



# St Wilfrid's Catholic Primary School

## Pupil Premium Strategy Statement

### 2025 - 2028

3 Year Plan

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
School name	St. Wilfrid's Catholic Primary
Number of pupils in school	241 (+18 nursery pupils)
Proportion (%) of pupil premium eligible pupils	8.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-26 until 2027-2028
Date this statement was published	December 2025
Dates on which it will be reviewed	October 2026
Statement authorised by	Helen Keith
Pupil Premium Lead	Lisa Hargreaves
Governor / Trustee lead	Laura Barnes



## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,358.00
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	£36,358.00

## 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 Catholic Primary School, a considered and targeted use of pupil premium funding supports our intent to ensure that all pupils, regardless of their background or starting points, are given the knowledge, skills and opportunities they need to thrive academically, socially and emotionally. The purpose of our Pupil Premium strategy is to provide targeted and evidence-based support that removes barriers to learning and enables disadvantaged pupils to make strong and sustained progress. 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. Most of any group will be made up of children eligible for Pupil Premium.

We recognise that pupils eligible for the Pupil Premium may face a wide range of challenges - academic, social, and personal. Our strategy is rooted in high-quality teaching, early identification of need, and the use of approaches proven to have the greatest impact. We commit to:

- Ensuring equity of opportunity by delivering consistent quality first teaching and learning across the curriculum. 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.
- Prioritising early intervention to address gaps in knowledge, language development, and core skills. 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.
- Providing tailored pastoral, emotional and wellbeing support to help pupils build resilience and engage positively with school life. 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.
- Raising aspirations and broadening experiences so that disadvantaged pupils access enrichment, leadership, and cultural opportunities. We 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.
- Using data and evidence effectively to monitor impact, refine provision, and ensure that funding is deployed where it makes the greatest difference.

Our ambition is to ensure that disadvantaged pupils achieve outcomes that are at least in line with their peers nationally, and that they develop the confidence, independence, and ambition needed to flourish in the next stage of their education and beyond. 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	<p><b>Oracy and Vocabulary Skills</b></p> <p>Early Years Baseline Data shows early language and speech and communication needs for pupils are below related expectations. Across other year groups, assessments, observations and discussions with pupils indicate underdeveloped oracy and vocabulary skills among many of the disadvantaged pupils.</p>
2	<p><b>Basic Skills - English and Maths</b></p> <p>Summative data analysis demonstrates attainment of pupils from disadvantaged groups in reading, writing and phonics is at a lower rate than pupils within non-disadvantaged groups. Data analysis has also identified this pattern in maths.</p>
3	<p><b>Readiness to Learn</b></p> <p>Through termly pupil progress meeting discussions, certain pupils within the pupil premium group require support with school readiness such as wearing the correct uniform, having breakfast, 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. They also require social, emotional and mental health support, particularly when entering school on a morning and require care to self-regulate.</p>
4	<p><b>Attendance</b></p> <p>Attendance data for disadvantaged pupils is below that of non-disadvantaged pupils. High levels of school attendance are important for raising standards in ensuring all pupils fulfil their true potential. Good attendance is essential for pupils to maximise their school experience, including their attainment, wellbeing, and wider life chances.</p>



5	<p><b>Parental Engagement and Support</b></p> <p>Parents supporting their children’s academic learning has a positive impact on a child’s progress and attainment. Parity across school is crucial to avoid widening attainment gaps. Difficult circumstances facing some parents, limits their capacity to support their child’s learning.</p>
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**Intended Outcome**

Intended outcome	Success criteria
Improved vocabulary and language skills amongst disadvantaged pupils.	Elklan training with staff completed and effective implementation, starting in Early Years. Pupils will have an increased knowledge and understanding of key learning vocabulary to impact learning progress and attainment. They will also demonstrate a better understanding of the relationships between words to be able to enhance memory retention in learning. Therefore, pupils will confidently use language more effectively in learning and communication. Assessment and observations indicate an improvement in oracy skills amongst disadvantaged pupils.
Improved attainment outcomes for the children in receipt of the pupil premium, to ensure secondary readiness and improved life chances.	<p>Early identification to support prevention of gaps in learning and progress.</p> <p>Improved attainment at the end of key stage two in core subjects. Pupils demonstrate high self-esteem ready to tackle the next phase of their education. Overall, narrowed gaps and raise in achievement for pupils in receipt of the Pupil Premium.</p> <p>Effective work with the English Hub has a positive impact on all pupils, in terms of reading for pleasure, fluency and accuracy.</p> <p>Fluent readers and writers meet age-related expectations and are secondary ready.</p> <p>Staff CPD is consistent, evidence-aligned and linked to maximising progress for pupils in receipt of pupil premium.</p> <p>Interventions with measurable impact provided for target pupils including disadvantaged pupils.</p>



<p>Secure mental arithmetic fluency and accuracy.</p>	<p>Continued implementation and improvement of maths provision across school with new initiatives considered and implemented as appropriate. Pupils, therefore, have secure arithmetic fluency, in-line with age-related expectation and can link this to reasoning and problem-solving.</p> <p>Academic outcomes show diminished difference in attainment of disadvantaged learners with their peers with specific focus on numeracy.</p>
<p>Improved fine motor, handwriting and presentation skills.</p>	<p>Improvement in handwriting fluency and presentation including consistency in letter formation. Improved handwriting is evident not only in English but across all subjects. Stamina and pace are improved due to efficient handwriting skills. Positive improvement in spelling skills such as muscle memory and automaticity and improves through handwriting.</p> <p>Academic outcomes show diminished difference in attainment of disadvantaged learners with their peers with specific focus on CLL, reading and writing.</p>
<p>Improved and raised attendance rates for all pupil premium pupils.</p>	<p>Attendance levels for all pupils remain high and above national figures. Attendance data is in-line with school and national figures and persistent absentee rate is reduced. Punctuality is excellent with pupils in class and ready to learn at the beginning of the school day.</p>
<p>Excellent participation of pupils in receipt of the Pupil Premium in wider opportunities and enrichment activities.</p>	<p>Continual development and focus on a rich and varied extra-curricular offer for all pupils. This offer is targeted at pupils in receipt of pupil premium with disadvantaged pupils participating in enrichment opportunities to strengthen aspiration, linked to interest and hobbies.</p>
<p>Improved readiness for school and learning, including developing a more aspirational and self-driven approach to learning.</p>	<p>Barriers to learning are reduced, pupils can appropriately regulate their behaviour and emotions resulting in increased readiness to learn. End of EYFS data demonstrates improved characteristics of learning on entry, staff report children in KS1 and 2 can sustain focus, with improved academic outcomes.</p>



Increased parental involvement with a focus on their child's learning.	Parents of pupils in receipt of pupil premium engaged in a variety of curriculum workshops offered. They have the confidence and ability to support with homework tasks and completion is more frequent from pupils in receipt of pupil premium.
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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 (and recovery premium funding) **this academic year** to address the challenges listed above.

### **Teaching (for example, CPD, recruitment and retention)**

Budgeted cost: £7358

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Elklan Speech and Language Programme.	The Elklan Talking Matters programme is an accredited training programme for early years practitioners. Practitioners train to be Lead Communication Practitioners (LCPs) who cascade training across early years settings or Key Communication Practitioners (KCPs) who are embedded into settings. A study by Children's Language Teaching and Therapy 2020 provides evidence that the Talking Matters programme has a positive impact on children's language development. The Elklan Talking Matters Programme has a positive impact on language development and has been shown to facilitate the language development of pre-school children, with evidence indicating that	1 2



	<p>children in intervention groups made more progress in their development than control groups measured. (Clegg J., Rohde C., McLachlan H., Elks L., Hall A. (2020), Child Language Teaching and Therapy, Vol. 36(2) 109-125)</p>	
<p>Sustain and enhance evidence based instructional approaches (explicit teaching, modelling, scaffolding).</p>	<p>The EEF describes the explicit teaching of cognitive and metacognitive strategies as integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils.</p>	2
<p>Revise and enhance adaptive teaching strategies to support pupils with specific needs.</p>	<p>EEF research supports an 'Adaptive Teaching model' to maximise pupil progress with particular focus upon disadvantaged groups: The term 'adaptive teaching', resets our expectations about what it means to differentiate, and it offers a more helpful and practical model.</p> <p>As outlined in the EEF report, Special Educational Needs in Mainstream Schools, the priority should be placed on ensuring 'all pupils have access to high quality teaching' and creating a 'positive and supportive environment for all pupils, without exception.'</p>	2



**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
Expert teachers in school deployed to lead Fast Track Tutoring.	<p>Phonics   Teaching and Learning Toolkit   EEF</p> <p>Research suggests that the teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p>	2
Reading Plus Intervention to support reading fluency, stamina and comprehension skills across KS2, with PP users from Year 3 upwards (EEF)	Reading Plus Intervention to support reading fluency, stamina and comprehension skills across KS2, with PP users from Year 3 upwards (EEF).	1 2
Daily observations and assessments of pupils are used to acquire information of pupils requiring support and teaching and support is adapted and implemented as appropriate.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>One to one tuition   EEF (education endowment foundation.org.uk) And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</p>	1 2



Tuition - 1:1 maths tuition, TA targeted support.		2
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### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily, weekly and half termly targeted attendance monitoring and preventative and responsive actions.	The DfE guidance has been informed by schools that have significantly reduced levels of absence and persistent absence EEF research includes the follow key recommendations@ <ul style="list-style-type: none"> <li>• Build a holistic understanding of pupils and families, and diagnose specific need;</li> <li>• Build a culture of community and belonging;</li> <li>• Communicate effectively;</li> <li>• Improve universal provision;</li> <li>• Deliver targeted interventions.</li> </ul>	4
Well-being support for pupils through additional pastoral support including ELSA support, group based emotional resilience support and well-being worker.	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)	3
Active engagement in extracurricular activities, trips and wrap around care.	They provide initial evidence that well supported enrichment activities can improve children's academic and noncognitive outcomes.	3



	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university</a></p>	
<p>Active engagement in musical activities (Rock Steady).</p>	<p>Improving school experience and developing skills, enhancing cultural capital.</p> <p>ABRSM's Making Music report, titled Extending Our Ambition for Music Education in the UK, Among the most compelling findings is the strong connection between music and mental health. A significant majority—84% of young people—recognised music's positive influence on their emotional wellbeing.</p> <p>Music learning and school-aged children's and adolescents' wellbeing: A scoping review</p> <p>Jason Goopy <a href="https://orcid.org/0000-0001-8766-1458">https://orcid.org/0000-0001-8766-1458</a> <a href="mailto:j.goopy@ecu.edu.au">j.goopy@ecu.edu.au</a> and Stephanie L R MacArthur (2025 SAGE) shows compelling evidence that music can support young people's wellbeing, particularly through music listening to and making.</p>	3
<p>Equipment, resources and uniform support.</p>	<p>Staff feedback demonstrated pupils feel included and a sense of belonging impacting on self-esteem, engagement and behaviour</p>	3

**Total budgeted cost: £36,358.00**



## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

Analysis of outcomes for disadvantaged pupils, draws on national assessment data, summative and formative assessments as well as pupil voice. This takes place on an individual pupil and demographic group basis by school leaders, alongside comparisons between disadvantaged and non-disadvantaged. Due to the small number of disadvantaged pupils in cohorts as well as a cross over into other demographic groups, this data needs to be considered with caution and rationale.

The school's drive in improving attendance has had a positive impact on disadvantaged pupils with an increase seen in the overall attendance rates for disadvantaged students during the last academic year (91.9% to 92.3%). A significant decrease in the persistent absent rate was also achieved (25% to 15%). Performance data demonstrates the percentage of disadvantaged pupils meeting age-related expectations is below school and national data, clear improvements have been made across the school including first quality teaching, targeted academic support and involvement in the wider experiences offered at school. Actions included:

- Through the development of the curriculum and the school's ambitious approach, over the last three years, leaders have planned out precise knowledge, skills and key vocabulary that pupils need to learn to achieve ambitious end points. This has been implemented across all year's groups, with impact beginning to show. This is something we aim to enhance through adopting the Elklan approach. A new progressive handwriting scheme has been introduced to target the improvement of basic skills across all year groups. We aim to securely embed this new approach this year.
- The continuing pastoral care of all pupils is prioritised in school. Many of our disadvantaged pupils take full advantage of the ELSA provision at lunchtime. In our recent Catholic School Inspection this care and provision was noted: 'Staff provide the highest level of care and support for pupils and families whose circumstances make their lives more challenging'.



- A clear and comprehensive wider curriculum which supports curriculum, interests and hobbies is offered to all pupils, with a focus on the attendance of disadvantaged pupils. All disadvantaged pupils engaged with this offer last year.
- Behaviour, conduct and attitudes towards learning has been a priority in school. We have created a robust and consistent behaviour policy, alongside clear school values which supports readiness to learn. The impact of this was noted in our recent recognised in the Catholic Schools Inspection: 'The behaviour and attitudes of pupils at St Wilfrid's is outstanding, reflecting a deep commitment to the values of respect, responsibility, and care for others.'

As we continue to implement this strategy, including the revised actions for this academic year, as well as our continual drive for whole-school improvement, we will see a sustained impact on attendance data, performance outcomes, and pupils' readiness for the next phase of their education and beyond. This will be achieved regardless of vulnerability or barriers to learning, ensuring all pupils are supported to reach their full potential.

### **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
CUSP	Unity Partnership
Oxford Owl Reading Buddy	Oxford University Press
Clicker	Crick Software
TTRockstars	Maths Circle
Spelling Shed	EdShed
SeeSaw (Learning Platform)	SeeSaw
Learning by Questions	Learning by Questions
Reading Plus	Dreambox Learning
Tapestry	The Foundation Forum



White Rose Maths	White Rose Maths
Nelson Handwriting	Oxford University Press
Kapow	Kappow
Read Write Inc	Oxford University Press
Curriculum Visions	Curriculum Visions
Ten:Ten	Ten:Ten Resources

## 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