



# 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 Church of England Primary Academy
Number of pupils in school	587
Proportion (%) of pupil premium eligible pupils	12.9% (76)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr S. Colothan Executive Headteacher
Pupil premium lead	Mrs K. Newman Deputy Headteacher
Governor / Trustee lead	Mrs V. Walder

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,390
Recovery premium funding allocation this academic year	£8990 (£145 x 68)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£17,230
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£109,610



# Part A: Pupil premium strategy plan



## Statement of intent

At St. Wilfrid's Church of England Primary Academy, we aim to provide a literacy-rich curriculum that is broad and balanced, and meets the needs of all the children in our Church Community. Our intention is that all pupils, irrespective of their background or the challenges they face, make excellent progress and achieve high attainment across all subject areas. We aim to motivate and inspire children through a curriculum that engages and challenges all learners. Our Pupil Premium strategy, is integral to wider school plans, including the targeted support through the National Tutoring Programme, and provides important support to contribute to the attainment of pupils from disadvantaged backgrounds. High quality first teaching is central to our approach and we invest in smaller classes ensure that all children are challenged and intervene swiftly.

Common barriers to learning for disadvantaged children at St Wilfrid's can include less support at home, lack of confidence compared to their peers, more frequent behaviour difficulties, attendance and punctuality.

Our intention is:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. Implicit in this, is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ To develop the social confidence of our children

To implement these intentions we will:

- ✓ Ensure that the quality of education is outstanding and teaching and learning opportunities meet the needs of all children through excellent Quality First Teaching. Staff have high expectations of all children and it is the responsibility of all staff to raise expectations of what children can achieve.
- ✓ Class sizes are kept smaller to offer further opportunities for effective teaching, support and individualised feedback to help children make secure progress.
- ✓ Provide targeted training to staff (teachers and teaching assistants) to understand and meet the needs of particular groups.
- ✓ Provide access to targeted intervention and tuition to help narrow the gap and meet the needs of identified children based on need. We will provide an additional teacher to support whole class learning whilst the teacher focuses on providing small group work to overcome gaps in learning, ensuring learning is 'sticky' and address misconception identified through teaching, discussion with children and marking.
- ✓ Provide pre or additional teaching in Maths based on needs in different aspects of Maths
- ✓ Provide opportunities for vulnerable readers, those whose decoding and fluency is weaker or who are not listened to at home, to read to an adult and have comprehension checked.



- ✓ Provide a range of reading material including magazines to engage all children in reading.
- ✓ Target our children with making accelerated progress and phase leaders to have termly discussions with teachers ways to support this progress.
- ✓ Provide social support to children and families through our Learning Mentor.
- ✓ Provide behaviour support as is needed through the Targeted Support Service social and emotional behaviour support services.
- ✓ Support payment for enrichment opportunities including educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.

Our children who are in receipt of Pupil Premium Funding are not a homogeneous group and some of the children are not socially disadvantaged. Equally, there are some children who do not qualify for funding who are impacted by social disadvantage. As a school we assess the needs of all the children and reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has justifiably identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Appropriate use of resources and an awareness that the curriculum should not be narrowed, means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

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

Challenge number	Detail of challenge
1	Evidence from reading diaries and home learning, shows some disadvantaged pupils have weaker parental engagement in reading and learning outside of school. Those who did not attend school during partial school closures were impacted to a greater extent than those who did attend.
2	Evidence from assessments, internal and external, shows that attainment amongst some disadvantaged children is lower in Reading, Writing and Maths.
3	Assessment evidence shows that there is an attainment gap for children achieving greater depth particularly in writing or maths amongst some disadvantaged children.
4	Attendance and Punctuality issues for identified individuals.
5	Observations and discussions with pupils and families have identified social and emotional issues for some pupils.
6	Observations and discussions with pupils and families have identified a lack of first-hand experiences that develop confidence and risk taking. This has increased during the pandemic when there has been a decrease in enrichment activities offered in the community.
7	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills. This is evident in early speech and language needs in Nursery and Reception and weaker vocabulary skills in older children.



## 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
Attainment in Reading	KS2 Reading outcomes in 2024/25 show that the proportion of disadvantaged pupils who meet the expected standard in Reading is equal to that of national non-disadvantaged pupils.
Progress in Writing	KS2 Writing outcomes in 2024/25 show that the proportion of disadvantaged pupils who meet the expected standard in Writing is equal to that of national non-disadvantaged pupils.
Progress in Mathematics	KS2 Maths outcomes in 2024/25 show that the proportion of disadvantaged pupils who meet the expected standard in Math is equal to that of national non-disadvantaged pupils.
Greater Depth in Writing and Maths	KS2 reading outcomes in 2024/25 show that the proportion of disadvantaged pupils met the greater depth standard in Writing and Maths is equal to that of national non-disadvantaged pupils.
Attendance	Sustained high attendance of disadvantaged pupils is demonstrated: Attendance for disadvantaged pupils is greater than national.
Emotional Regulation	Children have strategies they can use when they feel dysregulated which will impact on behaviour. There are less orange and red book records on CPOMS for disadvantaged children.
Improved Confidence	Children know how to thrive and succeed in different social and learning settings. Qualitative data from applications for leadership roles increase and the number of disadvantaged children taking part in enrichment opportunities increases significantly.
Early Years language needs are identified and rectified	Assessments and observations indicate that children have improved their expressive and receptive language skills to articulate their needs and find verbal solutions.



## 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: £22,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class sizes have been kept smaller and additional UPS teacher to support in Reception part time for 1 term	EEF(+2) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.	2,3, 7
Purchase of vocabulary boards to extend vocabulary and support articulation of ideas across the curriculum.	EEF (+6 months) dialogic activities: Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	2,3
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils	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: Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.	1, 2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Funding of teacher release to work with senior staff and Sarah Martin (Maths professional CPD lead) to support embedding of key	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	2,3



elements and teaching for greater depth.		
Improving the quality of SEMH support through consultation between teachers and TESS SEMH leaders.	EEF +4 Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.	5

## Targeted academic support

**Budgeted cost: £54,110**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School Led Tuition:</i> Teacher led small group after school tuition in KS1 on Maths and Phonics	EEF +5 On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.	2, 1
<i>School Led Tuition:</i> Teacher led small group after school tuition in KS2 on Writing	EEF +5 On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.	2
Maths Catch up tuition in fluid groups addressing misconceptions and pre-teaching with class teacher	EEF +4 <a href="#">Ready to Progress</a> materials	2
<i>1:1 Phonics support from TA using Essential Letters and Sounds</i>	EEF +5 Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics	1,2,3,



	<p>interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<i>Teacher led Targeted Intervention on Reading and Comprehension</i>	<p>EEF</p> <p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text.</p>	1,2,3,
<i>Teacher led Targeted Intervention on writing and Maths in KS1</i>	<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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3,
<i>TA led Small Group and 1:1 Coaching and tuition in Writing and Maths</i>	<p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2
<i>Early Years Oral language interventions</i>	<p>EEF +6</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress</p>	7
<i>Maths Resources to support development of language in problem solving and reasoning.</i>	<a href="#">nctem teaching for mastery</a> report	

## Wider strategies

**Budgeted cost: £33,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Learning Mentor to support readiness for learning, attendance, develop positive mental health, social skills and social interaction groups</i>	<p>EEF +4</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning</p>	4, 5



<p><i>Expenditure on resources to support wellbeing including uniform, shoes,</i></p>		5
<p><i>Multi-Activity residential trip and payment of trips</i></p>	<p>The evidence in the Toolkit is primarily focused on academic outcomes. 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>EEF +3</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p>	6
<p><i>Life Caravan training and support to embed principles of healthy living in children.</i></p>	<p>EEF +4</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p>	5
<p><i>TESS Behaviour Social Emotional Regulation Support to facilitate support through signposting and advice for families through PSP and SEMH meetings</i></p>	<p>EEF +4</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p>	5
<p><i>Wigan Family Welfare Counselling</i></p>	<p>EEF +4</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning</p>	4, 5

**Total budgeted cost: £109,610**



# 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.

Our progress data for most areas for PPG children was strong as many PPG children were invited in to school during partial school closures and benefited from small group support. The impact on those who remained at home was mitigated by our resolution to maintain a high quality curriculum delivered through platforms which children and families had shown confidence in using, Purple Mash and Zoom. In addition to the high levels of technical support that were made available, through the availability of hardware as required and the 'Help Desk' support offered by staff within school.

**Progress Data** (Expected progress for Y1: 5points; Yr2-6: 6pts)

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	PPG	ALL										
<b>Reading</b>	4.3	4.9	6.8	5.8	5.9	5.9	5.6	6.1	6.2	6.0	6.7	6.3
<b>Writing</b>	3.7	4.7	6.4	5.7	6.0	5.7	5.4	6.0	6.3	6.2	6.3	6.2
<b>Maths</b>	4.0	4.8	6.2	5.8	6.1	5.8	5.5	6.0	5.7	6.0	6.5	6.2

### Attainment of PPG children

	Reading				Writing				Maths				RWM			
	PPG S	ALL S	PPG S+	ALL S+	PPG S	ALL S	PPG S+	ALL S+	PPG S	ALL S	PPG S+	ALL S+	PPG S	ALL S	PPG S+	ALL S+
Y6 5 SEND	10/16 63%	59/75 79%	3/16 19%	34/75 45%	9/16 56%	61/75 81%	4/16 25%	27/75 36%	10/16 63%	57/75 76%	2/16 13%	30/75 40%	9/16 56%	56/75 75%	1/16 6%	23/75 29%
Y5 4 SEND	11/16 69%	74/90 82%	3/16 19%	38/90 42%	5/16 50%	70/90 78%	3/16 19%	29/90 32%	7/16 44%	68/90 76%	2/16 13%	35/90 39%	6/16 38%	62/90 69%	2/16 13%	23/90 26%
Y4 1 SEND	10/12 83%	64/77 83%	4/12 33%	26/77 34%	7/12 58%	52/77 68%	4/12 33%	20/77 26%	9/12 75%	61/77 79%	3/12 25%	27/77 35%	7/12 58%	47/77 61%	2/12 17%	16/77 21%
Y3 1 SEND	6/8 75%	65/75 87%	3/8 38%	33/75 44%	4/8 50%	55/75 73%	1/8 13%	23/75 31%	4/8 50%	56/75 75%	2/8 25%	30/35 40%	4/8 50%	53/75 71%	1/8 13%	20/75 27%
Y2 2 SEND	10/16 63%	61/80 76%	2/16 13%	19/80 24%	6/16 38%	52/80 65%	0/16 0%	14/80 18%	9/16 56%	60/80 75%	1/16 6%	18/80 23%	6/16 38%	51/80 64%	0/16 0%	13/80 16%
Y1 2 SEND	4/6 67%	45/61 74%	1/6 17%	18/61 30%	1/6 17%	39/61 64%	0/6 0%	14/61 23%	3/6 50%	44/61 72%	1/6 17%	17/61 28%	1/6 17%	37/61 61%	0/6 0%	14/61 23%



## Early Years

Areas of Learning (3 Prime Areas & Literacy and Mathematics)		All	PPG
Communication and Language	Listening, Attention & Understanding	65/75 87%	6/9 66%
	Speaking	64/75 85%	6/9 66%
Personal, Social and Emotional Development	Self-Regulation	67/75 89%	7/9 77.8%
	Managing Self	68/75 91%	7/9 77.8%
	Building Relationships	71/75 94%	7/9 77.8%
Physical Development	Gross Motor	71/75 94%	9/9 100%
	Fine Motor	66 88%	7/9 77.8%
Literacy	Comprehension	64/75 85%	6/9 66%
	Word Reading	62/75 83%	6/9 66%
	Writing	58/75 77%	5/9 55%
Mathematics	Numbers	65/75 87%	6/9 66%
	Number Patterns	66/75 88%	6/9 66%
GLD		54 72%	5/9 55%

## 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
Times Table Rockstars	
Dyslexia Gold	
Indirect Dyslexia Learning	
Nessy	
Maths Whizz	
Phonics Play	



## Service pupil premium funding



*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pastoral support from learning mentor and counselling made available as required.
What was the impact of that spending on service pupil premium eligible pupils?	Academic progress is good