

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 Cof E Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/2021 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Mark North Head Teacher
Pupil premium lead	Natalie Sisson Deputy Head Teacher
Governor / Trustee lead	Sam Huswayte

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30625
Recovery premium funding allocation this academic year	£1803
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	32428

Part A: Pupil premium strategy plan

Statement of intent

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, such as those who have a social worker and young carers. The activity we have outlined in this statement is also 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. 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 strategy is also integral to wider school plans for education recovery, in which interventions have been targeted and curriculum overviews adjusted. It also aims to ensure that disadvantaged children receive a rich and varied experience by supporting families to fund extra curriculum activities such as visits and residential. It also aims to give these children opportunities to express themselves through emotional support and wellbeing activities such as gardening, sport and art therapy.

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	Our disadvantage children do not have the same opportunities to read at home with many children having reported their parents do not read with them.
2	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.
3	Internal and external (where available) assessments indicate that reading and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	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. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing
5	Teacher assessments, observations and discussions with families have identified social and emotional issues for many pupils, notably their interaction with their peers, and a lack of enrichment opportunities during school closure. Children also show a lower level of resilience and independence compared to non-disadvantaged pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Both teacher and parent referrals for internal and external school support has increased during and after the pandemic. Within these referrals, there are a number of disadvantaged children receiving targeted support from our ELSA trained TA's and a waiting list for children needing ELSA time but unable to accommodate at this time. Of the children currently receiving some sort of ELSA support, 32% are identified as pupil premium.
6	Our attendance data over the last 6 months indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils.

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
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Improved writing attainment among disadvantaged pupils.	KS2 reading outcomes in 2023-2024 show that more than 78% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023-2024 show that more than 73% of disadvantaged pupils met the expected standard. A greater number of children will engage with reading outside of the school setting.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023-2024 show that more than 79% of disadvantaged pupils met the expected standard. Resilience and independence in using strategies to tackle problems will be visible.
To improve PP's emotional mental health & wellbeing and readiness to learn	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Stronger working relationships and friendships with peers.
To widen the experiences of PP children through the use of visits, residential and external speakers/ visitors.	Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being at 96% or above. • Reduction of 10% in lateness of disadvantaged pupils.

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: £3290

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (NFER)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<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
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Ensure the adequate support and training for those staff charged with teaching phonics.</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2,3,4
<p>Enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to observe other teachers in their delivery of guided reading and writing.</p> <p>Increase the amount of parental engagement with reading at home.</p>	<p>The DfE Reading Framework: Teaching the foundations of literacy guidance has been produced to improve early reading in schools:</p> <p>Reading Framework</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Literacy in KS2</p> <p>Improving Literacy in KS1</p>	3, 4
<p>Improve the quality of personal, social, health and emotional (PSHE) learning through the purchase of a quality scheme of work (Scarf).</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: £9138

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted in class and 1-2-1 support delivered through Teaching assistants.	Teaching assistants have a clear focus for interventions which have a proven impact. Our TA's deliver high quality one-to-one and small group support using structured interventions. In some cases TA's are used to support children within class in order to develop their independent skills and support the management of their own learning. EEF Making best use of Teaching Assistants	3, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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	2
Make use of the DFE's National Tutoring Program to support the academic attainment of pupils, with the focus on identifying disadvantaged children as a priority.	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 EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3, 4

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <ul style="list-style-type: none"> ➤ Include the use of outdoor activities such as Forest Schools (Y2&3) and ELSA sessions. ➤ Provide children with access to ELSA provision via 2 fully trained TAs to target children most in need of emotional support. 	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>EEF Social and Emotional Learning</p>	5
<p>Improve their life experiences through school trips, residential and visitors.</p> <p>Residential will take place in Y4 & Y6 as well as an additional annual KS2 residential in which other KS2 children can opt in to.</p> <p>Provide a range of different enrichment activities across their primary school life including clubs staffed by internal and external staff.</p>	<p>Offering children enriching experiences can build 'Character'. This means a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience which underpin key social and emotional aspects of life.</p> <p>EEF Enrichment</p>	5, 6

Total budgeted cost: 32428

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 2021-2022 academic year.

Due to COVID-19, performance measures have not been published for 2019-2020, and 2020 to 2021, results will not be used to hold schools to account. The following data is a record of teacher assessment for the last academic year in which Year 2 and Year 6 teachers used the 2019 SATs tests to assess the children with. Unfortunately due to the pandemic and a further unexpected lockdown, the percentages shown are not indicative of our previously expected targets. In writing particularly the results of lockdown have had a negative impact on disadvantaged children therefore results have been adversely effected. KS1 data is also lower than in previous years.

PP Reading attainment

Year Group 1	Below Target POS	Below	At and Above	Above Only
Autumn End of Term Y1	-	40.00% (2/5)	60.00% (3/5)	-
Year Group 2	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	100.00% (3/3)	-	-
Autumn End of Term Y2	-	100.00% (3/3)	-	-
Year Group 3	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y2	-	71.43% (5/7)	28.57% (2/7)	14.29% (1/7)
Autumn End of Term Y3	-	57.14% (4/7)	42.86% (3/7)	-
Year Group 4	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y3	-	-	100.00% (2/2)	-
Autumn End of Term Y4	-	50.00% (1/2)	50.00% (1/2)	50.00% (1/2)

NPP Reading Attainment

Year Group 1	Below Target POS	Below	At and Above	Above Only
Autumn End of Term Y1	-	33.33% (8/24)	66.67% (16/24)	20.83% (5/24)
Year Group 2	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	29.63% (8/27)	70.37% (19/27)	33.33% (9/27)
Autumn End of Term Y2	-	25.93% (7/27)	74.07% (20/27)	40.74% (11/27)
Year Group 3	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y2	-	14.29% (3/21)	85.71% (18/21)	57.14% (12/21)
Autumn End of Term Y3	-	19.05% (4/21)	80.95% (17/21)	42.86% (9/21)
Year Group 4	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y3	-	32.14% (9/28)	67.86% (19/28)	17.86% (5/28)
Autumn End of Term Y4	-	28.57% (8/28)	71.43% (20/28)	28.57% (8/28)

Year Group 5	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y4	-	-	100.00% (2/2)	-
Autumn End of Term Y5	-	-	100.00% (2/2)	-

Year Group 5	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y4	-	34.48% (10/29)	65.52% (19/29)	20.69% (6/29)
Autumn End of Term Y5	-	20.69% (6/29)	79.31% (23/29)	27.59% (8/29)

Year Group 6	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y5	-	42.86% (3/7)	57.14% (4/7)	-
Autumn End of Term Y6	-	42.86% (3/7)	57.14% (4/7)	14.29% (1/7)

Year Group 6	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y5	-	19.05% (4/21)	80.95% (17/21)	38.10% (8/21)
Autumn End of Term Y6	-	14.29% (3/21)	85.71% (18/21)	42.86% (9/21)

Writing PP Attainment

Writing NPP Attainment

Year Group 1	Below Target POS	Below	At and Above	Above Only
Autumn End of Term Y1	-	20.00% (1/5)	80.00% (4/5)	-

Year Group 2	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	100.00% (3/3)	-	-
Autumn End of Term Y2	-	100.00% (3/3)	-	-

Year Group 3	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y2	-	71.43% (5/7)	28.57% (2/7)	-
Autumn End of Term Y3	-	57.14% (4/7)	42.86% (3/7)	-

Year Group 4	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y3	-	50.00% (1/2)	50.00% (1/2)	-
Autumn End of Term Y4	-	50.00% (1/2)	50.00% (1/2)	-

Year Group 5	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y4	-	-	100.00% (2/2)	-
Autumn End of Term Y5	-	-	100.00% (2/2)	50.00% (1/2)

Year Group 6	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y5	-	42.86% (3/7)	57.14% (4/7)	-
Autumn End of Term Y6	-	57.14% (4/7)	42.86% (3/7)	-

Year Group 1	Below Target POS	Below	At and Above	Above Only
Autumn End of Term Y1	-	20.83% (5/24)	79.17% (19/24)	29.17% (7/24)

Year Group 2	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	51.85% (14/27)	48.15% (13/27)	14.81% (4/27)
Autumn End of Term Y2	-	40.74% (11/27)	59.26% (16/27)	14.81% (4/27)

Year Group 3	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y2	-	9.52% (2/21)	90.48% (19/21)	28.57% (6/21)
Autumn End of Term Y3	-	19.05% (4/21)	80.95% (17/21)	14.29% (3/21)

Year Group 4	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y3	-	35.71% (10/28)	64.29% (18/28)	10.71% (3/28)
Autumn End of Term Y4	-	35.71% (10/28)	64.29% (18/28)	25.00% (7/28)

Year Group 5	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y4	-	34.48% (10/29)	65.52% (19/29)	10.34% (3/29)
Autumn End of Term Y5	-	27.59% (8/29)	72.41% (21/29)	27.59% (8/29)

Year Group 6	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y5	-	20.00% (4/20)	80.00% (16/20)	35.00% (7/20)
Autumn End of Term Y6	-	19.05% (4/21)	80.95% (17/21)	33.33% (7/21)

Maths PP Attainment

Maths NPP Attainment

Year Group 1	Below Target POS	Below	At and Above	Above Only
Autumn End of Term Y1	-	20.00% (1/5)	80.00% (4/5)	-

Year Group 2	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	66.67% (2/3)	33.33% (1/3)	-
Autumn End of Term Y2	-	66.67% (2/3)	33.33% (1/3)	-

Year Group 3	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y2	-	85.71% (6/7)	14.29% (1/7)	-
Autumn End of Term Y3	-	71.43% (5/7)	28.57% (2/7)	-

Year Group 4	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y3	-	50.00% (1/2)	50.00% (1/2)	-
Autumn End of Term Y4	-	50.00% (1/2)	50.00% (1/2)	-

Year Group 5	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y4	-	-	100.00% (2/2)	100.00% (2/2)
Autumn End of Term Y5	-	-	100.00% (2/2)	100.00% (2/2)

Year Group 6	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y5	-	42.86% (3/7)	57.14% (4/7)	-
Autumn End of Term Y6	-	42.86% (3/7)	57.14% (4/7)	-

Year Group 1	Below Target POS	Below	At and Above	Above Only
Autumn End of Term Y1	-	20.83% (5/24)	79.17% (19/24)	41.67% (10/24)

Year Group 2	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	18.52% (5/27)	81.48% (22/27)	51.85% (14/27)
Autumn End of Term Y2	-	25.93% (7/27)	74.07% (20/27)	33.33% (9/27)

Year Group 3	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y2	-	5.00% (1/20)	95.00% (19/20)	40.00% (8/20)
Autumn End of Term Y3	-	9.52% (2/21)	90.48% (19/21)	42.86% (9/21)

Year Group 4	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y3	-	21.43% (6/28)	78.57% (22/28)	25.00% (7/28)
Autumn End of Term Y4	-	32.14% (9/28)	67.86% (19/28)	14.29% (4/28)

Year Group 5	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y4	-	34.48% (10/29)	65.52% (19/29)	24.14% (7/29)
Autumn End of Term Y5	-	24.14% (7/29)	75.86% (22/29)	27.59% (8/29)

Year Group 6	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y5	-	20.00% (4/20)	80.00% (16/20)	35.00% (7/20)
Autumn End of Term Y6	-	23.81% (5/21)	76.19% (16/21)	38.10% (8/21)

Reception GLD 2020-2021 outcomes:

GLD - 40% (3/5) PP

50% (12/24) NPP

Externally provided programmes

Programme	Provider
Times Tables Rock Stars	Maths Circle Ltd https://ttrockstars.com/
DARE	Life Skills Education https://lifeskillseducation.co.uk/
Nessy	https://www.nessy.com/en-us

Service pupil premium funding (optional)

Measure	Details

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- A new approach to behaviour systems which will celebrate success but set clear rules and boundaries thus preparing them for adult life.
- Review of the whole school curriculum to ensure that diversity is embedded throughout.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated which activities had been proven to show the most impact on disadvantaged children. We identified that ELSA had a significant impact on the emotional well-being of these children and improved their confidence and reduced anxiety around attending school thus improving their attendance percentage. An audit of the current provision was completed to ensure that additional activities in addition to quality first teaching included pupil premium children.

Evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. Pupil Progress Conversations were held with class teachers to ensure that all PP children were known and the barriers preventing them from achieving in line with their non pupil premium peers were identified and suitable interventions beyond quality first teaching were put in to place.

A document was created to track the progress, attainment and interventions Pupil Premium children have had across their school life. Staff were made more aware of who these children were and contributed to the population of the document.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.