and pupil voice • Reduced pupil numbers requiring intensive ELSA support
A targeted wider curriculum offer to support reduction in rate of PA and participation of PP children in school	Attendance data shows an improved trend for those pupils identified as persistent absentee and in receipt of the pupil premium
Improved readiness for school	EYFS baseline data demonstrates improved characteristics of learning on entry, staff report children in KS1 and 2 are able to sustain focus, with improved academic 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.

Activity in this academic year

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



Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 4,000 (resources and teacher/TA training)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training and leadership time to support curriculum enhancement, RWI training.	Development of a high quality curriculum, The EEF https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide to the pupil premium - 2024.pdf?v=1727884053	1 - 4

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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance first quality teaching with teaching and learning model	THE EEF GUIDE TO THE PUPIL PREMIUM https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf	1 and 3
Implement an oracy programme to support language and writing development	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)	1
Reading Plus Intervention	To support reading fluency, stamina and comprehension skills across KS2, with PP users from Year 3 upwards (EEF)	1 and 3
1:1 maths tuition, fast track phonics intervention, TA targeted support	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:	1 and 2



with particular focus in Year 3, 4 and Year 5.	One to one tuition EEF (education endowment foundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rocksteady/Extra curricular Sports provision	Improving school experience and developing skills, enhancing cultural capital	2 and 3
ELSA at lunchtime	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)	2, 3 and 4
Extra Curricular activities/trips targeted at PP	They provide initial evidence that well-supported enrichment activities can improve children's academic and non-cognitive outcomes. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university	3 and 4

Total budgeted cost: 29,600

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 2023 to 2024 academic year.

Pupil Premium Spend 23-24

- *Secure delivery of a synthetic phonics programme including staff development and fast track phonics intervention*
- *Improved provision of outdoor area to promote communication in EYFS*
- *Embed and support delivery of a knowledge rich curriculum through embedding of a teaching and learning model*
- *Pupil Premium lead to ensure wider curriculum is targeted at children in receipt of the pupil premium*

Impact

- In EYFS, 76% of pupils achieved GLD, including CLL strand.
- The number of PP children in the persistent absentee category reduced and improvements were seen in the % attendance of PP children (av. 94.6%) in relation to the previous year.
- The extra curricular offer enhanced the school experience for targeted children in receipt of the pupil premium and a marked improvement in attendance was also seen over the last academic year with key individuals.
- Whilst PP attainment in writing remains low in pockets of classes in KS2, progress in PP children was in line with the rest of school in KS1.
- Within writing, PP progress last year was systematically below peers in years 2-5. Within reading, progress was roughly in line or better, with pockets of weaker progress seen in Year 3 and 6. RE data showed better attainment than writing in Year 1, and progress roughly in line with reading and writing across the rest of school
- Where the Reading plus intervention was used (Year 6), accelerated progress was seen in PP progress.
- The use of Seesaw learning platform in Year 6 provided a bespoke learning offer which strengthened results within the PP demographic.

Total Spend: £33,900

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
Oxford Owl	Oxford University Press
Activelearn reading	Pearson
TT Rockstars	Maths Circle
Spelling Shed	Edshed
Seesaw (learning platform)	Seesaw
Learning by Questions	Learning by Questions
Reading Plus	Dreambox learning
Tapestry	Tapestry

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A