Pupil premium strategy statement - St. Wilfrid's C of E 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	413
Proportion (%) of pupil premium eligible pupils	51 pupils – 12.3%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Simon Hateley
Pupil premium lead	Emma Russell
Governor / Trustee lead	Ruth De Mierre

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75480
Pupil premium funding carried forward from previous years	-£4696.18
Total budget for this academic year	£75480

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 resulting in low attendance
5	Lack of opportunity for experiential interactions with the arts and the wider world
6	Children arriving at school without the necessary resources

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
To close the gap in progress and attainment between PP children and non-PP children in reading (including phonics in KS1), writing, maths and GLD (EYFS).	% of PP children making expected or better progress increases and gap in progress between PP and non-PP pupils reduces. Gap in attainment between PP children (non-SEND) and non-PP in reading, writing and maths in years 1-6 reduces.  Gap in attainment for PP children (non-SEND) and non-PP in phonics in year 1 and 2 further reduces. <u>Year 2023-2024</u> Whole School phonics pass – 82% Non-PP phonics pass – 86.4%

	PP phonics pass – 85.7% 5 children disapplied – 1 of which is PP. % of PP children (non-SEND) making a good level of development in EYFS increases.
To ensure that all PP children can access curriculum enrichment activities – including those related to performing arts.	Tracking shows all PP children have been provided with opportunities to attend enrichment activities including school based clubs and both internal and external sports events. Tracking shows that the % of PP children that play an instrument has been increased. All pupils will have access to an arts-based workshop at least once across the year. All pupils to watch a full performance – this could be in school or at an external site. Pupils report positive impacts on emotional health and self-esteem. Pupils in all year groups to participate in Learning in the Outdoors. Pupils, teachers and parents report positive impact on learning behaviours, social skills with peers and emotional health.
To ensure pupil's emotional health is supported so that they will enjoy and engage with school and demonstrate effective behaviour for learning.	Teachers, pupils and parents report positive impact of specific interventions on emotional health. Tracking of behaviour incidents shows reduction in numbers of children/incidents referred to SLT. Learning walks identify positive learning behaviours in the classroom and constructive interaction/play with peers. Learning walks and pupil voice demonstrate positive connections being cemented between all parties. Thrive assessments demonstrate a positive increase.

To close the gap in attendance between PP children and non-PP children.	Termly tracking of attendance shows improved attendance for those at risk of persistent absence. Year 2023-2024 Non-PP 32.1% Whole school 6.7% Gap between PP and non-PP for absence is reduced. Year 2023-2024 Non-PP attendance 95.3%. PP attendance 91.9%

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.

High Quality Teaching

Budgeted cost: £4930

Activity	Evidence that supports this approach	Challenge number(s) addressed	Progress towards goals
Mentoring and coaching for teachers **Professional development to support the implementation of evidence—based approaches** • Development of subject leadership. • Staff PD meetings.	"Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils." EEF Evidence Brief https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium "There is some evidence that mentoring can have small positive impacts on mentee pupil attainment and literacy.	1	

• INSET and twilight training around core learning skills. • RWI Phonics. • I Am A St Wilfrid's Writer approach. • Power Maths. • Time for staff to work with phase leaders and year group partners to reflect on progress and needs of PP children.	Mentoring can also lead to a range of positive outcomes for mentees, including improved teaching practice, confidence and self-belief, enhanced teacher student interactions, and an improved classroom environment." National institute of teaching – Mentoring and Coaching of Teachers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2		
Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responsible to the needs of pupils. • Identifying of focus pupils and strategies to support PP children during whole class teaching. • Opportunities for 1:1 pupil conferencing and guided group sessions to support pupil's response to feedback and engagement with targets. • Loaning of laptops to use at home to support	EEF research has identified effective feedback to pupils as having very high impact for low cost (additional 6 months progress) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and meta-cognitive strategies, scaffolding, flexible grouping and targeted use of technology – EEF Use of FFT 20 targets to inform identification of focus pupils. EEF research shows that homework has a high impact for low cost – Pupils from disadvantaged backgrounds are	1 2 3	

engagement with home learning. • Learning Links lunchtime provision to support the completion of home learning with professional support.	particularly likely to need support/space to complete homework. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework		
• 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. https://thirdspacelearning.com/blog/quality-first-teaching/ Currently 22 children with SEN are also PP children.	1 2	

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

Budgeted cost: £45530

Activity	Evidence that supports this approach	Challenge number(s) addressed	Progress towards goals
Teaching assistant deployment and interventions. • TA professional development to develop key skills and understanding of effective interventions (monthly whole team	EEF research has demonstrated that TA are most effective when delivering evidence based targeted interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1 2	

training sessions and targeted training as need identified). • Supporting high quality provision in the classroom. • Delivering evidence based interventions. • Trained learning mentor/Thrive practitioners to provide targeted support to impact on emotional wellbeing to enable greater success in the classroom. • Shine interventions. • Use of Insight technology to track intervention impact.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Strategic deployment of teaching assistants is important to ensure that priority pupils are supported. - EEF TAs should be fully prepared for their role in any given lesson or intervention and their input should complement (rather than replace) high quality provision from the teacher. - EEF		
• Additional TA support in EYFS to support pupils with higher needs on entering EYFS (social and emotional, speech and language).	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Currently, there are 8 out of 10 children identified as needing SEN support in EYFS. Of the 4 PP children in EYFS all 4 are also identified as having SEN.	1 2	
• Additional phonics intervention (RWI Fast Track Tutoring) and number intervention for PP in EYFS (following	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	1 2	

baseline assessment) and Years 1 and 2 using information from half termly RWI assessments.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics		
• HLTA timetable provides release time for teachers to provide small group tutoring/intervention for Year 5 and Year 6 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. Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1 2	

Wider strategies

Budgeted cost: £25020

Activity	Evidence that supports this approach	Challenge number(s) addressed	Progress towards goals
Supporting pupils' social, emotional and behavioural needs. • Play Therapist to provide 1:1 therapy to support the emotional health and well-being of pupils. Initially 12 sessions. • 1x learning mentors (50%) to provide 1:1, nurture group and other group intervention to support pupil's	EEF research demonstrates that improving children social and emotional skills has a positive impact on education and other outcomes later in life. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.thriveapproach.com/about-thrive/about-us https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	2	

emotional health, well-being and social skills. • Thrive practitioners to support 1:1 and group of children. • Thrive training and support for all staff. • Lunchtime club to support pupils for alternative lunchtime provision. • Sports Leaders to support the social engagement of children at playtimes. • Development of Pupil Parliament and Young Leaders.	https://www.archbishopofyorkyouthtrust.co.uk/young-leaders-award		
Supporting attendance. • Commissioning the expertise of an Educational Welfare Officer to provide support and advice for our most persistent non-attenders. • Engagement of phase leaders and teachers with repeat non-attenders. • Tracking of attendance trends.	"Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement show promise in supporting pupil attendance." EEF	4	
Extracurricular activities.	Pupil voice.	5	

• Use of West Sussex peripatetic instrument teachers and support from school staff to access bursaries. • Funding for school based clubs and both internal and external sports events. • Funding for arts-based workshops. • Funding for arts-based performances. • Funding for trips. • Funding for Learning in the Outdoors.	Link with SDP focus on development of the performing arts. Impact on Thrive assessments and tracking. "Extra-curricular activities are an important part of education. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated to improved outcomes." – EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation		
Breakfast clubs and meal provision • Funding for places in breakfast and after school club during times of need. • Administration of food bank vouchers.	"There is some evidence that providing free, universal, before school breakfast clubs a can benefit pupils by preparing them for learning or supporting behaviour and school attendance." - EEF	3 4 5 6	
Communicating with, and supporting, parents. • Signposting to other external sources of support. • Supporting with completion of paperwork.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3 4 6	

• Supporting with the use of technology. • School website for sharing information and sources of support.			
• Supporting with the provision of resources so that children are adequately equipped for school.	"Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline." - EEF	6	

Total budgeted cost: £75480

Schedule of Payments PP Strategy – Challenge 6 2024-2025

Supporting with the provision of resources

Purchases to be agreed with PP Lead in advance and receipts required prior to reimbursement

Item	Frequency of payments per academic year	Maximum amount available per purchase
Coat	1	£20
Shoes	1	£20
P.E. top	1	£9.25
School jumper or cardigan	2	£12
White polo tops Based on a pack of 5	1	£8
Skirt/dress/trousers/shorts	2	£12
School bag	1	£10
Year 4 pupils only – Swimming equipment	1	£10

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 2023-2024

Phonics

Whole School phonics pass – 82%

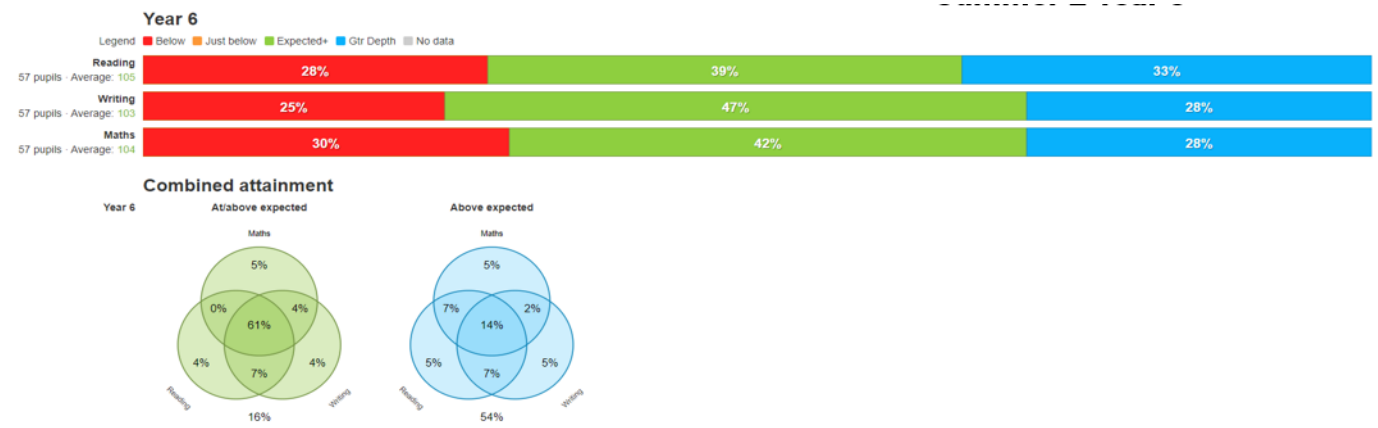
Non-PP phonics pass – 86.4%

PP phonics pass – 85.7%

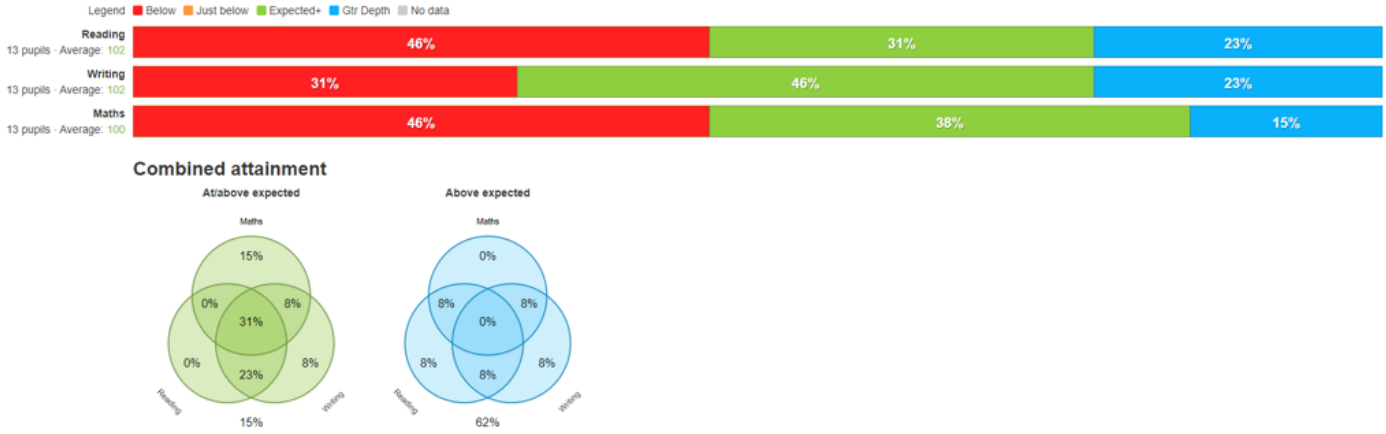
5 children disapplied – 1 of which is PP.

End of KS2 results

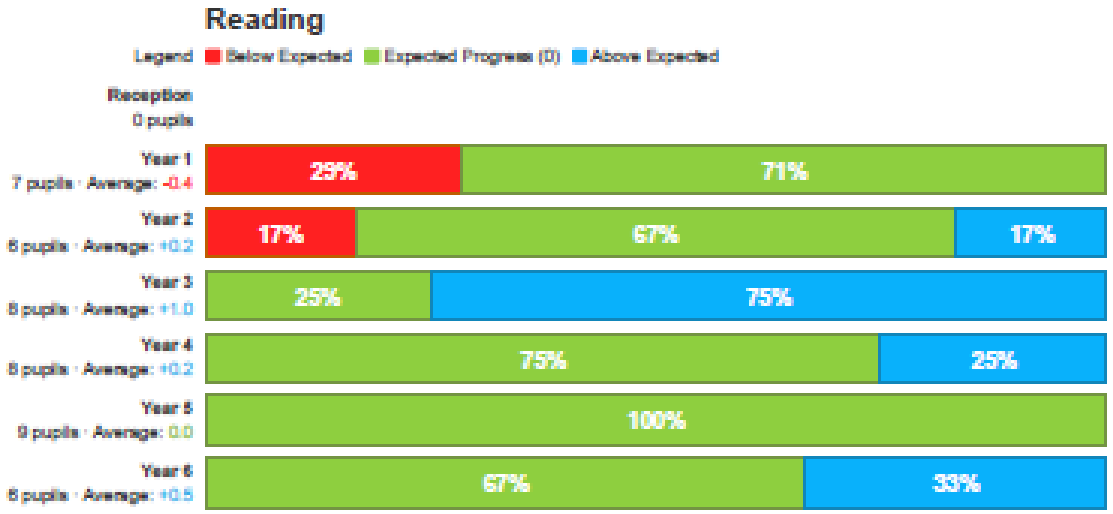
Whole School

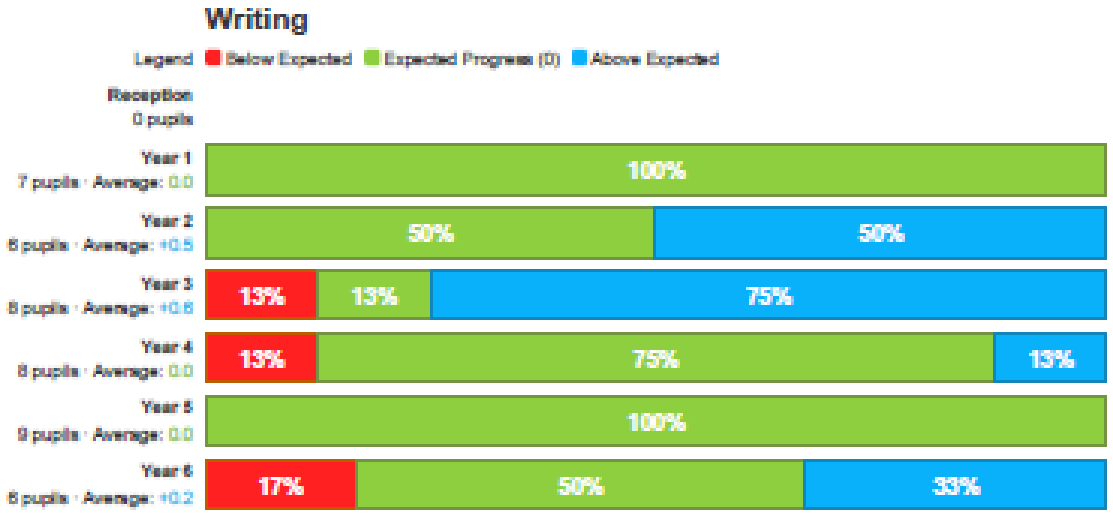


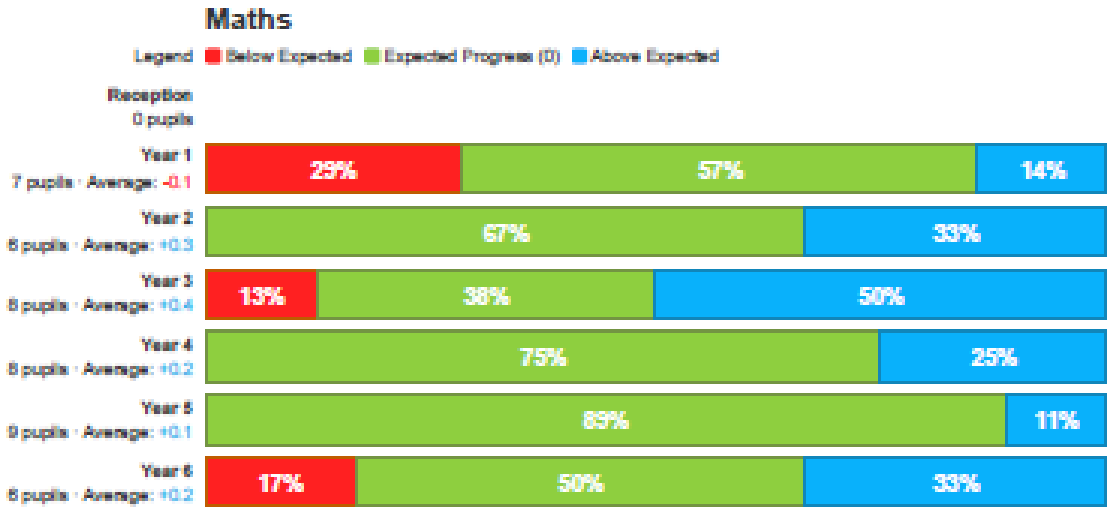
Pupil Premium



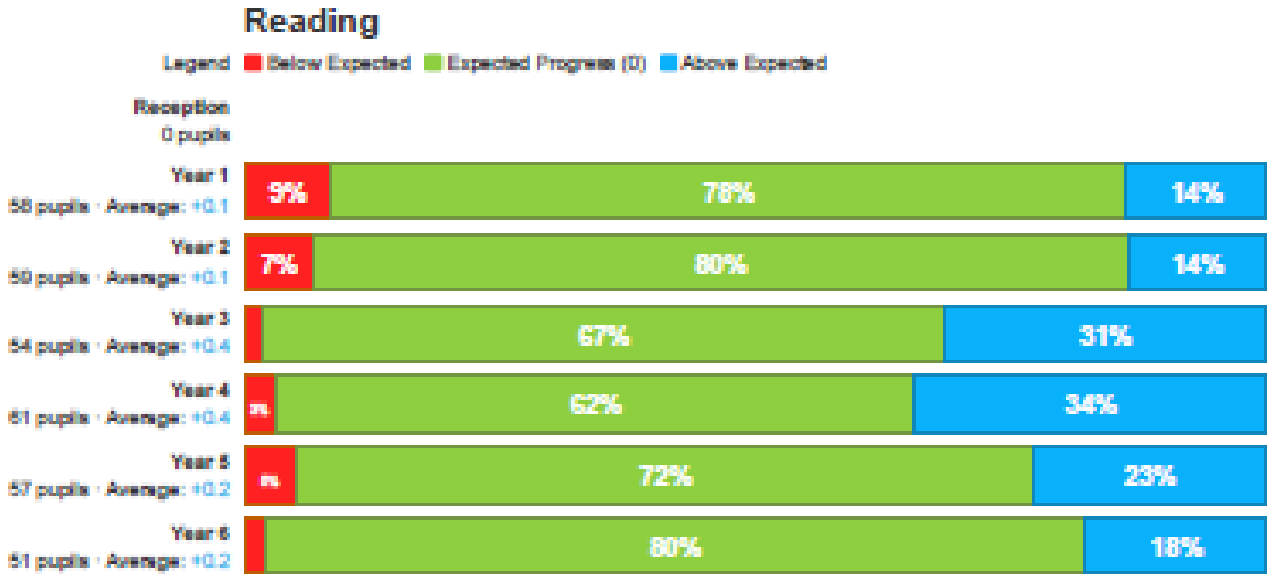
Progress Overview for Pupils who are pupil premium – 2023-2024 Autumn 2 to 2023-2024 Summer 2 Main Assessment

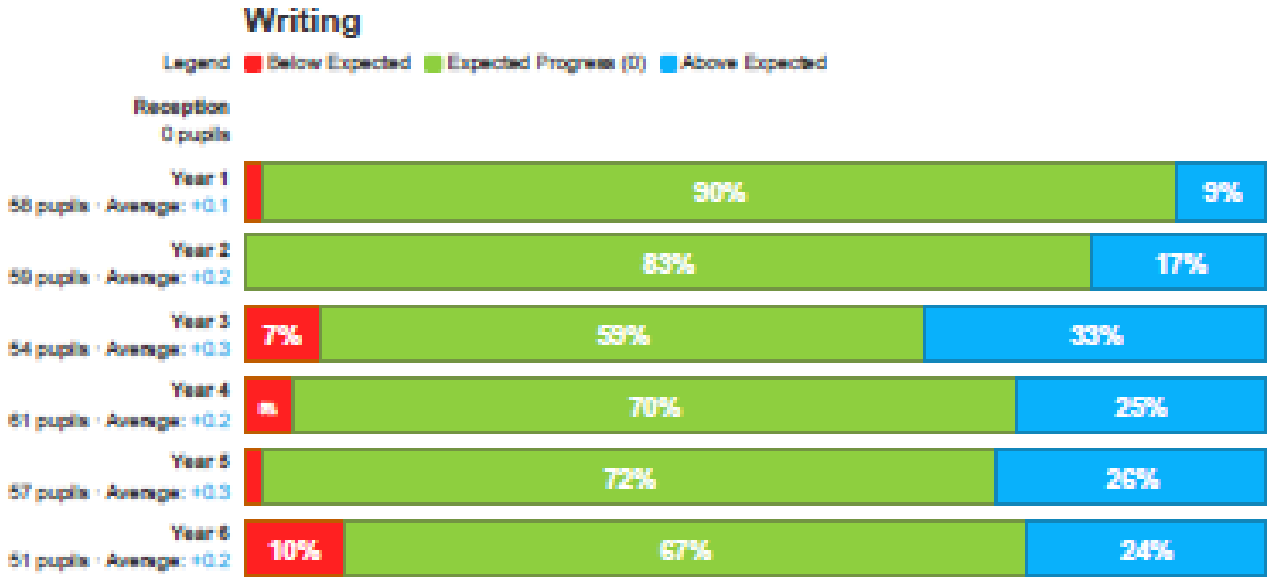


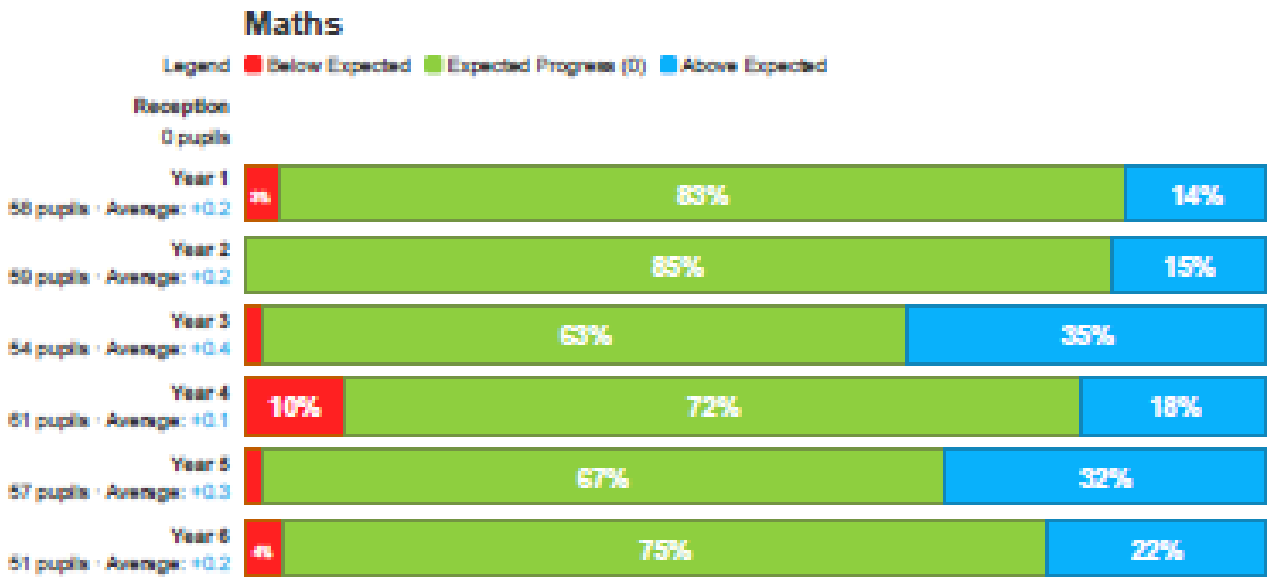




Progress Overview for All Pupils – 2023-2024 Autumn 2 to 2023-2024 Summer 2 Main Assessment







Attendance figures for PP children in year 2023-2024		
Year Group 2023-2024	Attendance % 2023-2024	Year group %
R	100	91.19
R	100	
R	98.33	
R	85	
R	91.67	
R	65	
R	98.33	
1	100	96.9
1	90	
1	100	
1	100	
1	96.67	
1	100	
1	98.33	
1	90	
2	81.67	91.3
2	81.67	
2	96.67	
2	90	
2	100	
2	100	
2	70	
2	100	
2	93.33	
2	100	
3	100	99.8
3	100	
3	100	
3	100	
3	100	
3	100	
3	98.33	
4	86.67	91.5
4	100	
4	96.67	

4	96.67	
4	100	
4	93.33	
4	58.33	
4	100	
5	100	96.1
5	100	
5	100	
5	100	
5	80	
5	96.67	
6	97.6	90
6	92.6	
6	80	
6	85	
6	87.9	
6	96.8	
6	93.7	
6	88.4	
6	97.9	
6	90.8	
6	95	
6	96.1	
6	67.9	

91.9% over the whole year for all PP children.

95.3% over the whole year for the whole school population.

Review of 3 Year PP Strategy

Intended outcome	Success criteria	Evaluation
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).	% of pupil premium pupils making expected or better progress increases and gap in progress between PP and non-PP pupils reduces. Gap in attainment between pupil premium pupils without SEND and other pupils in reading, writing and maths in years 1-6 reduces. Gap in attainment for pupil premium pupils without SEND and other pupils in phonics in year 1 and 2 reduces. Gap in attainment for pupil premium pupils without SEND and other pupils eligible achieving a good level of development in EYFS reduces.	ARE in SATs 2022 Whole cohort: Reading 78% Writing 78% Maths 78% PP – Reading 63% Writing 63% Maths 50% ARE in SATs 2023 Whole cohort: Reading 76% Writing 71% Maths 77% PP – Reading 44% Writing 67% Maths 78% ARE in SATs 2024 Non-PP: Reading 66% Writing 64% Maths 64%

		PP – Reading 62% Writing 46% Maths 46% In the year ending 2024 the Year 6 PP cohort was significantly higher than previous years and progress scores highlighted that progress had been positive for these children during their time at St. Wilfrid's. However the attainment gap was larger than in previous years. <u>Phonics</u> 2021-2022 – current year 5 Non-PP – 70% pass PP – 57% pass – 2 PP children with EHCPs 2022-2023 – current year 4 Non-PP – 66% pass PP – 43% 2 PP children with EHCPs 2023-2024 – current year 3 Non-PP – 83% pass PP -= 86% pass
To ensure that all pupils can access curriculum enrichment activities – including those related to performing arts.	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.	Every PP child is invited to join clubs before the general school population. 2022-2023 – 66 clubs were PP funded and accessed by PP children 2023-2024 – 79 clubs were PP funded and accessed by PP children

	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.	We have now developed a tracking system for PP children accessing clubs that was not in place at the start of the strategy. **Outdoor Learning** All children were involved in Forest School sessions and PP children were highlighted for extra gardening and allotment opportunities.
To ensure pupil's emotional health is supported so that they will enjoy and engage with school and demonstrate effective behaviour for learning.	Teachers, pupils and parents report positive impact of specific interventions on emotional health. Tracking of behavior incidents shows reduction in numbers of children/incidents referred to SLT. Learning walks identify positive learning behaviours in the classroom and constructive interaction/play with peers.	PP children were identified for play therapy input and this continues to be a positive intervention for the children who require it. Additionally, PP children are identified for learning mentor input through SDQ and conversations with key staff. The feedback from children and families has shown us that the support has had positive impacts on the children's ability to engage with their learning and to feel emotionally supported. Looking to the future we are introducing the Thrive Approach to further promote positive emotional health in our whole school population. To further cement our tracking of these interventions we have started to utilise the Insight Provision feature.
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.	2021-2022 Overall – 93.4% PP – 88.9% 2022-2023 Overall – 95.1% PP – 91.7% 2023-2024

		Overall – 95.3% PP – 91.9% As can be seen in this data, the overall picture of attendance for both the whole school and our PP children is that attendance is improving. We have now employed the services of an EWO to support us.