

St Wilfrid's Catholic Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 Catholic Primary School
Number of pupils in school	204 + nursery
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers	2020-23 Specific Plan for 2021-22
Date this statement was published	September 2021
Date on which it will be reviewed	January 2021
Statement authorised by	Premises and Finance Committee
Pupil premium lead	Brigit Kinsey
Governor / Trustee lead	Ann Wake

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 146,830
Recovery premium funding allocation this academic year	£ 14,937
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	£ 161,767

Part A: Pupil premium strategy plan

Statement of intent

Our aim at St Wilfrid's is to provide the best education for all pupils in our care whoever they are whatever their personal circumstances or background.

We are a one form entry school and numbers of disadvantaged pupils varies across school.

We prioritise interventions, resources and support to enhance learning. As well as providing all our pupils with experiences to broaden their imaginations and hopefully develop in them a love of learning.

The circumstances we find ourselves in with disruptions linked to COVID over the past 18 months has further highlighted the need to support all our pupils and address any gaps in learning and support their well being.

Challenges

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

Challenge number	Detail of challenge
1 Communication skills Speech and Language	<i>Increasing numbers of pupils come to school with poor communication skills and throughout school many pupils have limited vocabulary. This impacts on their work and their ability to communicate</i>
2 Maths Standards	Historic data has shown pupils leave school with Maths skills below that of like pupils nationally
3 Phonics and Spelling	Phonics Test outcomes vary over time and spelling is a constant challenge often affecting writing and SPAG outcomes. Limited Vocabulary from many pupils.
4 Writing Standards	Linked to the communication issues – historically writing outcomes have been below the national expectation. Linked to the spelling and vocabulary issues mentioned above.
5 Impact of COVID Lockdowns and Isolations.	Pupils have gaps in learning following the periods of lockdown in 2020-21. Even with the virtual offer many children still have gaps in learning and these need to be addressed in order for them to move on with their learning.
6. Limited life experience, limited knowledge of the world outside our local area	Many pupils have limited imagination and experiences they can take inspiration from. A lot of pupils have not seen much beyond our immediate local area and many are unaware of the cultural opportunities in Bishop Auckland.
7. Attendance and Punctuality	Attendance and punctuality are constant priority for our school. Things have improved but we still have a number of families we work with the improve punctuality 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
Progress in Reading	% pupils make expected or better progress in Reading
Progress in Writing	% pupils make expected or better progress in Writing
Progress in Maths	% pupils make expected or better progress in Maths
Improved Phonics outcomes	In line with National expectations
Attendance	Attendance is at least 95%

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

Budgeted cost: £ 81,397

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths CPD for staff Assessment – Low Stakes Testing, Problem Solving.</p> <p>Purchase additional concrete resources to support learning.</p>	<p>High-quality maths education may have the following features: Pupils are well prepared for assessments through having learned all the facts, methods and strategies that are likely to be tested. Teachers plan frequent, low-stakes testing to help pupils to remember content. Lessons incorporate timed testing to help pupils learn maths facts to automaticity.</p>	<p>2</p>
<p>Disseminate and implement training on metacognition and self regulation – specific to the writing process in our school CPD and Staff time to implement training. Leader time with staff to review progress and impact</p>	<p>Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning - can be worth the equivalent of an additional +7 months’ progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom. EEF -Metacognition and SR Learning guidance report May 2020</p>	<p>4</p>
<p>CPD for all Key Stage 2 teachers in Sounds Write phonic approach to</p>	<p>Spelling attainment is below NA and reduces attainment data within otherwise good SPaG results. Spelling reduces</p>	<p>3, 4</p>

spelling across key stage 2.	attainment and quality in writing across both key stages. A consistent approach to teaching language and access to a rigorous SSP is beneficial to older children with SEN (Reading Framework 2021)	
Maths Implement NCTEM Mastery at Key stage 1	Maths data shows historical trend below NA. Connections should be made between targeted support and every day activities or teaching – <i>EEF Raising Standards in Mathematics at KS 1 and 2</i>	2
Subscriptions to variety of online learning platforms for use in school and at home. Including Maths Whizz TT Rocks Teach your Monster to Read Nessy subscription	There are a number of high-quality digital interventions currently available and supported by robust evidence of a positive impact on learning Technology can benefit disadvantaged students (low SES, learning disability, special educational needs) more so than non-disadvantaged students. <i>EEF Using Digital Technology to Improve Learning 2019</i>	2,3
Targeted after school sessions aimed at disadvantaged pupils who have widened gaps in learning due to lockdown. Provide staff delivering after school sessions planning time to assess and plan for groups. Provide additional resources where needed to support additional teaching	Sustained support will be required to help disadvantaged pupils catch-up after they return to school. While a focused catch-up programme – including assessment and targeted support – would be beneficial when pupils first return to school, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures. <i>EEF – Sept 2020</i>	2,3,4,
Subscribe to PIRA and PUMA assessments. To identify groups needing intervention, gaps in	Intervention based directly on assessment and between assessment points ensures that targeted groups of children have the opportunity to address key skills and knowledge.	2,3,5

<p>learning and link specifically to intervention materials.</p> <p>Subscription to SHINE intervention programme for both PIRA and PUMA</p> <p>SHINE comprehension intervention tasks delivered by teachers and TAs to identified groups.</p>	<p>Impact is measurable at next comparable assessment point.</p>	
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Targeted academic support

Budgeted cost: £ 30,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small Group tutoring and support</p> <p>Materials to support small groups</p> <p>Staffing for small groups</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Low attaining pupils particularly benefit from small group tuition.</p> <p><i>EEF - Small Group Tuition</i></p>	<p>2, 3, 5</p>
<p>HLTA responsible for SALT support across liaising with SLT.</p> <p>Embed the Nuffield Early Language Intervention within EYFS</p> <p>SALT resources updated to enhance</p>	<p>Several robust EEF trials, have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average 3 months of additional progress compared to children in the comparison group. <i>EEF – Nuffield Early Lang Intervention FAQs Sept 2020</i></p>	<p>1</p>

<p>support provision</p> <p>Weekly support meetings with TAs and HLTA responsible for SALT to review progress of NELI programme</p>		
<p>Subscribe and implement targeted Third Space Learning maths intervention – Key stage 2 focus</p>	<p>Third Space learning assesses individual learning gaps and identifies best sequence of maths lessons for each pupil.</p>	2
<p>Implement reading fluency and comprehension intervention (based on adapted reciprocal reading) for targeted groups, alongside metacognitive and self regulation teaching of writing.</p> <p>Staffing for implementation</p>	<p>Reciprocal Reading in both the targeted and whole-class interventions on outcomes for FSM-eligible pupils, suggesting the programme could help schools close the disadvantage gap. <i>EEF Reciprocal Reading Project Spt 2019</i></p>	1, 5
<p>Assessment, support and CPD for SEND including Cognition and Learning</p> <p>Pupil assessments and staff awareness training</p> <p>Resources for inclusive environments for all learners.</p>	<p>..An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.</p> <p>Schools should: promote positive relationships, active engagement, and wellbeing for all pupils; ensure all pupils can access the best possible teaching;</p> <p>..Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.</p> <p><i>EEF SEND in Mainstream schools</i></p>	2,3,4

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

Budgeted cost: £ 40,759

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Breakfast Club –free access to morning food and activities from magic Breakfast</p>	<p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year - (EEF) 4th Nov 2016</p>	<p>6 2,3,4</p>
<p>Learning mentor to work with targeted parents – signposting agencies, 1-1 support. Conduct regular attendance meeting</p> <p>All late pupils logged into Inventory system. Regular analysis of data.</p> <p>Attendance rewards – class and individual – termly and annually dedicated assemblies</p> <p>Regularly share information with parents regarding impact of attendance of progress and attainment.</p>	<p>Although attendance and punctuality have improved, there is still margin for improvement. The association between parental involvement and a child's academic success is well established – <i>EEF</i></p> <p>NfER briefing for school leaders identifies addressing persistent lateness as a key step in improving outcomes for pupils.</p>	<p>7</p>

<p>Termly whole school writing weeks– all classes and staff involved.</p> <p>Class visitors, including authors, curriculum based experience (science etc) at least half termly</p> <p>Arrange visits and tours of educational/inspirational settings at least termly – museums, heritage sites etc.</p> <p>School/key stage visitors from local area – discussing success and aspiration. Eg volunteering, St John’s pupils, local employers/employees</p> <p>Arrange theatre and performance visits – within and out of school.</p> <p>Organise residential visits to destinations beyond normal experience of pupils – outdoor pursuits,</p>	<p>Due to area of deprivation and family circumstances, many children have limited experience and stimulation beyond the immediate local area.</p> <p>EEF suggest that overall impact of enrichment activities tends to be positive, but desired outcomes need to be specific and targeted (writing)</p> <p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress.</p> <p>Experiences that last over a week tend to have greater impact and tend to produce effects of a longer duration.- <i>EEF Outdoor and adventure learning Aug 2018</i></p>	<p>4, 6</p>
<p>Resource and implement Reading for Pleasure suitcases, alongside reading for pleasure corners. A series of core and secondary texts that promote interest, widen</p>	<p>Through stories, children encounter vocabulary that they are unlikely to hear in everyday conversation but will come across in writing, once they can read for themselves. Isobel Beck has called such vocabulary ‘second tier’ words.⁴⁶ All the following vocabulary, for example, occurs in a single</p>	<p>4, 6</p>

vocabulary and develop knowledge and tolerance of the wider world.	picture book -	
Whole Class Specialist Music Tuition across all Key Stages - 1 term per class	EEF suggests the overall impact of enrichment activities on academic achievement tends to be positive.	6

Total budgeted cost: £ 152,546

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

School closures and lockdown in 2020 impacted on the baseline assessments for September 2020. Many pupils were starting well below age related expectations following the first Lockdown in Spring 2020. In Reading and Maths by end of school year majority of pupils had made expected or better progress from low starting points.

2020-21 Review (In school Assessment data)

87% PP eligible pupils made expected or better progress over the year in Reading

70% of PP eligible pupils made expected or better progress in Writing from baseline over the academic year.

84% of PP eligible pupils made expected or better progress in Maths over the year from baseline assessments

Attainment for many was below expected but progress from September 2020 baseline was positive.

Attendance at end of year for PP pupils 95% close to target of 96%

Wider Opportunities - Every child in school has experienced an in person or had a virtual experience including whole school guest author, science show and history workshops. All classes had at least one trip or additional experience in school. Whole school had virtual theatre experience during restrictions.