

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023 Specific plan for 2022-23
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	
Pupil premium lead	J Sands
Governor / Trustee lead	A Wake

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,775
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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	£131,775

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 and 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.

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
2	Problems with retaining, recalling and processing new learning.
3	Standards in Maths, Writing and Maths
4	Limited Life experience, limited knowledge of the world
5	Attendance and punctuality

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
Improved Maths Attainment	More pupils working at age related expectations in Maths
Improved Writing standards	More pupils working at age related expectation in Writing
Improved Phonics Outcomes	In line with National expectations
Improved attendance	Achieve attendance target

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: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths</p> <p>CPD for staff Assessment – Low Stakes Testing, Problem Solving.</p> <p>Purchase additional concrete resources to support learning.</p> <p>Support and CPD from maths Hub</p>	<p>High-quality maths education may have the following features:</p> <p>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.</p> <p>Lessons incorporate timed testing to help pupils learn maths facts to automaticity.</p>	2, 3
<p>Disseminate and implement training on metacognition and self regulation – specific to the writing process in our school</p> <p>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.</p> <p>EEF -Metacognition and SR Learning guidance report May 2020</p>	2
<p>Maths Implement NCTEM Mastery at Key stage 1</p>	<p>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></p>	2, 3
<p>Subscriptions to variety of online learning platforms for school and at home.</p> <p>Including</p>	<p>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.</p>	1, 2, 3

TT Rocks Teach your Monster to Read Ed Shed Nessy	<i>EEF Using Digital Technology to Improve Learning 2019</i>	
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	Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. Supporting resources: Sustained support will be required to help disadvantaged pupils catch-up after they return to school. <i>EEF – Pupil premium review</i>	2, 3
Targeted assessment and intervention resources including PIRA, PUMA and Shine.	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

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group tutoring and support Materials to support small groups Staffing for small groups	Small group tuition has an average impact of four months' additional progress over the course of a year. Low attaining pupils particularly benefit from small group tuition. <i>EEF - Small Group Tuition</i>	2, 3
Language Link, I CAN and Blast supporting language development in EYFS MAKATON used across EYFS	Infant Language Link enables schools to identify children with speech, language and communication needs (SLCN), pinpointing those who need referring to local speech and language therapy services. The package provides everything you need to enable you to support all children who have SLCN in school setting – ensuring that they reach their full potential.	1

Subscribe and implement targeted Third Space Learning maths intervention – Key stage 2 focus	Third Space learning assesses individual learning gaps and identifies best sequence of maths lessons for each pupil.	3,
Further embed reading fluency and comprehension intervention (based on adapted reciprocal reading) for targeted groups, alongside metacognitive and self regulation teaching of writing. Staffing for implementation	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 2019</i>	2, 3
Assessment, support and CPD for SEND including Cognition and Learning Pupil assessments and staff awareness training Resources for inclusive environments for all learners.	..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. Schools should: promote positive relationships, active engagement, and wellbeing for all pupils; ensure all pupils can access the best possible teaching; ..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. <i>EEF SEND in Mainstream schools</i>	1, 2, 3

Wider strategies

Budgeted cost: £ 41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club – subsidised access to morning food and activities from National school Breakfast	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 - <i>(EEF) Nov 2016</i>	4, 6

<p>Learning mentor to work with targeted parents – signposting agencies, 1-1 support. Conduct regular attendance meeting All late pupils logged into Inventory system. Regular analysis of data. Attendance rewards – class and individual – termly and annually dedicated assemblies 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.</p> <p>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>	6
<p>Termly whole school writing weeks– all classes and staff involved. Class visitors, including authors, curriculum based experience (science etc) at least half termly Visits and tours of educational/inspirational settings at least termly – museums, heritage sites etc. School/key stage visitors from local area – discussing success and aspiration. Eg volunteering, St John’s pupils, local employers/employees Theatre and performance visits – within and out of school. Residential visits to</p>	<p>Due to area of deprivation and family circumstances, many children have limited experience and stimulation beyond the immediate local area. <i>EEF</i> suggest that overall impact of enrichment activities tends to be positive, but desired outcomes need to be specific and targeted (writing) 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. 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>	4, 3

destinations beyond normal experience of pupils – outdoor pursuits, culture, parliament ...		
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.	4

Total budgeted cost: £ 131,000

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.

2021-22 review

Phonics

Gap is closing between disadvantaged and non disadvantaged pupils. Disadvantaged pupils outperformed others.

73% of Disadvantaged pupils achieved standard. 65% of non disadvantaged pupils achieved standard.

Maths

*Increased numbers of KS1 disadvantaged pupils achieved higher standards in Maths
Deprived pupils made better progress from baseline starting points than non deprived pupils (66% PP pupils made good or better progress; 53% of non PP pupils)*

Writing

77% of PP pupils made expected or better progress in Writing from the baseline data.

Attendance

Attendance data at the end of year shows gaps between deprived and non deprived pupils. High numbers of unauthorised holidays taken following COVID and high levels of illness over the year. Support will continue in the coming year.

Wider opportunities

Subsidised Breakfast Club – at least 50 pupils each day access the provisions and receive a breakfast before the school day. All pupils have experienced visits or visitors over the year to enhance the curriculum provision.

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
NA	