

## 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 C of E Primary School
Number of pupils in school	407
Proportion (%) of pupil premium eligible pupils	47 (12%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	
Pupil premium lead	Mrs S Ford
Governor / Trustee lead	Mrs Ruth De Mierre

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,475
Recovery premium funding allocation this academic year	£6,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,032
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£77,032

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that Pupil Premium children make good progress and demonstrate good attainment across all areas of the curriculum. Our provision is informed by robust research evidence, evaluation of the impact of strategies implemented in previous years and needs assessment of current pupils in receipt of pupil premium funding. We have allocated the Pupil Premium Grant to make sure all children have their needs met according to the tiered approach in line with Educational Endowment Fund (EEF) recommendations: Enhancement of Universal Quality First Teaching; Targeted academic interventions; Wider strategies including pastoral support. We carefully track the impact of this funding on the attainment, progress and welfare of our disadvantaged children.

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entering the school at EYFS or in later year groups and/or specific additional educational need
2	Social and emotional issues affecting self-esteem, resilience and growth mindset when approaching work
3	Lack of opportunity for extra-curricular activities and support/resources for learning at home
4	Disruption to life outside of school and health issues resulting in low attendance
5	The impact of these barriers has been increased by the Covid 19 pandemic and the cost of living pressures. The strategy for this year includes actions recognising these developments.

## 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>To close the gap in progress and attainment between pupils eligible for pupil premium and non-pupil premium pupils in reading (including phonics in KS1), writing, maths and GLD (EYFS).</p>	<p>% of pupil premium pupils making expected or better progress increases and gap in progress between PP and non-PP pupils reduces.</p> <p>Gap in attainment between pupil premium pupils without SEND and other pupils in reading, writing and maths in years 1-6 reduces.</p> <p>Gap in attainment for pupil premium pupils without SEND and other pupils in phonics in year 1 and 2 reduces.</p> <p>Gap in attainment for pupil premium pupils without SEND and other pupils eligible achieving a good level of development in EYFS reduces.</p>
<p>To ensure that all pupils can access curriculum enrichment activities – including those related to performing arts.</p>	<p>Tracking shows all pupil premium children have been provided with opportunities to attend enrichment activities including after school clubs, sports events and music lessons, and numbers of pupils attending has increased. Pupils report positive impacts on emotional health and self-esteem.</p> <p>Pupils in all year groups to participate in outdoor learning. Pupils, teachers and parents report positive impact on learning behaviours, social skills with peers and emotional health.</p>
<p>To ensure pupil's emotional health is supported so that they will enjoy and engage with school and demonstrate effective behaviour for learning.</p>	<p>Teachers, pupils and parents report positive impact of specific interventions on emotional health.</p> <p>Tracking of behavior incidents shows reduction in numbers of children/incidents referred to SLT.</p>

	Learning walks identify positive learning behaviours in the classroom and constructive interaction/play with peers.
To close the gap in attendance between pupils eligible for pupil premium and non-pupil premium pupils	Termly tracking of attendance shows improved attendance for those at risk of persistent absence. Gap between PP and others for absence is reduced.

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: **£15,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff professional development meeting/INSETs to embed teaching of:</p> <ul style="list-style-type: none"> <li>-Core learning skills (e.g. collaborative and active/independent learning strategies)</li> <li>-Metacognitive strategies for planning, monitoring and evaluating learning against success criteria</li> <li>-Extending expressive and receptive vocabulary (cross curricular (tier 2) and topic specific).</li> <li>- Reading including RWI phonics and comprehension strategies.</li> <li>-Development of I'm a St Wilfrid's Writer approach</li> </ul>	<p>EEF research has identified intervention focusing on developing pupils' collaboration skills, metacognitive strategies (and self-regulation) and vocabulary and having (very) high impact for low cost.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	1.
Identifying of focus pupils and strategies to provide personalised feedback to	EEF research has identified effective feedback to pupils as having very high impact for low cost (additional 6 months progress)	1.

support teacher/TAs strategies (1:1 pupil conferencing and groups guided sessions) for supporting pupil's response to feedback and engagement with targets.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	
Renewal of 'connecting steps' assessment tool and on-going staff professional development to improve planning, assessment and progress of pupils with SEN.	Effective assessment for learning (AfL) and well targeted next steps have been identified as a key part of Quality First Teaching. This assessment tool will support teachers in making this more effective for pupils with SEN who make smaller steps of progress.	1.
TA professional development to develop key skills and understanding of effective interventions (monthly whole team training sessions and targeted training as need identified).	EEF research has demonstrated that TA are most effective when delivering evidence based targeted interventions. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1.

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

Budgeted cost: £15,800 + £6,525 recovery premium

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers, TAs and Learning Mentors to provide targeted 1:1 and group interventions for PP children working below ARE or not making expected or better progress in Reading, Writing and Maths e.g. use of Shine intervention resources.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1.
Additional TA support in EYFS to support pupils with higher needs on entering EYFS (social and emotional, speech	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1.

and language).	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	
Additional phonics intervention (RWI Fast Track Tutoring) and number intervention for PP in EYFS (following baseline assessment) and Years 1 and 2 using information from half termly RWI assessments.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1.
Use of tutoring funding to release teachers to provide small group tutoring/intervention for KS2 pupils (targeted following analysis of progress data from previous term).	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1.

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

Budgeted cost: **£45,433**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1x learning mentors (50%) to provide 1:1, nurture group and other group intervention to support pupil's emotional health, well-being and social skills.	EEF research demonstrates that improving children social and emotional skills has a positive impact on education and other outcomes later in life.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2.
Play Therapist to provide 1:1 therapy to support the emotional health and well-being of pupils.	Systematic reviews have found play therapy delivered by well-trained therapists to effectively impact on social and behavioural difficulties including those arising from reactions to traumatic events.	2.

	<a href="https://cdn.ymaws.com/www.a4pt.org/resource/esmgr/about_apr/apr_evidence_based_statement.pdf">https://cdn.ymaws.com/www.a4pt.org/resource/esmgr/about_apr/apr_evidence_based_statement.pdf</a>  <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2989834/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2989834/</a>	
<p>TA to provide homework support through daily 'learning links' club.</p> <p>Access to laptops that can be loaned home to be used to complete homework tasks.</p>	<p>EEF research shows that homework has a high impact for low cost – Pupils from disadvantaged backgrounds are particularly likely to need support/space to complete homework.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	3.
<p>Subsidised extra-curricular activities (e.g. sports clubs, music lessons) and educational trips.</p>	<p>EEF toolkit indicates that 'all children deserve a well-rounded culturally rich education' and that this has intrinsic benefits. Studies have also found positive impact from participation in Arts activities and outdoor education.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	3.
<p>Opportunities for participation in enhanced curriculum activities (e.g. visitors and workshops).</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	3.
<p>Use of Zones of Regulation resources to support pupil well-being and emotional understanding.</p>	<p>Research states that social and emotional skills are thought to underpin success in school and beyond, giving children the ability to respond to setbacks, manage emotions and cope with difficult situations.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	2.
<p>Teaching assistant to support Forest School for pupils in years 1-3.</p> <p>Training of new staff to enable delivery of Forest school/outdoor learning across all year groups.</p>	<p>Research has found outdoor education to positively impact on self-esteem, independence and interpersonal and social skills</p> <p><a href="https://www.englishoutdoorcouncil.org/research.in.outdoor.learning.html">https://www.englishoutdoorcouncil.org/research.in.outdoor.learning.html</a></p>	3.  3.
<p>Deputy Head and safeguarding lead to coordinate support for pupils and families including with outside agencies.</p>		2. 4.

**Total budgeted cost: £77,032**

## 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.

By the end of the academic year 2022/23, pupil premium numbers were 57 (52 at the end of 2022) and 35% (20) of these pupils were on the SEND register.

The Year 2022/23 saw a return to normal school life, however we continued to adapt from what we were able to learn from our experiences of the Covid 19 pandemic and the increased cost of living pressures for both families and schools.

At the end of KS2, six of the 9 PP children reached on track or above in writing, four children reached the expected standard or above in reading and seven of the 9 children reached the expected standard or above in maths. Three of the PP pupils in this cohort were on the SEN register. At the end of KS1, five of the six PP pupils were on the SEN register and working below age related or pre-key stage expectations. The remaining non-SEN PP pupil met the expected standard in Reading, Writing and Maths. In Year 1, two of the eight PP pupils were on the SEN register and one of these children reached the expected standard in Reading, Writing and Maths. Four out of the 6 non-SEN PP pupils met the expected standard for Maths and three out of the six non-SEN pp children met expected standard in both Reading and Writing. Five of the eight PP pupils met the threshold for the Year 1 phonics screening, with another child scoring just below.

Attendance data showed that PP attendance was 91.7% versus 95.1% overall attendance. Those with attendance less than 90% were monitored and families were being supported to improve this, in some cases through support from external agencies.

National tutoring funds were used to provide small group intervention for pupils in both KS1 and KS2. These pupils made good progress against specific Reading, Writing and Maths objectives. Funding was also available for SATs revision materials to support home learning for pupils in Year 6.

A small number of children received 1:1 or small group learning mentor support focusing on developing social skills and emotional support groups. Six pupils received play therapy. Measure of emotional wellbeing (SDQ) indicated improvement for all pupils. Teachers also used resources from the 'Zones of Regulation' to help support children with their emotional understanding.



Learning walks indicated that behavior in lessons was good with a small number of children requiring additional strategies/support to maintain positive learning behaviours. Overall, 44% of all incidents involved PP pupils. In KS1, incidents were recorded across the three terms for six PP pupils – five of whom had SEN support. Some of these reported multiple incidents. Effective use of pastoral or behaviour support plans, and tailored support from the SENCo and safeguarding lead, reduced the numbers of incidents for some pupils. Teachers and adults were encouraged to use trauma informed approaches to build relationships and manage dysregulated emotional responses. In KS2, incidents were recorded across the 3 terms for 6 PP pupils, however there were lower numbers of multiple incidents. Improved use of class strategies (e.g. individual behaviour support charts) and engagement of parents reduced the number of incidents from the Autumn term.

Learning links club was offered to all pupils to complete homework. All PP pupils who required this were able to participate.

Following the restrictions of the covid 19 pandemic, educational visits were able to return to normal. Year 6 pupils were able to attend their residential in the Isle of Wight and funding was provided for PP pupils. PP pupils across the school from EYFS - Year 5 were also supported to attend school trips. Funding was provided for all PP pupils to take part in an extra-curricular club of their choice. By the end of the year, 51% of all PP children had accessed at least one club across the 3 terms. Where necessary pupils were also supported to access clubs through building relationships with club leaders and other pupils who were attending. Pupils in years 1-3 participated in six sessions of Forest School and all year groups continued to expand their outdoor learning provision.