

St Wilfrid's Catholic Primary School

Pupil Premium Strategy Statement 2023-26

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data 2023-24 Data
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/24 2024/25 2025/26
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Chair of Governors
Pupil premium lead	C. Johnson
Governor / Trustee lead	T. Tate

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	23-24 - £80,025
Recovery premium funding allocation this academic year	23-24 - £0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	23-24 - £0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	23-24 - £80,025

Part A: Pupil premium strategy plan

Statement of intent

At St. Wilfrid's Catholic Primary School, we have high expectations for all of our pupils. Our intention is that all pupils, irrespective of their background or the challenges that they face, make good progress and achieve across all subject areas. Pupil Premium (PP) funding is considered based on the context of our school, the subsequent challenges we face, alongside research conducted by Education Endowment Fund (EEF) and information from other reputable research.

We recognise that high quality teaching and learning is fundamental to raising the attainment of disadvantaged pupils, therefore this is the focus of our school development plan and at the heart of our pupil premium strategy. Our approach follows the EEF tiered approach to school improvement – High quality teaching, targeted academic support, and wider strategies. Our Professional Development offer has focused on Rosenshine Principles of Instruction.

The key features of our strategy plan are a focus on attendance, adhering to the recommendations in 'Securing good attendance' 2022 document, a focus on engagement with pupils and families and early support for families and individuals. Our aim is to raise the attainment of disadvantaged pupils so that they have the same opportunities to succeed.

Challenges

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

Challenge number	Detail of challenge
1	Attainment – Outcomes and progress for core subjects remain lower for children who are eligible for pupil premium than other groups.
2	Cognitive Overload - Cognitive overload hinders some of our pupils acquiring new knowledge. Leaders need to ensure the school curriculum is effectively implemented by teachers, so that it meets the needs of all pupils. Leaders must ensure that teachers implement carefully planned and sequenced lessons.
3	Personal Development / SEMH - We want all pupils to have high-levels of self-esteem, confidence and resilience so that they are able to develop good behaviour for learning.
4	Attendance – We want all pupils to attend regularly and consistently so that they have the best possible opportunity to succeed at school, both academically and socially.

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Cultural Capital – We want all pupils to have experienced a range of opportunities that broaden their horizons, introduce them to new opportunities and have a range of experiences that develop their understanding of the world around them.

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>All pupils experience high-quality first teaching across the curriculum that enables them to attain highly.</p>	<ul style="list-style-type: none"> - Quality first teaching in all classes which is focused on a 'keep up not catch up' approach. - All staff follow Rosenshine principles. - All staff adapt lesson to meet the needs of all pupils. - All staff have a good understanding of pupils' abilities and gaps in learning and act to address these, either in lessons or through interventions. - Early intervention used in Early Years and Key Stage 1 to address issues early, particularly with phonics so that pupils keep up rather than catch up. - Support for less fluent readers across KS2. - Robust tracking systems are in place. This ensures that appropriate support and enhanced provision is directed to those children that are identified as falling behind. - High-quality interventions are used to accelerate progress in basic skills, with a focus on reading. - Pupils achieve in National tests in line with their peers.
<p>Pupils are secure in key concepts from each year group and have grasped the core learning to enable them to access the following years curriculum.</p>	<ul style="list-style-type: none"> - Targeted quality first teaching revisits prior learning to ensure all curriculum gaps and misconceptions are addressed. - Gaps in knowledge are targeted through focus groups, successful deployment of support staff and quality same day and planned interventions. - Robust assessment enables teachers to plan accordingly to meet the needs of all pupils.
<p>Improved wellbeing in all children, resulting in improved self-esteem, behaviour, improved attendance and therefore improved academic achievement.</p>	<ul style="list-style-type: none"> - Pupils feel safe and happy in school and know who they can speak to if they need support. - Clear systems in school that support pupil well-being - Pupils have a shared language for behaviour and emotions and are able to articulate this. - Pupil surveys reflect their positive well-being.
<p>Attendance for all pupils is in line or above National. All pupils will attend school regularly.</p>	<ul style="list-style-type: none"> - Pupils want to be in school. - Sustained high attendance by 2025/26 demonstrated by internal and external data. PP

	<p>children in line with National Averages for attendance and PA.</p> <ul style="list-style-type: none"> - Attendance of all pupils is carefully monitored. - Attendance and persistent absence for PP pupils will be in line with other pupils across school. - Early intervention is taken where attendance is a cause for concern. - Attendance monitoring begins in Early Years. - Use of Arbor to ensure robust tracking of all pupils.
Educational visits, visitors and experiences enhance learning, understanding and increase aspiration for PP pupils across school.	<ul style="list-style-type: none"> - Pupils experience a variety of activities within their school career. - Pupils have been exposed to a range of activities and opportunities. - Potential talents are identified. Aspirations are raised. - Self-esteem is raised. - Horizons are broadened and aspiration among pupils is raised.

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: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Ensuring an effective teacher is in front of every class – Focus on High quality first teaching following Roshenshine and EEF five-a-day approach, supporting all teachers through a carefully planned programme of PD.</i></p> <p>Staff will receive significant PD focused</p>	<p>EEF states that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. The tiered approach from EEF states that ensuring an effective teacher is in each class and is being supported is a key ingredient of a successful school. Head of School to be non-class based to support teaching and learning across the school so that every pupil receives good teaching.</p> <p>Feedback also forms a key part of the EEF Five-a-day approach. Effective feedback has</p>	<p>1, 2, 3, 4, 5</p>

<p>on what makes good teaching.</p>	<p>been found by EEF to have a positive impact of +7 months on primary pupils' attainment.</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p>	
<p><i>Implementing a KS2 reading curriculum with a focus on the pupils' understanding of written text.</i></p>	<p>Research shows that reading comprehension can have a +6 months impact on pupil attainment. These include inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3</p>
<p><i>Phonic Teaching – work with the English Hub to ensure that phonic teaching is consistent, high-quality and that pupils are rigorously tracked across school.</i></p>	<p>Research shows that disadvantaged pupils may not develop phonological awareness at the same rate as their peers due to their exposure to words and books at home.</p> <p>EEF states that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The teaching of phonics is explicit and systematic throughout school. It is matched to children's current level of skill in terms of their phonetic awareness.</p> <p>A focus for 2023-24 is on ensuring that the Phonic Lead has undertaken regular monitoring and has addressed any areas of development.</p>	<p>1, 2</p>

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>1:1 and small group tuition in Maths and Literacy</i></p> <p><i>Early interventions used to increase teaching time.</i></p> <p><i>Targeted pre and post teaching</i></p>	<p>The EEF Teaching and Learning Toolkit indicates that if tuition is high-quality and aligned to classroom teaching, pupils can make up to five months additional progress with one-to-one tuition and up to four months additional progress with small group tuition. Tutoring Guide 2022 V1.2.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1, 2, 4
<p><i>Additional TA support and careful deployment of TA support</i></p>	<p>The EEF research found that teaching assistants can impact +4 months on progress over a year period. Support must be deployed effectively.</p> <p>Additional TA support has been implemented across school to support high-quality teaching in classes and interventions that support basic skills; phonics, arithmetic.</p>	1, 2, 3, 4
<p><i>Family Support Worker</i></p>	<p>Dedicated member of staff to support families and children with pastoral needs.</p>	3

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

Budgeted cost: £ 15,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</p> <p>Rigorous attendance tracking, working in partnership with families.</p>	<p>If children are not in school, then they cannot learn, and the academic gaps widen. If children do not feel secure and develop resilience through regular attendance, then there are implications for academic attainment.</p>	1, 2, 3, 4

	<p>DfE guidance 'Working together to improve school attendance' 2022, suggests successfully treating the root causes, removing barriers, and working with families is essential to improving attendance. The aim at Our Lady's is to identify any barriers to attendance, rigorously track attendance and facilitate support which is usually bespoke to individuals. SLT should take a lead role on this but in line with the guidance, attendance is 'everyone's responsibility'.</p>	
<p>Behaviour/SEMH <i>Implementation of positive behaviour policy, support from SLT for staff.</i></p>	<p>EEF states that both developing a positive school ethos and more specialised programmes which are targeted at specific pupils can improve attainment by +4 months.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3
<p>Personal Development / SEMH: <i>Nurture programmes</i></p> <p><i>Breakfast Club</i></p> <p><i>Lunchtime and after-school clubs</i></p> <p><i>Extra-curricular clubs</i></p>	<p>Wellbeing underpins everything that staff and children do, and it is essential for learning that pupils feel safe and secure.</p> <p>EEF research states that social and emotional approaches can have a positive impact of +4 months on pupil attainment. EEF also states that interventions which focus on improving social interaction tend to be more successful at +6 months.</p> <p>Implementing some extra-curricular provision in school.</p>	1, 2, 3
<p>Cultural Capital <i>Educational visits out, visitors in, residentials and experiences will enhance the learning and understanding for PP pupils in school.</i></p>	<p>Evidence from EEF, state that interventions which focus on arts participation can have a positive impact of +3 months.</p> <p>There is intrinsic value in ensuring that PP pupils access a rich and stimulating curriculum, this is delivered as part of the core curriculum, extra-curricular or</p>	4, 5

	<p>cultural visits or residential. All pupils have the opportunity to attend all opportunities regardless of their financial situation.</p> <p>For 2023-24, Opening Worlds curriculum has been introduced which has a high focus on vocabulary and expanding pupils' knowledge of the world.</p>	
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Total budgeted cost: £ 80,025

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>Data for 2022/23</p> <p>Early Years – 66.7% achieved GLD</p> <p>Year 1 Phonic Screen – 50% reached the expected standard</p> <p>Key Stage 1 – 50% achieved at least expected standard in reading, writing and maths</p> <p>MTC – 11% achieved a score of 25/25 Mean score – 16.7</p> <p>Key Stage 2 – 50% achieved at least the expected standard in reading, writing and maths.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
N/A
<p>The impact of that spending on service pupil premium eligible pupils</p>
N/A