

# Pupil premium strategy statement - St Wilfrid's CofE Primary School

This statement details our school's use of pupil 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
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	13% PLAC 1% (2 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-24 2024-25 2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Lauren Cousin
Pupil premium lead	Nicola Martin
Governor / Trustee lead	Laura Clifton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,905 - 27 x £1515 £5260 – 2 x £2630
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£46,165

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be less support at home, lack of confidence and self-esteem, poor retention, gaps in knowledge and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- to provide additional educational/emotional support to improve the progress and to raise the standard of achievement for these pupils.
- to narrow and close the gap between the achievement of these pupils and their peers.
- to address any underlying inequalities between children eligible for Pupils Premium and others.
- to ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

We aim to do this through:

- ensuring that teaching and learning opportunities meet the needs of all the pupils
- ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed
- recognising that all pupils who receive free school meals will be socially disadvantaged
- recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- reserving the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- allocating funding effectively by following a needs analysis which will identify priority classes, groups or individuals.

Achieving these objectives:

Providing a culture of opportunity which aims to balance inequalities in the experiences of children from different backgrounds is fundamental in decision making when allocating funding.

Examples of how funds are allocated include:

- Maths, English and Early Reading Phonics interventions
- Uniform purchase
- Educational visits and residential trips
- Musical tuition including purchase of instruments and cost of examinations
- Young Leaders
- Rewards and incentives
- Therapeutic support
- Before and After-School Clubs and Extra Curricular Opportunities
- Booster Sessions
- Swimming Lessons
- Increased Teaching Partner Support to work with small groups, 1:1 and reduce class size
- Extra-curricular clubs (including resourcing)
- Specialist curriculum provision
- ELSA (Emotional Literacy Support Assistant)
- Sporting opportunities and opportunities to represent the school at sporting events
- Performance Opportunities such as The Shakespeare Festival at Nottingham Playhouse
- Focus Group 'Keep Up' interventions.

## Challenges

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

Challenge number	Detail of challenge
1	Data indicates attainment of PP pupils in reading, writing and mathematics is a challenge and not in line with non-PP pupils.
2	Data indicates attendance of PP pupils is not in line with all pupils.
3	Pupil voice indicates lack of aspirations of PP pupils
4	A large percentage of PP pupils have SEND which impacts on attainment.

## 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 outcomes in reading	By July 2026, disadvantaged pupils' outcomes will be in line with national outcomes for DP in KS2 Reading.

	At the end of KS2, the attainment gap between disadvantaged pupils and their non-disadvantaged peers is narrowed.
Improved outcomes in writing	By July 2026, disadvantaged pupils' outcomes will be in line with national outcomes for DP in KS2 writing. At the end of KS2, the attainment gap between disadvantaged pupils and their non-disadvantaged peers is narrowed.
Improved outcomes in maths	By July 2026, disadvantaged pupils' outcomes will be in line with national outcomes for DP in KS2 mathematics. At the end of KS2, the attainment gap between disadvantaged pupils and their non-disadvantaged peers is narrowed. PP pupils in Year 4 will be in line with national outcomes for the multiplication check.
Improved attendance for PP pupils in line with non-PP pupils.	Disadvantaged pupils' attendance in-line with school targets. Persistent absence is reduced and in-line with non-disadvantaged pupils.
Improved aspirations of PP pupils	Disadvantaged pupils have higher aspirations. Pupils show increased perseverance and resilience when faced with challenges. DP have high engagement with enrichment opportunities. Qualitative comments from pupils indicate high ambition for their future. Pupil voice indicates that they believe they can be successful and recognise their strengths.
Improved attainment for PP pupils with SEND	B Squared data shows progress for pupils with SEND. PP pupils with SEND are supported in their learning and able to reach their potential.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extensive CPD programme linked to the School Development plan to enable all pupils to achieve their full potential.	EFF - Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.	1,4
All staff to continue to be trained in Little Wandle to continue to deliver the scheme and rapid catch up interventions effectively. Support from The English Hub continues to be utilised.	Supporting the attainment of disadvantaged pupils: Briefing for School Leaders" by the DfE (2015) identifies that "More successful schools see pupils as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. They focus on providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours). They seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs, and group support for pupils with similar needs".	1, 3, 4
Key staff members (English lead and two TAs) to be trained in delivering the Reading Fluency intervention (run by The English Hub) and then this training will be rolled out to all staff.	EEF guidance explicitly highlights reading fluency as important and summarises that oral language approaches can make the biggest difference for disadvantaged pupils, and trials show they are often more effective when more disadvantaged pupils are involved. This supports building fluency through talk, modelling and vocabulary work.	1, 3, 4

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

Budgeted cost: £16,165

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rapid phonics catch up sessions for pupils not achieving in line with expectations phonics scores.	The Little Wandle rapid catch-up programme ensures every child in Year 2 or above who cannot read at age-related expectations gets urgent, targeted support so that they can access the curriculum and enjoy reading as soon as possible. The EEF states “Phonics has a positive impact overall (+5 months) with extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.” <a href="#">EEF</a>	1, 3, 4
KS2 Reading Fluency Intervention	EEF guidance explicitly highlights reading fluency as important and summarises that oral language approaches can make the biggest difference for disadvantaged pupils, and trials show they are often more effective when more disadvantaged pupils are involved. This supports building fluency through talk, modelling and vocabulary work.	1, 3, 4
Provide targeted support for booster sessions in English and maths.	The EEF states that 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. Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. <a href="#">EEF</a>	1, 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
Careers Week – January 2026	EEF evidence suggests a well-designed careers week can help disadvantaged pupils <i>be more aspirational</i> by widening horizons, correcting misunderstandings about what qualifications jobs require, and giving contact with employer role-models.	1, 2, 3
The Shakespeare Festival at Nottingham Playhouse – June 2026	<p>Based on EEF evidence, participating in a performing arts festival can help disadvantaged pupils become more aspirational and may encourage them to attend more, via mechanisms such as increased confidence, belonging, engagement, academic spill-over (English for example) and exposure to cultural capital.</p> <p>The “arts participation” evidence from EEF states increased progress in core areas like English and maths; on average around +3 months progress for pupils who receive arts participation compared to similar pupils who do not. <a href="#">EEF</a></p> <p>There are consistent findings of improvements in attitudes to learning and well-being. These may include engagement and self-confidence. Arts participation helps to close the disadvantage gap: since pupils from deprived backgrounds often lack access to arts / cultural opportunity, these interventions can help level up. <a href="#">EEF</a></p>	1, 2, 3,
Well-being support groups ran within our SEND unit – The Den. Targeted support given 1:1 or in small groups to support the well-being of our vulnerable pupils. Utilising ELSAs.	<p>The EEF states that “Social and emotional learning approaches have a positive impact, on average, of 3 months’ additional progress over the course of a year.” <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p>Interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p>	1,2,3,4

<p>Provide a culture of opportunity: Offer children a wide range of extra-curricular opportunities (including those, which raise aspirations) which enables each child to achieve their full potential and break down any barriers to learning.</p> <p>To continue to cement the intent of the St Wilfrid's values- based curriculum to best match the academic and personal needs of all pupils so that progress is evidenced throughout a broad and balanced provision.</p>	<p>According to the toolkit, created by The Sutton and the EEF (Education Endowment Foundation), shows that overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress. The Sutton and the EEF (Education Endowment Foundation) has found that the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils. Some Arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	2, 3
<p>To improve Disadvantaged Pupils' attendance and punctuality by developing key relationships with parents, calling every day a child is absent, seeking support from Early Help when deemed necessary.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	2

**Total budgeted cost: £46,165**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**The review details the third year of our three year PP Strategic Plan. Small cohorts means that data needs to be treated with caution.**

#### **Improved outcomes in Reading**

At the end of KS2, 57% of Pupil Premium pupils achieved the expected standard in reading. Of the 7 PP pupils, 6 sat the assessment, and 4 of those 6 met the expected standard (66.6%). This outcome compares favourably with wider benchmarks: it is above the district of Gedling (65%), above the local Nottinghamshire average (61.2%), and above the national figure (63.3%). In addition, 1 pupil (16.6%) achieved Greater Depth in reading.

In Year 1, the single disadvantaged pupil did not pass the phonics screening. The pupil's progress was tracked throughout the year and in autumn term she scored 12, progressing to 19 in spring and in the summer she scored 29, therefore increasing her score by 17 marks. Among the 3 disadvantaged pupils in Year 2 who retook the phonics screening, 1 pupil (33%) passed. The remaining 2 pupils are identified as SEND and were assessed as Pre-Key Stage. Those who did not meet the expected standard are receiving targeted rapid catch-up phonics sessions.

Rapid catch-up provision in phonics continues to be a priority across Years 2, 3, and 4 in order to narrow the gap between Pupil Premium and Non-Pupil Premium pupils.

In the Early Years, neither of the 2 disadvantaged pupils achieved a Good Level of Development (GLD). The areas not achieved were communication and language, literacy, and maths. Both pupils are SEND and will be provided with additional support as they move into Year 1

Our internal school tracker shows an increase of 100% in disadvantaged children being listened to read on a 1:1 basis in school. Every PP pupil who is considered to be in the bottom 20% of readers has been listened to read every day in school resulting in all targeted children moving up book level.

#### **Improved outcomes in Writing**

At the end of KS2, 14% of Pupil Premium (PP) pupils achieved the expected standard in writing. Of the 7 PP pupils, 6 were assessed (one pupil was identified as SEND and assessed as Pre-Key Stage). One of these pupils (16.6%) achieved the expected standard.

While this is below the averages for Gedling (61.5%), the local authority (57.5%), and nationally (59.6%), it highlights a clear area of focus. The data provides a valuable starting point for targeted interventions, ensuring that support can be sharply focused to help pupils make strong progress in writing moving forward.

#### **Improved outcomes in Mathematics**

At the end of KS2, 42.8% of Pupil Premium (PP) pupils achieved the expected standard in mathematics (3 out of 7 pupils). This is below outcomes in the district of Gedling (62%), the local authority (60.2%), and nationally (60.7%).

When looking at earlier progress measures, the Year 4 multiplication check showed stronger outcomes, with 60% of PP pupils scoring above 20. The average score for PP pupils was 19.6,

which compares closely with 21 for all pupils and 20.6 nationally, demonstrating encouraging progress towards age-related expectations.

### **Maintain above national for PSC**

In Year 1, the single disadvantaged pupil did not pass the phonics screening. Among the 3 disadvantaged pupils in Year 2 who retook the phonics screening, 1 pupil (33%) passed. The remaining 2 pupils are identified as SEND and were assessed as Pre-Key Stage. Those who did not meet the expected standard are receiving targeted rapid catch-up phonics sessions.

### **Improved emotional wellbeing leads to improved readiness to learn**

Tracking records for emotional interventions (ELSA, Drawing & Talking, Yoga, and Nurture sessions) show clear improvements in pupils' emotional health and well-being.

ELSA: 6 PP pupils received ELSA support, and all reported positive outcomes. One child reflected that they now understand their feelings better, while a parent noted that their child is more settled at home and is able to use self-regulation strategies effectively.

Drawing & Talking: 2 PP pupils accessed this intervention, both of whom no longer require ongoing support as a result of their progress.

Yoga: 6 pupils attended after-school yoga sessions. Children reported that they found the breathing strategies helpful for calming down, and that the sessions supported them in feeling more relaxed.

Nurture: Qualitative feedback from class teachers highlights the positive impact of nurture sessions on pupils' confidence, emotional regulation, and engagement in class.

Overall, the interventions have contributed to improved self-awareness, emotional resilience, and well-being, with both pupil and parent voice evidencing the positive outcomes. This has then positively impacted on children's readiness to learn.

### **Improved attendance in line with national average**

For the academic year, the attendance of PP pupils was 92.8%, which is above the national average of 92.2%, though slightly below the attendance of non-PP pupils at 96.4%. This represents a 2.5% improvement compared to the previous academic year (2023/24).

## **Externally provided programmes**

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

<b>Programme</b>	<b>Provider</b>
The Shakespeare Festival	The Nottingham Playhouse
Careers Week	Primary Futures

