# Pupil premium strategy statement

## 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

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| Detail | Data |
| School name | St Wilfrid’s Catholic Primary School |
| Number of pupils in school | 200 |
| Proportion (%) of pupil premium eligible pupils | 13% |
| Academic year/years that our current pupil premium strategy plan covers | 2022 - 2023 |
| Date this statement was published | October 2022 |
| Date when it will be reviewed | October 2023 |
| Statement authorised by | J. McEniff  Headteacher |
| Pupil premium lead | M. Davies  SENCO |
| Governor lead | E. Morrissey  Pupil Premium Lead |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 36,675.00 |
| Recovery premium funding allocation this academic year | £2,428.75 |
| 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 | £ 38,342.50 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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.

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| Challenge number | Detail of challenge |
| 1 | ***Social and emotional difficulties:***  *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.*  *Teacher and parent referrals for support have remained high post pandemic.* |
| 2 | ***Speech and language difficulties:***  *Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils.* |
| 3 | ***Reading:***  *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.* |
| 4 | ***Writing:***  *Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.*  *This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.* |
| 5 | ***Maths:***  *Internal assessments indicate that basic skills in maths among disadvantaged pupils is below that of non-disadvantaged pupils.* |
| 6 | ***Attitude to Learning:***  *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.* |

## 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.

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| Intended outcome | Success criteria |
| *To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.* | *Sustained high levels of wellbeing year on year demonstrated by:*   * *qualitative data from pupil voice, parent engagement, RAG ratings for Wellbeing and teacher observations* * *an increase in participation in enrichment activities, particularly among disadvantaged pupils* |
| *Improved oral language skills and vocabulary among disadvantaged pupils.* | *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.* |
| *Improved reading attainment among disadvantaged pupils.* | *KS2 reading outcomes show an increase year on year of disadvantaged pupils meeting the expected standard.* |
| *Improved writing attainment for disadvantaged pupils at the end of KS2.* | *KS2 writing outcomes show an increase year on year of disadvantaged pupils meeting the expected standard.* |
| *Improved maths attainment for disadvantaged pupils at the end of KS2.* | *KS2 maths outcomes show an increase year on year of disadvantaged pupils meeti*ng *the expected standard.* |
| *To achieve and sustain an improved attitude to learning for all pupils in our school, particularly our disadvantaged pupils.* | *Improved attitudes to learning will be demonstrated by:*   * *reduction in low level inappropriate behaviours* * *an increased level of pupil engagement across all subjects leading to improved outcomes* |

## 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: £*6,533*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of standardised diagnostic assessments.  (NFER reading and maths)  (GL Dyslexia and Dyscalculia) | 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:  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 3, 4, 5 |
| Purchase a reading programme for years 2-6.  Pathways to read. | On average oral language approaches have a high impact on pupil outcomes of 6 months additional progress.  Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.  Oral language interventions | Toolkit Strand | Education Endowment Foun-dation | EEF | 2, 3, 6 |
| Use of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils.  ELS – Essential Letters & Sounds  Purchase supporting resources; flashcards, activity books  Supporting decodable reading books. | 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](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 3 |
| 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 2nd year). | 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)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 5 |

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

Budgeted cost: £ 20,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase Speech and Language - Chatterjacks. | 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 2, 6 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | 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.  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 3, 4, 6 |
| Engaging with the National Tutoring Programme to provide 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. | 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;  One to one tuition  [One to one tuition | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/)  And in small groups;  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2, 3, 4, 5, 6 |

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

Budgeted cost: £ *16,026*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Improve the quality of social and emotional (SEL) Learning. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (E.g. improverd academic performance, attitudes, behaviour and relationships with peers):  [EEF\_Social\_and\_Emotional\_Learning. Pdf (educationendowmentfoundation.org.uk](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1, 6 |
| Subsidising educational visits, extra-curricular clubs | 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’  [educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning) | 1, 2, 6 |

**Total budgeted cost: £ 42,559**

# 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.

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| *The Evaluated Pupil Premium action plan 2021-2022 is on the website.*  Our children’s wellbeing improved during the academic year 2021-2022 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.  There have been no external assessments made over the previous two academic years.  Summer 2022  EYFS GLD - 50% (1 of 2 children)  Phonics screening – 60% (3 of 5 children)  KS2 SATs  Reading – 100%  Writing – 50% (33% GDS)  Maths – 83%  GPS - 100%  Our disadvantaged children’s attainment is below that of their peers.  In September 2021 we implemented a whole school trauma informed approach to pupil engagement and to reduce low level, inappropriate behaviour. This approach has proved positive with all pupils including our disadvantaged pupils. |

## 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*

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| Programme | Provider |
| Pathways to Reading | Literacy Company |
| Times Table Rock Stars |  |
| ILOP | Inclusive learning North |
| Pathways to Spell | Literacy Company |