



Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	597
Proportion (%) of pupil premium eligible pupils	12.9% (77 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
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	£80,025
Recovery premium funding allocation this academic year	£8,845
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	£88,870



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
Improved 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.
Improved 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.
Improved 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.
A higher number of children achieving 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.
Improved levels of attendance and punctuality	Sustained high attendance of disadvantaged pupils is demonstrated: Attendance for disadvantaged pupils is greater than national.
Greater 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 in children	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** (2023-24) to address the challenges listed above.

Teaching

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number addressed
There is additional teaching assistant support in Year 5 where there is a greater number of PPG pupils to enable some children to ben	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
Introduction of Focus Five vocabulary in all classes to support vocabulary progression. Purchase of Widget online to develop language development and colourful semantics.	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
Investment in loose parts play, role play and small world play to stimulate language development in Early Years and for focused children in Year 1	EEF (+5 months) Play based Learning. Positive outcomes have been identified for a range of early learning outcomes including vocabulary, reasoning and early numeracy. Evidence related to early language and problem-solving outcomes is mixed.	7
Additional higher level teaching assistant and teaching assistant support in Year 1 to assist with our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils and help pupils 'keep up' not 'catch up'	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
Evolve training day and support to further embed Synthetics Phonics Programme: ELS and further	Phonics has a positive impact overall (EEF Toolkit +5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1, 2



<p>support for new teachers in Reception and KS1</p> <p>Additional training and support for teachers in KS2 to ensure that phonics knowledge impacts on teaching of phonics and spellings in KS2</p>		
<p>Training for each year group with Sarah Martin Maths Consultant on strategies and use of concrete resources, manipulatives, images and scaffolding in Maths and development in extending reasoning and problem solving approaches.</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>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>2,3</p>
<p>Improving the quality of SEMH support through consultation between teachers and TESS SEMH leaders.</p> <p>School have bought in the services of Sycamore SEND Support to deliver training to teaching assistants and teachers on De-escalation and sensory sensitivities and to work with individual teachers on meeting multiple needs within the classroom.</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> <p>Cordingley, P., Higgins, S., Greany, T., et al. (2015) Developing Great Teaching: Lessons from the International Reviews into Effective Professional Development, Teacher Development Trust</p>	<p>5</p>

Targeted academic support

Budgeted cost: £23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>School Led Tuition:</i></p> <p>Teacher led small group in school tuition in KS2 on Writing</p>	<p>EEF +5</p> <p>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</p>	<p>2</p>



	make an impact if it is additional to and explicitly linked with normal lessons.	
<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 interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3,
<i>Teacher led Targeted Intervention on Reading and Comprehension Regular reading with identified children</i>	EEF Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text.	1,2,3,
<i>IDL Online programmes that support</i>		
<i>Extension of Early Years Oral language assessments and interventions based on WELLCOMM results to Reception</i>	EEF +6 On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress	7

Wider strategies

Budgeted cost: £40,370

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>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EEF +4 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	4, 5
<i>Expenditure on resources to support wellbeing including uniform, shoes,</i>		5



<p><i>The opportunity for each child in receipt of pupil premium funding to receive free access to one after school club of their choice for a full half term (where places are applied for and available)</i></p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress (+3 months EEF toolkit). There is a small positive impact of physical activity on academic attainment (+1 month).</p>	<p>6, 5</p>
<p><i>Support parental engagement in Early Years through use of Evidence Me app to share learning at home and school that is a 'Wow Moment' for the child. Direct practice of key skills through focus areas and opportunities for parents to share children's achievements at home.</i></p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress (EEF Toolkit: Early Years +5 months; Primary +4 months). It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement strategies are typically more effective with parents of very young children.</p>	<p>1,2</p>
<p><i>Creation of opportunities for parents to engage in school activities such as Pearl of Africa choir and reading workshops to encourage engagement and involvement in children's learning.</i></p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress (EEF Toolkit: Early Years +5 months; Primary +4 months).</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress (+3 months EEF toolkit).</p>	<p>1,6</p>
<p><i>Multi-Activity residential trip and payment of trips</i> <i>This includes curriculum trips and experiences in addition to Trust Trips.</i> <i>A range of stakeholders within our Trust and School community have identified a menu of activities that we would like children across our Trust and School to experience during their time at Primary School to enhance and develop cultural capital.</i> <i>These include:</i> <i>Nursery - A den making</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>	<p>6</p>



<p>experience</p> <p>Reception -A country walk with outdoor entertainment</p> <p>Year 1 - A visit to a contemporary circus</p> <p>Year 2 - A visit to watch live music</p> <p>Year 3 - A visit to an art gallery</p> <p>Year 4 - An experience of water sports</p> <p>Year 5 - An experience of a Winter sport</p> <p>Year 6 - A City trip, including a University and Cathedral visit.</p>		
<p>SCARF PSHE subscription to embed principles of healthy living in children.</p>	<p>EEF +4</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p>	5
<p>Sycamore SEND Support for Behaviour and Social Emotional Regulation Support to facilitate support through signposting and advice for families through PSP and SEMH meetings</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>Wigan Family Welfare Counselling</p>	<p>EEF +4</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</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: £88,875



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 2022 to 2023 academic year.

Intended outcome	Success criteria	
Improved 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.	<ul style="list-style-type: none"> • Average progress in reading in KS2 was 6 points progress or above for PPG children • 92% of PPG children met the expected standard at the end of KS2, with 31% of PPG children achieving Greater Depth • New phonics programme Essential Letters and Sounds is part of daily practice. • The range and diversity of books available in school has again increased. • Children in receipt of PPG funding have participated Reading challenges and Oral poetry recitals
Improved 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.	<ul style="list-style-type: none"> • Average progress in writing in KS2 was 6 points progress or above for PPG children • 92% of PPG children met the expected standard at the end of KS2, with 54% of PPG children achieving Greater Depth
Improved 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.	<ul style="list-style-type: none"> • Average progress in writing in KS2 was 6 points progress or above for PPG children • 100% of PPG children met the expected standard at the end of KS2, with 31% of PPG children achieving Greater Depth
A higher number of children achieving 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.	<ul style="list-style-type: none"> • Over 50% of PPG children achieved Greater Depth in Writing • 31% of PPG children achieved Greater Depth in Maths
Improved levels of	Sustained high attendance of disadvantaged pupils is demonstrated: Attendance for	<ul style="list-style-type: none"> • Attendance of PPG children at 94.3% is almost equal to the average attendance



attendance and punctuality	disadvantaged pupils is greater than national.	of Non-PPG children 95.6% and 0.7% National attendance at 95%.
Greater 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.	<p>The Wigan Family Welfare counsellor has had a waiting list. The counsellor has worked with a full case load at all times with most children having approximately 6 sessions. Feedback has been positive and the service continues to be in demand. Outcomes for children in class has been positive.</p> <p>Think Equal programme has received positive feedback in Reception in supporting regulation in children and will be purchased for use in Nursery in 2023-24</p>
Improved Confidence in children	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.	<ul style="list-style-type: none"> • Children have taken an active part in the Pupil Leadership Team, the Christian Ethos group and the Wellbeing Warriors. These experiences have developed confidence, public speaking skills and self-esteem. • In 2022-23 we also offered the opportunity to children identified through PPG to take part in after school club of their choice free of charge. This proved very popular and further supported children in developing their own interests and excitement for learning.
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.	<ul style="list-style-type: none"> • Wellcomm assessments and the Wellcomm toolkit are in use in Nursery. These have been embedded in Nursery and fed into referrals to SALT where appropriate and will be introduced to Reception in 2023-24 to continue the positive impact of those children who have needs and support staff in the early identification of children with emerging needs.



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	TTrockstars
IDL Literacy, Maths and Wellbeing	IDL
SCARF	Coram Life Education
Purple Mash	2 Simple
Evidence Me	2 Simple
ELS	OUP
HHKids	HH Kids
Testbase	Testbase
Dyslexia Gold	Dyslexia Gold
Lucid Lass	GL assessment

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