

Pupil premium strategy statement – December 2024



This statement details our school's use of pupil 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	187
Proportion (%) of pupil premium eligible pupils	9.6%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	December 2024
Date when it will be reviewed	December 2025
Statement authorised by	J. McEniff Headteacher
Pupil premium lead	M. Davies SENCO
Governor lead	E. Morrissey Pupil Premium Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 34,040
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	£ 34,040

Part A: Pupil premium strategy plan

Statement of intent

At St Wilfrid's Catholic Primary School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress in order to reach their full potential so that they can "Live Life to the Full" ^{John 10:10}, academically, socially, emotionally, physically and spiritually. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils. Actions outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not. We identified the development of language and vocabulary as being key to the success of our pupils. The strategy is designed to help us deliver a curriculum that builds on the knowledge of the pupils from their starting points and crucially provides the children, including the most vulnerable, to develop and refine their oracy skills. The development of language and oracy is at the heart of all we do at St Wilfrid's Catholic Primary.

High-quality teaching is the core of our approach, with a focus on areas in which disadvantaged pupils require the most support. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We are building stronger links and partnerships with our parents in order to ensure that, as major stakeholders in the development of our pupils, the school and the community grow the expectations of all our pupils, including those who are vulnerable and disadvantaged.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

The strategy identifies the most common challenges and needs; these have been documented through assessment and are the outcomes of the school’s monitoring system. Our approaches to address the needs of the most vulnerable pupils and will be adapted as per the assessed need and not assumed outcomes of our pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Social and emotional difficulties: <i>Our assessments (including RAG wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</i></p>
2	<p>Speech and language difficulties: <i>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.</i></p>
3	<p>Reading: <i>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</i></p>
4	<p>Writing: <i>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils has been impacted by their speech, understanding of language, reading ability and development of a wide vocabulary. This has impacted on our disadvantaged pupils writing ability which is below that of non-disadvantaged pupils.</i></p>
5	<p>Maths: <i>Internal assessments indicate that basic skills in maths among disadvantaged pupils is below that of non-disadvantaged pupils.</i></p>
6	<p>Attitude to Learning: <i>Our observations indicate that some of our disadvantaged pupils are struggling with learning behaviour and emotions disengagement. They can lack confidence, motivation and have low aspirations.</i></p>

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
<i>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</i>	<p><i>Sustained high levels of wellbeing year on year demonstrated by:</i></p> <ul style="list-style-type: none"> <i>qualitative data from pupil voice, parent engagement, RAG ratings for Wellbeing and teacher observations</i> <i>an increase in participation in enrichment activities, particularly among disadvantaged pupils</i> <i>whole school engagement in zones of regulation</i>
<i>Improved oral language skills and vocabulary among disadvantaged pupils.</i>	<i>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks and ongoing formative assessment.</i>
<i>Improved reading attainment among disadvantaged pupils.</i>	<i>KS2 reading outcomes show an increase year on year of disadvantaged pupils meeting the expected standard.</i>
<i>Improved writing attainment for disadvantaged pupils at the end of KS2.</i>	<i>KS2 writing outcomes show an increase year on year of disadvantaged pupils meeting the expected standard.</i>
<i>Improved maths attainment for disadvantaged pupils at the end of KS2.</i>	<i>KS2 maths outcomes show an increase year on year of disadvantaged pupils meeting the expected standard.</i>
<i>To achieve and sustain an improved attitude to learning for all pupils in our school, particularly our disadvantaged pupils.</i>	<p><i>Improved attitudes to learning will be demonstrated by:</i></p> <ul style="list-style-type: none"> <i>reduction in low level inappropriate behaviours through rules 'Ready, Respectful, Safe.'</i> <i>an increased level of pupil engagement across all subjects leading to improved outcomes through a whole school approach to emotions and being ready to learn through 'Zones of Regulation.'</i>

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: £6,580

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Purchase of standardised diagnostic assessments.</p> <p>(NFER reading and maths)</p> <p>(GL Dyslexia and Dyscalculia)</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>3, 4, 5</p>
<p>Purchase of resources for our reading programme for years 2-6.</p> <p>Pathways to read.</p>	<p>On average oral language approaches have a high impact on pupil outcomes of 6 months additional progress.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 6</p>
<p>Use of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>ELS – Essential Letters & Sounds</p> <p>Purchase supporting resources; flashcards, activity books</p> <p>Supporting decodable reading books.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	<p>5</p>
<p>and CPD (including Teaching for Mastery training 3rd year).</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	

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

Budgeted cost: £ 20,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase Speech and Language - Chatterjacks.</p> <p>Wellcomm Primary interventions</p>	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 6</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Targeted phonics interventions have been shown to be more effective when delivered as regular sessions.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3, 4, 6</p>
<p>Targeted intervention sessions are planned to close gaps. They are fully resource and planned with smart targets and regularly reviewed.</p>	<p>Targeted intervention at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups;</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 4, 5, 6</p>

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

Budgeted cost: £ 6,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) Learning.	<p>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):</p> <p>EEF Social and Emotional Learning. Pdf educationendowmentfoundation.org.uk</p>	1, 6
Subsidising educational visits, extra-curricular clubs	<p>EEF Outdoor Adventure Learning ‘There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes’</p> <p>educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/outdooradventure-learning</p>	1, 2, 6

Total budgeted cost: £ 42,862

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.

Our children’s wellbeing improved during the academic year measured through the use of the RAG rating by class teachers. These were analysed by the Head teacher and the Family Liaison Officer and further support including ELSA was put into place to develop the children’s emotional intelligence. Some children received additional support for a short time whereas others were supported for longer to embed strategies. Many of our disadvantaged pupils still require on-going support.

Through purchasing private speech and language therapy it has improved our children’s pronunciation of speech, developed their expressive language and their language acquisition. Many of our disadvantaged pupils begin school with higher needs in speech and language than their peers.

Through purchasing Wellcomm Primary we have been able to identify specific gaps in our children's understanding of language and provide targeted interventions to close these gaps in our disadvantaged children.

Summer 2024

EYFS GLD - 0% (2 children one with an EHCP and the other with Top Up funding)
Phonics screening – 0% (2 children one with an EHCP and one Travelling so didn't sit it)

KS2 SATs

Reading – 100% of the children that took the SATs (7 children)

Writing – 100% of the children that took the SATs (7 children)

Maths –100% of the children that took the SATs (7 children)

GPS - 100% of the children that took the SATs (7 children)

One child was disapplied.

At the end of KS2 our disadvantaged children's attainment is in line with that of their peers.

During this school year we implemented new whole school rules; 'Ready, Respectful, Safe.' This was evidence-based research following strategies from Paul Dix. This approach has proved positive with all pupils including our disadvantaged pupils and has been embedded this year.

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
Pathways to Reading	Literacy Company
Pathways to Writing	Literacy Company
Kapow	
Times Table Rock Stars	
ILOP	Inclusive learning North
Pathways to Spell	Literacy Company
Essential Letters and Sounds books	Oxford Owl
Wellcomm Primary	GL Assessments