

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 CE Primary School
Number of pupils in school	311
Proportion (%) of pupil premium eligible pupils	73 children 23.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Helena Miller, Executive Head
Pupil premium lead	Helena Miller
Recovery Premium Lead	Sadie Gordon, EYFS Lead
Governor / Trustee lead	Kate Rowland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,320
Recovery premium funding allocation this academic year	£8,410 (based on 58 pupils)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£94,730

Part A: Pupil premium strategy plan

Statement of intent

We are committed to ensuring that all of our children make the best possible progress and achieve highly in all subject areas. Our intention is that all pupils will achieve their potential, summed up in our core values of Belonging. Believing. Becoming. Our pupil premium strategy is designed to support disadvantaged pupils to achieve this goal.

We track pupils' achievement closely and identify the academic challenges, and wider challenges that can hinder attainment. Using strong evidence based research to inform our decision-making and our knowledge of the pupils, we have planned a tiered approach.

Our priority is always to provide high quality first teaching and ensure that all staff receive continued professional development. Evidence shows that investment made in high-quality teaching has the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We intend that non-disadvantaged pupils' attainment will be sustained and improved alongside the progress for their disadvantaged peers. Our strategy also contains a tier of academic support that is targeted for some pupils and focussed on their specific needs. This is mainly delivered through the use of small group tuition. We have also planned for the use of wider approaches to provide support for non-academic barriers that may impact success in school. This includes attendance, behaviour, social and emotional interventions. The approaches we have adopted complement each other to help pupils achieve well. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- ensure disadvantaged pupils can access extra-curricular opportunities
- act early to intervene at the point need is identified
- raise expectations of what disadvantaged pupils can achieve

Many of our disadvantaged children also fit into other priority groups. Pupil Premium Funding therefore benefits various pupil needs, for instance, those who:

- Have Special Educational Needs
- Have limited early literacy experiences which impacts on early reading and phonics;
- Are looked-after (fostered) or have been adopted
- Have low self-esteem or self-confidence;
- Come from families with low aspirations for attainment and have possibly had a slower start than others in learning basic skills;
- Have had limited support at home with early language, reading and writing
- Do not have opportunities outside of school to take part in high-quality enrichment experiences because of low interests, low aspirations or low incomes.

Through scrutiny, governors are able to challenge in regards to the impact this further funding provides, determine clear routes of accountability for the additional funds received and support the rationale behind the allocation of PP funding.

Challenges

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

Challenge number	Detail of challenge
1	The location of St Wilfrid's is classed as quintile 2 (less deprived) of all schools. However, our pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation. The challenge is the social deprivation and the effects on children's education and basic needs.
2	Observations and assessments (EYFS baseline and WellComm) identify a low baseline in oral communication, language and Literacy. Our internal evidence shows this impacts on Reading and Writing and is more prevalent amongst our disadvantaged pupils than their peers.
3	Attendance: Children who are disadvantaged have poorer attendance than non-disadvantaged children. This includes persistent absence where 7.68% of these pupils are disadvantage.
4	Teacher referrals for support for children already identified as having challenging emotional and social difficulties, were children already identified on our SEND register and vulnerable pupils list, due to a lack of enrichment opportunities during school closure. These challenges have particularly affected our disadvantaged pupils, including their attainment.
5	Ensuring that there is high quality first teaching throughout the school from Nursery to Year 6.
6	Ensuring that we develop and expand children's cultural capital through extra-curricular activities, residential, trips and visitors to school, etc.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments, Wellcomm, NELI, teacher assessments and observations indicate significantly improved communication and oral language skills. Analysis of the percentage of pupils achieving their targets on their Individual Speech and Language Programmes End of EYFS data (July 2021) Increase in the number of pupils achieving targets on their plan Increased percentage of EYFS achieving Communication and Language Early Learning Goal
Disadvantaged pupils perform in line with non-disadvantaged pupils in EYFS, Phonics and in End of Key Stage Assessments	Analysis of the percentage of pupils achieving their targets on their Individual Speech and Language Programmes End of KS1 data (July 2021) and Phonics Screening Data demonstrate improved attainment and progress Increase in the number of pupils achieving targets on their plan KS1 pupils with below than expected S&L skills reach ARE by end of year KS 1 pupils will be able to achieve in line with national average expectations or exceed these expectations.
Disadvantaged Pupils will make good progress in Early Reading and Phonics which will support and develop our culture of Reading for Pleasure	Analysis of the percentage of pupils achieving their targets on their Individual Speech and Language Programmes End of KS1 data (July 2021) KS 1 and 2 pupils will be able to achieve in line with national average expectations or exceed these expectations.

	<p>Reading Lead will support the teaching of reading and early phonics across school</p> <p>Phonics Lead will support whole school teaching of phonics</p>
To achieve and sustain improved wellbeing for all pupils in our school.	Sustained levels of wellbeing/mental health demonstrated by qualitative data, pupil voice, pupil and parent questionnaires and teacher observations, a reduction in the number of mental health and wellbeing concerns raised by parents and staff. This will be evidenced via CPOMS analysis and children's engagement with learning.
<p>For any families who require technological support, to access equipment they need for home learning if/ when required due to future isolation or school closure.</p> <p>School to ensure that communication with disadvantaged pupils' parents and carers is effective in order to support the provision offered in school</p>	<p>Following survey, all PP children are able to access online Home Learning (if and when necessary) in order to continue their learning</p> <p>Disadvantaged pupil reviews to be done 3x per year. This is carried out via Parent Meetings and the end of year report.</p> <p>To support positive engagement with families, staff ensure communication is carried out in a variety of ways, including specific Dojo messaging and newsletter but, most importantly, via phone or face to face.</p>
Further increase overall average attendance and punctuality figures for all PP children	<p>Continue to increase average attendance and punctuality figures for all Pupil Premium children from 93% to 96.5% targeting individual children/ parents with attendance below 96% (From Sept 2020 - July 2021)</p> <p>Termly Attendance figures reported to governors</p> <p>Authorised and unauthorised attendance of PP and non-PP</p>

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: £65,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Communication and Language</p> <p>Wellcomm assessment used with all EYFS pupils to identify communication / language baselines and to measure progress made.</p> <p>Staff training –NELI, WellComm, interacting v interfering 3 NELI intervention implementation (targeted) and training impacting all.</p> <p>Reading and Phonics Leads (trained by English Hub) to be released weekly for 1 hour (covered by teaching staff) to monitor and develop teaching and learning of early reading, guided reading and reading for pleasure, consolidating understanding and extending vocabulary across the school. To also develop speaking and listening, including a focus on greater oracy within the curriculum.</p>	<p>Detailed research into appropriate assessment and intervention tools using EEF recommendations and evidence based upon previous years trials with Speech and language therapist, Wellcomm and Neli.</p> <p>Consistently good provision (environment, assessments & practice) provides communication experiences, language development, reading and writing progress.</p> <p>The systemic review commissioned by the EEF ‘Early Language Development’ reinforces the above approaches to be online with best practice, especially in terms of adult interactions – hence the need for additional staff to model this.</p> <p>EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.</p> <p>Improving the quality of teaching and having an ‘outstanding’ teacher in every classroom. All teaching staff are confident in the delivery and planning of the reading curriculum which meets the needs of all pupils, including those that are disadvantaged. This will impact upon attainment and progress for all pupils across school. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>

	<p>(Average impact +5 months), The EEF toolkit states that phonics approaches has a moderate impact (+4 months) for a very low cost.</p> <p>NELI has been identified by the EEF as a promising project.</p>	
<p>Quality of teaching for all</p> <p>1 Termly data monitoring and progress discussions</p> <p>2 TA/ teacher intervention groups targeted to address gaps in learning for those to achieve high standard at KS2</p> <p>3. Quality marking & feedback monitored by phase leaders</p> <p>4. Planned induction programme not only for ECT but all new staff.</p> <p>5. DHT not class based to support and mentor.</p>	<p>EEF Toolkit and evidence of best practice - Reading Comprehension Strategies (Average impact +6 months), Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)</p>	1, 2, 3, 4, 6
<p>Pupil Progress Review Meetings</p>	<p>The progress that pupils make between different half-terms generally diminishes through the year, this is particularly true for younger pupils;</p> <p>The largest increases are seen between the first and second halves of the autumn term, these are typically three times the size of the increases seen between the two halves of the summer term;</p> <p>The smallest increases are seen between the second half of the summer term and the subsequent autumn term. In fact, in mathematics we see a small fall in outcomes between these two points. (Understanding progress in 2020/21 academic year DoE Jan 2021)</p>	1, 2, 3, 4, 6
<p>Subject Monitoring</p>	<p>Teaching Schools Council report on Effective Pupil Premium Reviews cites importance of a cycle of monitoring and evaluation of current practice</p>	1, 2, 3, 4, 5, 6
<p>ECTs</p>	<p>Bright Futures ECT Programme and St Wilfrid's in house induction</p>	1, 2, 3
<p>Specialist teacher of Reading (and Phonics), having 2 leads across the school</p>	<p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p>	1, 2, 3
<p>Pupils are inspired by reading within the curriculum and are motivated to widen their independent reading choices/efforts as a culture of 'reading for pleasure' is further embedded across the curriculum</p>	<p>On average, reading comprehension approaches deliver an additional six months progress' (EEF Reading Comprehension Strategies). Engaging pupils in a wider range of texts will expose them to a wider vocabulary, styles of writing and lead them to be better equipped as writers themselves</p>	1, 2, 3, 5

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring with Lightning	Research has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment. https://tessupply.co.uk/tutor-lightning-squad/	1, 2, 3
Nuffield Early Language Intervention	The most recent trial of the programme found that children made on average +3 months of additional progress in oral language compared to children in the comparison group. https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention	1, 2, 3
Welcomm	EEF Preparing for Literacy	1, 2, 3
Success for All Phonics	Children eligible for free school meals (FSM) made 2 additional months' progress after two years, compared to FSM children in control schools. The smaller number of FSM pupils in the trial limits the security of this result, though combined with other findings in the report it provides some evidence that SfA does improve literacy ability for children eligible for free school meals. Success for All	1, 2, 3, 5
Small group intervention with qualified teacher.	Small group tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum	1, 2, 3, 4, 5
Dyslexia Interventions	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap 4.9 between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. (EEF Toolkit, March 2020)	1, 2, 3, 4, 5
Pastoral Support - The 'whole child' is developed alongside academic progress being made	DfE Report (Nov 2015) indicates that successful schools have 'an individualised approach to addressing barriers to learning and emotional support' – this will be done by utilising the skills and expertise of our Pastoral Manager who will identify appropriate and targeted support for disadvantaged pupils	4

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

Budgeted cost: £29,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed principles of good practice set out in the DfEs Improving School Attendance Advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
To continue to build resources to support home learning, ensuring no child is disadvantaged as a result of not having appropriate resourcing.	Research from the Education Endowment Fund (EEF) cites parental involvement as a key factor in whether pupils succeed in school. Using Digital Technology to Improve Learning also focuses on supporting leaders to make informed decisions re: technology.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Enrichment Curriculum: To ensure equality and inclusion for all pupils to all school activities including The Hive: breakfast club and after school club and school visits,	All pupils are able to access residential trips and school visits. Breakfast club is able to help support the attendance of pupils who are persistently absent as evidenced in the DfEs Improving School Attendance Advice. All pupils have equal access to a wide range of extra- curricular experiences and enrichment opportunities (free to PP) and activities during and after the school day and during holiday time. Staff will organise a range of visits/residential (free to PP) and visitors to enrich and enhance curricular provision. EEF believe enriching education has intrinsic benefits, where all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. (EEF)	All
Parent workshops	The average impact of the Parental engagement approaches, involving parents in supporting academic learning is about an additional four months' progress over the course of a year. Such approaches include positive dialogue/communications and parental workshops. There are also higher impacts for pupils with low prior attainment. (EEF, July 2021)	5

Total budgeted cost: £94,730

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This section details the impact that our pupil premium activity had on pupils in the 2021- 22 academic year.

This year was the first academic year since 2018-19 without school closures due to Covid-19. However, there were still restrictions placed on schools, especially relating to the wider life of school and extra-curricular opportunities for pupils, including gathering for worship time, Christmas Performances and our PTA events.

Our staffing structure allowed for 5 hours of weekly tuition from September - June to take place for Year 6 pupils which was in addition to their daily core curriculum lessons. After-school tuition took place for 10 weeks between March – May 2021. This was delivered by our experienced UPKS 2 staff who taught pupils in small groups of 6-7. This impacted on the confidence, understanding and well-being of the targeted pupils.

Extra-curricular opportunities were offered to all Ks 1 and KS 2 pupils, and pupil premium children were targeted to take participate. 56% of pupil premium children attended an after-school club each week and all pupils participated in a 15-minute fitness Friday session to promote collaborative team work and physical health and wellbeing.

The following table shows the outcomes in English (Reading and Writing) and Mathematics (GLD for Reception pupils) based on statutory tests, summer diagnostic tests and teacher assessments.

Year Group (no of PP)	% working at ARE in English Reading	% working at ARE in English Writing	% working at ARE in Maths
Reception (9)	3 (33%)	3 (33%)	3 (33%)
Year 1 (9)	4 (44%)	1 (11%)	2 (22%)
Year 2 (14)	2 (14%)	1 (7%)	3 (21%)
Year 3 (14)	3 (21%)	1 (7%)	3 (21%)
Year 4 (5)	2 (4%)	0	0
Year 5 (19)	7 (37%)	3 (16%)	9 (45%)
Year 6 (9)	8 (88%)	7 (77%)	7 (77%)

Externally provided programmes

Programme	Provider
Lightning Squad	Fischer Family Trust
NELI	Nuffield Foundation
Wellcomm	GL Assessment
Nessy	British Dyslexia Association
Spelling Shed	EdShed
TT Rockstars and Numbots	Maths Circle
Google Classroom	Google
Success for All (SSP)	Fischer Family Trust

Service pupil premium funding (optional)

Measure	Details
---------	---------

<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>We hired a Learning Support Assistant dedicated to the emotional wellbeing and academic achievement of our 1 service child.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>In the last academic year, the child did not speak, the LSA has supported the child to speak, interact with lessons and group activities. The child was highly distressed in a classroom environment and now engages in lessons, now making progress academically.</p>