

Pupil premium strategy statement – 2023-2026

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding 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	337 – October 23 Census
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	20.12.2023
Date on which it will be reviewed	12.12.2024
Statement authorised by	Helena Miller (EHT)
Pupil premium lead	Helena Miller (EHT)
Governor / Trustee lead	Kate Rowland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 97,485
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£7,160
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£2,014,862

Part A: Pupil premium strategy plan

Statement of intent

At St Wilfrid's we have a happy, hardworking, enthusiastic and dedicated school team, committed to a distinctively Christian experience, which is encapsulated by our core values of Belonging Believing Becoming. We have a very well established and experienced senior leadership team and a nurturing, family ethos with the highest expectations.

We are a larger than average primary school (1 and 1/2 form entry), serving the parish of St Wilfrid's. We are based in the Wythenshawe area, and our pupil base is higher than average in terms of deprivation, but our pupil premium percentage is lower than national. 25% of our pupils speak English as an additional language and this is increasing each year. Nearly 3/4 of our children start school with very low-level language skills. For us, early intervention is key, and we are focusing on language development in all its forms with a clear emphasis on vocabulary, oracy/speaking and reading. We are constantly looking to refine and improve practice in this area whilst also providing targeted interventions to struggling learners both prior to, and at the end of, the school day. We strongly believe our curriculum is our children's opportunity and we aim to provide the knowledge, skills, and opportunities to create a level playing field and improve the life chances for all our educationally disadvantaged pupils.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and all staff have the ambition for all our pupils to achieve strong outcomes and they all fully understand the part they play in addressing educational disadvantage. Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. Our leads devote time for collaborative team planning, teaching, and modelling by spending time in classrooms to provide on the spot coaching, training, and immediate feedback to develop practice. This is targeted in EYFS and KS 1.

Through our School Development Plan and increasing staff understanding of using diagnostic assessment effectively to adjust the level of challenge of activities, we have a clear, shared understanding of strategic milestones and goals.

This close working partnerships enable constructive conversations between staff, leaders, governors and Trustees. This interacts positively with partnership/school-improvement work with our other Trust schools, local Cluster schools, the Local Authority through Quality Assurance and other external agencies – focusing on improving teaching and learning.

Challenges

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

Challenge number	Detail of challenge
1	<p>On entry to Nursery, we have now noticed a pattern, whereby approximately only 30-35% of pupils when assessed are on track with communication and language.</p> <p>In 2023, 0% of our disadvantaged pupils were at age related expectations in communication and language when they entered reception, compared with the cohort figure of 37%. Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers in the Early Years and KS1.</p>
2	<p>PP children performed broadly in line with and in other areas better than their national PP counterparts. The gap between PP and NPP does vary. In 2023 our PP pupils achieved better than their NPP counterparts in reading in KS2. This is something to be very proud of. We continue to have the ambition that our PP will perform as well as, if not better in each area.</p>
3	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support continues to increase. 30 pupils currently require additional support with social and emotional needs. 10 are receiving external pastoral support within school and 15 children are receiving either individual or small group pastoral interventions. 20 of the children also currently require 1:1 support/mentoring throughout the day to keep them in their lessons. 45% of all the pupils currently requiring additional support are disadvantaged. We are also seeing an increasing rise in the number of pupils who are considered as a young carer. We are at the early stages of support for this group of children, working with the Young Carer Service.</p>

4	Our overall absence in 2022/23 has risen to 6.37% (93.63% attendance), this is still however, below the national target of 95% and well below the schools' own target of 96%. As you can see, attendance for all our pupils still needs to improve which is why whole school attendance and persistence absenteeism remains a focus of this current plan. Our assessments and observations indicate absenteeism is negatively impacting disadvantaged pupils' progress and we know what goes on in the classroom on a daily basis makes the biggest difference to our children so we will always strive for excellent attendance for all.
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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 and language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved language among disadvantaged pupils and others. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing attainment for disadvantaged pupils at the end of KS1 & KS2.	KS2 reading and writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS1 & KS2	KS2 maths outcomes in show that more than 85% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils. • The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers
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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 (CPD, recruitment and retention)

Budgeted cost: £34126

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will continue to partially fund the EYFS/KS 1 Lead out of class role for 2 days and provide daily opportunities for internal skills sharing and modelling/ coaching/collaborative planning with class teachers, subject leads and our English leads.</p>	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p>EEF blog: The ShREC approach – 4 evidence-informed strategies... EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>

<p>Continue to enhance our language rich learning environments</p> <p>Purchase resources and fund ongoing high-quality teacher training (Concept Cat, Wellcomm)</p> <p>Keep up to date with all relevant research e.g. Thinking Talking</p>	<p>Education Endowment Foundation EEF</p> <p>Developing language in Early Years (earlyexcellence.com)</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Word Aware – Thinking Talking</p>	
<p>Provide daily opportunities for internal skills sharing and modelling/ coaching/collaborative planning with Curriculum Leads, experienced teachers and our maths lead. Enhance our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Fund curriculum leader time to work with the Trust’s Maths Hub. Fund teacher release time to embed key elements of guidance in school and to access Maths Hub training/ resources and CPD related to White Rose Hub (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>

<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff (Hamish and Milo Specific Intervention)</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</p>	<p>3</p>
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Targeted academic support (tutoring, one-to-one support, structured interventions)

Budgeted cost: £26300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions) Phonics Leader to provide daily and weekly coaching and training for staff at all levels</p> <p>Additional reading sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions)</p>	<p>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:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £44898

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide 1:1 and group pastoral support for vulnerable pupils led by experienced professionals both within school and externally through M-Thrive</p> <p>Provide high quality in-school mentoring/support for identified boys in KS2</p> <p>Fund the school's nurture lunchtime provision so that we can ensure children who struggle during unstructured play have opportunities for nurture provision</p>	<p>There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014)</p> <p>Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, nonstigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)</p>	3
<p>Embed the Trauma Informed Practice approach in school - focusing on a key school principle – building and maintaining positive, trusting and beneficial relationships with all our children and families.</p> <p>Provide ongoing CPD for staff by our mental health lead and also for children by increasing capacity for Youth mental health leads.</p> <p>This involves training and release time for staff to develop and</p>	<p>Working Together to improve school attendance DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3

<p>implement new procedures. Continue to make the best use of our highly skilled Attendance Lead to work with our vulnerable families to improve attendance.</p>		
<p>Ensure strong leadership of key teams within the school:</p> <ol style="list-style-type: none"> 1. SEND: led by SENDCo 2. Safeguarding: led by HT, DHT & DSLs 3. Curriculum: Led by our KS 2 Lead 4. EYFS: led by EYFS/KS 1 Lead 5. Behaviour, Pastoral & Attendance: Led by HT, SENDCo, DSL, lead teacher in KS 2 6. Personal development including character building & enrichment: Led by Lead Teacher in KS 2 	<p><u>School Environment & Leadership: Evidence Review</u> Effective teamwork leads to purpose, belonging, trust, learning, and, ultimately, high performance. As a team, we must look at our effectiveness, both individually as a team and what correlates or are indicators of effective schools.</p>	<p>4</p>
<p>Contingency fund for acute issues.</p>	<p>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</p>	<p>All</p>

Total budgeted cost: £105,324.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	St Wilfrid's	National	Pupil Premium: St Wilfrid's	Pupil Premium: national	Non-Pupil Premium: St Wilfrid's	Gap (PP/NPP) St Wilfrid's	Gap (PP St Wilfrid's/Pupil premium National)
GLD	78	67.3	66.7	-	78.9	-11.6	-
Phonics: Year 1	84	79	60	67	91	-31	-7
KS 1: Reading	76	68	44	54	84	-40	-10
KS 1: Writing	70	60	33	44	78	-45	-11
KS 1: Maths	72	70	44	56	78	-34	-12
KS 2: Reading	70	73	74	60	68	+6	+14
KS 2: Writing	66	71	63	58	68	-5	+5

KS 2: Maths	73	73	68	59	76	-8	+9
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	School Disadvantaged Pupils	National Non-Disadvantaged Pupils
Progress Score in Reading	0.21	0.4
Progress Score in Writing	-1.45	0.4
Progress Score in maths	0.40	0.5
% meeting expected Standard in RWM Combined	55.6%	66%
% meeting Higher Standard in RWM Combined	0%	10%
Average score in Reading	103.9	106
Average score in Maths	103.3	105

Over a period of many years, the outcomes at the end of KS2 are sporadic for our disadvantaged pupils' performance; sometimes they perform as well as and sometimes, better than their non-disadvantaged peers, especially at KS 2. Before COVID, in 2019, 16.7% of our disadvantaged pupils achieved the higher standard in reading, writing and maths combined. This was above the national average for non-disadvantaged pupils. Our aim is for all pupils, whatever their needs and starting points, to attain well and we know many of our non-pupil premium pupils still need extra support. This is not just with their learning; this

also with their own self-regulation and channelling their self-esteem. We have very high expectations of all our pupils, especially for our disadvantaged pupils, where they can perform very well.

This year, we will continue to work hard to accelerate progress for all our pupils, through ensuring consistently high-quality classroom practice on a daily basis, with a focus on language acquisition in all its forms across the curriculum. Disappointingly, our overall attendance in 22/23 has fallen this year (93.63%). We are very proactive in our strategies to support families and we are well aware that we are well below the national target of 95% and our own target of 96%.

Attendance and persistent absenteeism for all our pupils needs to continue to improve, especially between PP and NPP which is why whole school attendance and persistent absenteeism remains a focus of this current plan. Attendance is central to any school improvement strategy because we know pupils experiencing success in the classroom is key to improving their life chances. Our assessments and observations continue to indicate that pupil behaviour, wellbeing and mental health were significantly impacted due to COVID-19-related and subsequent cost of living issues. The impact is particularly acute for disadvantaged pupils which is why this will remain a clear focus for us. Ensuring strong leadership of four key teams within Inclusion; 1) SEND 2) Safeguarding 3) Behaviour, Pastoral and Attendance 4) Personal Development, is key to improvement for all our educationally disadvantaged pupils.

We aim to provide exceptional pastoral support to pupils and families and all our staff are completely committed to the St Wilfrid's community. All our families are regarded very highly, irrespective of background and staff ensure all have a sense of belonging, as opposed to expecting all families to behave in the same way. Our recent SIAMs Inspection in January 2024, comments throughout the report, that "our vision contributes to the calm and purposeful environment of the school. There is a powerful sense of belonging and community where relationships are excellent at all levels."

Externally provided programmes

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

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

Further information (optional)

Our intended strategy for all our educationally disadvantaged pupils is based on three key principles:

We focus on:

- On our own theologically rooted Christian vision (Parable of the Mustard Seed) and The Church of England's vision for Education of 'Life in all its Fullness' (John 10:10), with a common and shared purpose of partnership. We have an open and enthusiastic culture and positive relationships (staff, pupils, parents, governors, external partners and the wider community)
- The highest expectations of all staff and pupils and a clear and shared understanding of what constitutes high quality classroom practice through our use of our learning values (Be Ready Be Respectful Be Responsible), Character Development and our coherent curriculum intent: challenge, support and high-quality adult-child interactions
- Leadership at all levels – a clear and shared ambition for and understanding of the individual learning needs of our disadvantaged pupils and collective responsibility for raising standards of teaching and learning and outcomes across the whole school community.

School leaders work hard to ensure the shared purpose of teaching and learning and what goes on in the classroom, together with targeted interventions and support make the most significant differences to all children, with a particular focus on disadvantaged pupils. Our strategies are based on evidence-based research such as Rosenshine's principles and memorable steps to learning.

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.
- utilising a DfE grant to train a senior mental health lead.

The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Our Senior Teacher works with a variety of organisations, to enable us to offer a range of enrichment projects, including our own staff to offer gardening club etc. Throughout, sessions will have a focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken last year had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, pupils and teachers, in order to identify the challenges faced by disadvantaged pupils.

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 used the EEF's implementation guidance to help us refine our strategy and have commenced a robust evaluation framework for the duration of our three-year approach and will continue to adjust our plan over time to secure better outcomes for pupils.