

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	213
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2022
Date this statement was published	December 2021
Date when it will be reviewed	July 2022
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	£ 28, 245.00
Recovery premium funding allocation this academic year	£1,522.50
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	£ 29,767.50

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 and achieve high attainment across all subject areas. 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.

High-quality teaching is at the heart 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.

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

Challenges

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

Challenge number	Detail of challenge
1	<i>Social and emotional difficulties:</i>

	<p><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 social isolation, and a lack of enrichment opportunities during school lockdowns. These challenges particularly affect disadvantaged pupils, including their attainment.</i></p> <p><i>Teacher and parent referrals for support have markedly increased during the pandemic.</i></p>
2	<p>Speech and language difficulties:</p> <p><i>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils.</i></p>
3	<p>Reading:</p> <p><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:</p> <p><i>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</i></p> <p><i>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</i></p>
5	<p>Maths:</p> <p><i>Internal assessments indicate that basic skills in maths among disadvantaged pupils is below that of non-disadvantaged pupils.</i></p> <p><i>This gap has widened as a result of school lockdowns</i></p>
6	<p>Attitude to Learning:</p> <p><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
<p><i>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</i></p>	<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>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 scrutiny 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</i> • <i>an increased level of pupil engagement across all subjects leading to improved outcomes</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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	<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>	3, 4, 5

<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. ELS – Essential Letters & Sounds</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: 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. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>5</p>

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

Budgeted cost: £ 14,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dyslexia: To support children with signs of dyslexia Children that have a diagnosis or have been screened for signs of dyslexia will access a Nessy programme for 80 minutes each week. Laptops are updated regularly so that this can continue. High Impact: The children will develop confidence in their reading and spelling as they move through the levels and therefore transfer these skills into their classwork. The children are supported in getting started on each</p>		<p>2, 4, 6</p>

<p>game. They work through the levels independently. 3 children</p>		
<p>Maths: Additional maths intervention for basic skills Mrs Smith will work with this child to close the gaps twice a week. High Impact: The child will learn basic skills and close the gap on peers The child will work on basic skills twice a week. 1 child</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>	5, 6
<p>Speech & Language: Children will have specific speech and language targets to work on Speech and language support through Laurin and Mrs Owen. Medium impact: Will impact on specific children. Children will work on their personal targets every other week. 6 children</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: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2, 6
<p>In EYFS Wellcomm activities will be implemented to increase understanding The children will have daily activities to close the gap in their understanding. High impact: Children will develop an understanding through targeted intervention. Children will have a baseline assessment, intervention, assessment intervention to close the gap. 1 child</p>	<p>There is a strong evidence base that suggests oral language interventions, including Time to Talk activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	3, 4, 6
<p>High Attainers: To ensure high attaining children are experiencing opportunities to increase their skills. When possible children will access sporting events/ clubs and external</p>		1, 6

<p>courses to stretch their learning. Medium impact: Children will transfer their gifts and talents to new activities. Children have had opportunities to take part in extra curriculum PE, cricket, art, judo and archery.</p> <p>2 children</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 26,522

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children and their families in receipt of pupil premium will be supported emotionally: Elsa support, emotional support & friendship groups TAF Children will be supported through ELSA by Mrs Jackson, Mrs Watts and Mrs Owen. Children will be offered individualised support. Parents will be supported and encouraged to engage in their child's learning. Once it is possible Mrs Owen will be trained in ELSA. High impact: children will be emotionally ready for learning and learn strategies to help regulate their own emotions. Children are seen dependent on their needs. Both staff have a timetable to ensure the children are seen regularly. 11 children</p>	<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>1, 6</p>
<p>Time to Talk & Socially Speaking: To support children in turn taking in conversation and building relationships Children in Early Years and KS1 will be offered Time to Talk as appropriate. Children in KS2 will be offered socially speaking</p>	<p>There is a strong evidence base that suggests oral language interventions, including Time to Talk activities such as high-quality classroom discussion,</p>	<p>1, 2,</p>

<p>High Impact: children will learn strategies in social skills that will support them in group work in the classroom.</p> <p>Mrs Owen will work with KS1 and Lower KS2.</p> <p>3 children</p>	<p>are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Transition:</p> <p>Preparing most vulnerable children for transition to high school.</p> <p>Miss Davies to support children who need an enhanced transition to high school. High impact: As a smooth transition will be achieved by liaising closely with local high schools. Children will be identified by key stage so that all children have a smooth transition.</p> <p>5 children</p>		1
<p>Sensory Circuits:</p> <p>To ensure children are alert and ready for learning the children will take part in sensory circuits daily.</p> <p>New equipment will be purchased as and when required.</p> <p>High impact: Children will begin their learning straight away.</p> <p>Children will take part daily so that it is part of their routine.</p> <p>4 children</p>		6
<p>Funding for Trips:</p> <p>For all of our vulnerable children to have equal access to trips, residential and after school clubs we offer to support with the cost. Medium impact: Specifically for families with needs All children will have the same opportunities.</p> <p>1 child</p>		
<p>School-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	3, 4 & 5

	And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Total budgeted cost: £ 41,072

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Emotional Literacy Support Assistants (ELSA)	https://www.elsanetwork.org/
Time to Talk	
Socially Speaking	
Nessy Dyslexia Screening	Nessy Learning
ELS – Essential Letters and Sounds	Oxford University Press
White Rose Maths	White Rose Maths
Pathways to Write	The Literacy Company