

Pupil Premium Strategy Statement: St Wilfrid's CE Primary School 2025-2028 (Year 1)

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.

Reason for Update

Following the review of our 2024–2025 Pupil Premium strategy, it was evident that key expectations were not fully met, particularly in narrowing attainment gaps in writing and mathematics and improving combined RWM outcomes for disadvantaged pupils. While reading outcomes for Pupil Premium pupils were strong, writing and maths remained significantly below national and similar school benchmarks, and the combined measure highlighted the greatest disparity.

Attendance for disadvantaged pupils also continued to lag behind their peers, despite overall improvements. In response, the strategy has been updated to ensure a sharper focus on these priority areas, incorporating evidence-based approaches from the EEF, strengthening targeted interventions, and embedding enhanced family engagement and attendance support. This refresh reflects our commitment to adapt to emerging needs and ensure that all disadvantaged pupils make accelerated progress and achieve their full potential.

School overview

Detail	Data
School Name	St Wilfrid's CE Primary School
Number of pupils in school	338
Proportion (%) of pupil premium eligible pupils	25% (85 pupils based on financial grant 01.04.2025 to 31.03.2026)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024 to 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Helena Miller (EHT)
Pupil premium lead	Helena Miller (EHT)
Governor / Trustee lead	Rev Andrew Bradley

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£133,900.00
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>	£133,900.00

Part A: Pupil Premium Strategy Plan

Statement of intent

This Pupil Premium Strategy outlines the approach that St Wilfrid's CE will adopt to ensure that the additional funding received is used effectively to improve the outcomes of disadvantaged pupils. The strategy will focus on improving attainment, attendance, wider life aspirations, and the perception of school among disadvantaged pupils and families. At St Wilfrid's we have a clear intent which gives an overview of what we want for our pupils before they leave us in Year 6, this includes the curriculum and wider enrichment experiences/opportunities and is encapsulated by our core values of *Belonging Believing Becoming*.

Context

We are a larger than average primary school (1.5 form entry), serving the parish of St Wilfrid's. Although St Wilfrid's is located in an area of below-average deprivation, our pupil intake reflects a higher level of disadvantage than the local context suggests. The school's pupil base deprivation is close to the national average, indicating a significant proportion of children face socio-economic challenges despite the school's relatively advantaged location. This creates a hidden disadvantage profile, requiring targeted support to ensure equity of access and achievement. These challenges can have a negative impact on pupils' educational outcomes, including attainment, attendance, and engagement. The Pupil Premium funding provides an opportunity to address these challenges and ensure that all pupils can reach their full potential.

Aims and Objectives

The primary aim of this strategy is to improve the outcomes for our disadvantaged pupils. This will be achieved through the following objectives:

- Improve attainment: Raise attainment levels for disadvantaged pupils across all subjects and key stages.
- Improve attendance: Increase attendance rates for disadvantaged pupils, reducing the impact of absence on their learning.
- Develop wider life aspirations: Support disadvantaged pupils in developing positive and ambitious goals for their future.
- Improve perception of school: Foster a positive and inclusive school culture that values and supports all pupils.

St Wilfrid's Spending Premium Priorities

The Pupil Premium funding will be allocated to a range of initiatives that support the achievement of the above objectives. These initiatives are carefully selected based on their potential impact with evidence-based research and alignment with the school's priorities.

Key spending priorities will include:

- High Quality Teaching
- Targeted academic support: Providing additional support to disadvantaged pupils in areas where they need it most, such as reading, writing, and mathematics. This may involve small group tuition, one-to-one support, or the use of technology-based interventions.
- Enhanced attendance strategies: Implementing strategies to improve attendance, such as attendance rewards and working with families to address barriers to attendance.

- Personal, social, and emotional development: Supporting the development of disadvantaged pupils' social and emotional skills through activities such as counselling, mentoring, and social skills groups
- Staff training and development: Ensuring that staff have the skills and knowledge to effectively support disadvantaged pupils. This may involve professional development opportunities related to teaching and learning, behaviour management, safeguarding training and training in supporting pupil wellbeing.
- Enrichment opportunities: Providing a range of enrichment activities, including school enrichment clubs, trips, and visits, to broaden disadvantaged pupils' access and increase their cultural capital.
- Family engagement: Working closely with parents and carers to support their children's learning and development. This may involve parent workshops, referrals to external services and requesting feedback from parents to help improve best practice.

Monitoring and Evaluation

The effectiveness of our Pupil Premium strategy will be monitored and evaluated on an annual basis. This will involve collecting data on pupil attainment, attendance, and engagement, as well as feedback from pupils, parents, and staff. The data will be analysed to identify areas of success and areas where improvements are needed.

We will continue to work closely with parents, carers, the local community, and other agencies to ensure that the Pupil Premium funding is used effectively. Partnerships will be developed to provide additional support to disadvantaged pupils and to create a supportive and inclusive environment for all.

This Pupil Premium Strategy outlines a comprehensive approach to improving the outcomes for our disadvantaged pupils. Utilising the '[Menu of Approaches](#)': [EEF Guide to Pupil Premium](#), including focusing on high quality teaching to targeted academic support, enhanced attendance strategies to enrichment opportunities, the school aims to ensure that all pupils have the opportunity to reach their full potential. Through effective monitoring, evaluation, partnership working and reviewing this strategy annually, will support us to meet the changing needs of disadvantaged pupils and to deliver positive outcomes.

Challenges

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

Challenge number	Detail of challenge
1. Low attainment/ lack of school readiness on entry to EYFS	A significant proportion of our pupils begin school with low levels of attainment due to a variety of factors including lack of engagement, lack of resources, toileting needs or not attending a setting prior to starting St Wilfrid's nursery. It is therefore important that our EYFS team work hard to upskill these pupils quickly to raise their attainment to the levels expected of their age. 2024-2025 ELG data showed 68.3% achieved (cohort of 41 pupils) but only 14.3% of our disadvantaged pupils achieved GLD (1 out of 7)

	2024-2025 PSC data shows: 77.3% of pupils passed the PSC in Year 1. There were 12 pupils, 5 of whom did not pass. Of those that retook the PSC in Year 2, 1 out of 3 (33.3%) passed. Of the 3 who did not pass, all were eligible for PP, and all pupils had additional learning needs.
2. Safeguarding: Impact of external incidents	A number of children have safeguarding need at our school and some pupils witness events at home that are not age appropriate. It is therefore a priority of the school to provide these pupils with the support they need to be able to safely express their feelings/ opinions. Analysis shows 100% of our pupils who have received intervention are eligible for Pupil Premium. We also use Thrive in Education to support our wider wellbeing offer.
3. Mobility	We are currently receiving more children midway through the year, with a variety of academic starting points. For many of our PP pupils, these starting points are below the level expected for their age. Pupils arriving during the school year often come with a variety of social and emotional needs and require support settling into life in a new school, with a higher proportion arriving with no or very little English.
4. Missed enrichment opportunities	Whilst St Wilfrid's is located in an area with below average deprivation, our pupil intake reflects a higher level of disadvantage than the local context suggests. Children from disadvantaged backgrounds have often had less enrichment opportunities than their peers outside of school. This has resulted in children not having the range of language and experience to support their oral development and their academic achievement, resulting in them falling further behind. With the cost-of-living crisis, we are seeing a further gap between disadvantaged children and their peers of their opportunities to access enrichment opportunities outside of school.
5. Attendance and Punctuality	Attendance is always a high priority and continues to form part of our School Development Plan. Many of the children whose attendance falls below the expected standard are also disadvantaged and we work hard to ensure that these children attend school every day. Strategies including extra staff, targeted interventions and wider family support help to positively engage our families and improve our attendance. 2024-2025 whole school attendance figure was 94.7% with 13.6% of children being persistently absent. Current whole school attendance figures for Autumn 1 2025 are as follows: Disadvantaged: 92.92% Non-Disadvantaged: 96.52% Our Attendance Mentor follows up with these families More targeted work is needed to best support disadvantaged families and bring their attendance in line with those who are non-disadvantaged.

6. Range of need within the classroom	Supporting staff to ensure that classroom practice is inclusive through training to understand and have strategies to support children with ASD, ADD and ACES, to ensure they reach their potential.
7. Engagement of parents in children's learning and perception of education and support	Parent engagement to support children achieve effectively can be a challenge. We have identified that parent engagement with some of our disadvantaged children to be lower than their peers. This results in the support from home for their academic achievement to be lower than that of their peers. Cost of living is having a large impact on our families. Families are struggling to find the correct support to ensure that they have a home environment for the children to have their needs met.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan (Summer 2027), and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Rapid Progress in EYFS so an increasing number of children are Year 1 ready	Progress measures from Nursery baseline will demonstrate children have made good or outstanding progress. PSC result will be at least in line with national averages
Raise attainment for all pupils, narrowing the gap between disadvantaged and non-disadvantaged children.	Summative assessment data will show good or outstanding levels of progress for all pupils, including disadvantaged pupils (aspirational targets of around 80% ARE are set for each year group).
Sustained improvement in attendance levels of all pupils, particularly those which are disadvantaged	An improvement in whole school attendance, a reduction in persistent absence and an aligning of absence between the disadvantaged and non-disadvantaged pupils. Autumn 1 Data: 92.92% for disadvantaged and 96.52% for non-disadvantaged)
Parents engage and support their child's learning, children have high aspirations for themselves	Increased participation in children's learning at home. Families supported effectively with cost-of-living support. Families clear on where they can find support both in school and out of school.
Safeguarding incidents are dealt with effectively and vulnerable pupils are well supported	CPOMS log with recorded actions will demonstrate that there is a swift response to all safeguarding concerns. School will work closely with external stakeholders including social workers and Early Help to ensure that actions are addressed quickly and effectively.
Achieve a sustained and improved level of pupil wellbeing and self-regulation for all pupils in school,	Wellbeing data (pupil voice survey) will show our children feel happy and safe in school. Behaviour incidents linked to self-regulation will decrease

particularly our disadvantaged pupils	
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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 (CPD, recruitment and retention)

Budgeted cost: £56,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</u>		
TLRs for specialist teachers offering: Regular staff development. Support for identified children when needed to ensure progression towards fulfilling their potential.	Assessment data shows that catch-up is needed for pupils across the school. Allows for smaller group interventions, team teaching and sharing of best practice. Improving Literacy in KS 1 Improving Literacy in KS 2	1, 2, 4, 5, 6, 7
High ratio of support staff (offering increased directed adult support).	Baseline data suggests that children's starting points are low on entry to EYFS so additional staffing can support Use of HLTA and TA3 to offer with additional group/ intervention sessions EEF Deployment of Teaching Assistants	1, 2, 4, 5, 6, 7
Additional member of staff to support the teaching of the maths curriculum in split age classes to build teacher knowledge, curriculum prioritisation and development	Short term solution for this academic year, due to not all teachers being confident in mastery pedagogy, particularly in how to adapt teaching for a mixed-age class. We have identified several barriers to effective mastery teaching in mixed-age classes. Planning and delivery are time-consuming and reduced amount of time available to go deep into concepts.	1,3, 7

	Mixed-age mastery – making it work in KS2 NCETM	
Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning		
CPD for staff - bespoke programme for staff linked to learning needs of children.	Enables staff to be up to date with relevant initiatives to support the educational and emotional development of all learners.	1, 2, 3, 4, 5, 6, 7
Technology and other resources focussed on supporting high quality teaching and learning		
Technology to improve assessment and feedback	Using digital platforms such as Century Tech to carry out preassessment activities in Maths to support personalised learning and targeted teaching. Using Digital Technology to Improve Learning EEF	1, 3, 7
Purchasing of resources, study books and revision guides to support home learning	Extends learning opportunities and engages children in independent learning both in school and at home	1, 3, 6, 7

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

Budgeted cost: £41,524

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition		
Targeted in-class support to ensure the development and applications of fundamental maths skills and writing progressive skills and knowledge	Targeted small group support to boost the attainment of pupils working below their potential, with a specific focus in Year 6 .	1

Additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions)	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: Phonics EEF (educationendowmentfoundation.org.uk)	1, 7
EYFS / KS1 /KS2 - reading Teaching Assistants Reading teaching assistants to ensure every child in Reception and KS1 is heard read twice a week, with pupil premium children having an additional reading slot. KS2 pupil premium children are also listened to read twice a week.	The Reading Teaching Assistants model means that disadvantaged children are heard read several times a week. This has shown to make a significant difference to reading progress and attainment for these children. For all year groups specific pupil premium children have additional support from the Reading Teaching Assistants to ensure that they are keeping pace with ARE.	1, 3, 6, 7
Activity and resources to meet the specific needs of disadvantaged pupils with SEND		
In class activities and resources	The following activities and resources are examples of how we meet the needs of our specific SEND pupils: <ul style="list-style-type: none"> • Precision teaching that focuses on one small, measurable skill at a time (e.g., reading high-frequency words, number bonds, phonics sounds) • Fine and gross motor interventions • WELCOMM and NELI interventions • Dyslexia assessments • Speech and Language interventions run by support staff in school and external agencies 	1, 3, 4, 5, 6, 7
Extended School Time		
Core teaching targeted after school provision led by qualified teachers.	Extending school time EEF Over several years, this has taken place for pupils in Year 1, Year 4 and Year 6. Evidence demonstrates that pupils selected to attend, who are able to cope with a longer school day, achieved their potential.	1, 6, 7

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £36,141

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting Attendance		
<p>Embedding principles of good practice set out in the DfE Working Together to Improve School Attendance.</p> <p>Dedicated time from attendance champion to monitor attendance of pupil premium pupils, meet with senior leaders and to speak daily with families where attendance is a concern.</p> <p>Attendance Officer to regularly send attendance printouts and rag rating to parents.</p>	<p>According to the EEF, three quarters of schools in England say that poor attendance and low reading levels are the biggest challenges affecting their socio-economic disadvantaged pupils' academic achievement.</p> <p>Evidence from the EEF also shows that small improvements in attendance can lead to meaningful impacts for academic and behavioural outcomes.</p> <p>EEF blog: Taking a tailored approach to improving attendance EEF</p> <p>Attendance and reading key barriers to disadvantaged pupils'... EEF</p> <p>Working with all children to improve attendance. PP children identified. The Attendance Officer works closely with parents and families to improve attendance. Last year there was a gap between PP and Non PP attendance, we aim to diminish this.</p> <ul style="list-style-type: none"> • Provide additional individual items of uniform on request. • Provide spaces at Breakfast Club. • Review attendance policy and share with parents to set clear expectations about regular attendance. 	5
Extracurricular activities, including sports, outdoor activities, arts, culture and trips		

Raise the profile of music for disadvantaged pupils (e.g. through assisted funding for music lessons, taster sessions)	Over several years, the development of knowledge, skills and success within music has shown that children's engagement in learning improves, attendance improves, and mental health improves resulting in children reaching their potential. These are activities that children have little access to outside of school. Arts participation EEF	2, 5
Opportunities to build confidence, independence, improve risk taking and develop vocabulary are given through subsidised residential visits / trips etc.	Pupils cite residential as their most significant memory of school and demonstrate significant impact on such a wide range, from physical, emotional and academic. Trips and external speakers significantly impact and provide children with additional experiences,	1, 2, 3, 4, 5
Breakfast clubs and meal provision		
Staffing of Free Breakfast Club and allocation of the budget to subsidise the cost of school lunches	Some children may not receive an adequate breakfast with a nutritional start to the day. To provide a nurturing, warm environment for children to socialise with peers. Creates the right start for the day, which also support attendance. EEF Breakfast Club Impact To ensure all children have access to a nutritious meal during the school day, regardless of financial circumstances. By doing so, we aim to promote inclusion, wellbeing, and readiness to learn.	1, 7
Communicating with and supporting parents		
Individualised support for eligible children re: uniform support etc	Children have the required uniform to ensure they are not disadvantaged due to financial restraints. Uniform bank accessible to families provided by the PTA	1, 2, 3 7

Total budgeted cost: £133,900.00

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year. At St Wilfrid's CE Primary School, we are committed to ensuring that our Pupil Premium strategy not only meets the needs of disadvantaged pupils but also delivers tangible improvements in both academic and personal outcomes. The 2024-2025 academic year did not overall see the progress expected in narrowing the attainment gap between disadvantaged pupils and their peers.

Targeted support of families has resulted in an improvement in attendance rates in the academic year 2023/24. We have seen the overall attendance rates improving past national rates and the gap between pupil premium and non-pupil premium closing on the previous year.

Sustained high attendance

Targeted support of families has resulted in better attendance rates in the academic year 2024/2025 for all pupils. The rate of attendance is improving past national rates but the gap between pupil premium and non-pupil premium has not closed on the previous year.

St Wilfrid's CE	2023	2024	2025
Absence Overall:	6.59%	5.13%	5.38%
Persistent Absence: All	20.45%	13.4%	13.6%
Absence: Disadvantaged		8.95% (gap 4.81%)	9.25% (gap 5.62%)
Absence Non-Disadvantaged		3.84%	3.63%
Persistent Absence: Disadvantaged		30.68	26.25%

LA	2023	2024	2025
Overall	6.76%	5.81%	5.58%
Persistent Absence	20.81%	16.64%	15.06%
Absence: Disadvantaged			6.81%
Persistent Absence: Disadvantaged			20.05%

National	2023	2024	2025
Overall	6.3%	5.9%	5.52%
Persistent Absence	17.7%	16.2%	14.05%
Absence: Disadvantaged		7.9%	

Persistent Absence: Disadvantaged		26%	
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Attainment outcomes

Phonics (St Wilfrid's is **below National Comparator but above National Same**, which means we are performing better than similar schools, but are not above the overall national average)

Year 1 2025 outcomes for achieving expected phonics standards show that pupil premium children do broadly better than their pupil premium peers.

Pupil Premium	Whole Cohort	National Comparator	National same	National All
70%	77.3%	83.4%	66.8%	79.9%

KS2 Reading Outcomes 2025

Outcomes for meeting the expected standard in reading shows that disadvantaged pupils are above their national pupil premium peers (63%) and even above the national average for all pupils (75%). They are almost in line with similar schools (81%), which is excellent given the context. The whole cohort (72.7%) is slightly below the national all-pupil average (75%), but our pupil premium group is outperforming both the cohort and national comparators, showing strong progress from starting points.

Pupil Premium	Whole Cohort	National Comparator	National same	National All
80%	72.7%	81%	63%	75%

KS2 Writing Outcomes 2025

Pupil Premium	Whole Cohort	National Comparator	National same	National All
35%	52.3%	59%	78%	72%

Subject-specific contrast: This picture contrasts sharply with KS2 Reading, where Pupil Premium attainment was strong (80%)

Writing is a priority gap: Our Pupil Premium pupils' writing attainment is well below, which signals the need for targeted improvement work in writing specifically, for all pupils.

KS 2 Maths Outcomes

Pupil Premium	Whole Cohort	National Comparator	National same	National All
55%	70.5%	81%	61%	74%

Maths, like writing is a significant priority area for disadvantaged pupils. While the gap is smaller than in writing (where PP were 35%), it is still substantial and wider than in reading (where PP were strong at 80%).

PP pupils are underperforming compared to national PP peers and far below similar schools, indicating that current strategies for maths need strengthening. The whole cohort is also slightly below national averages, but the PP gap is the most concerning.

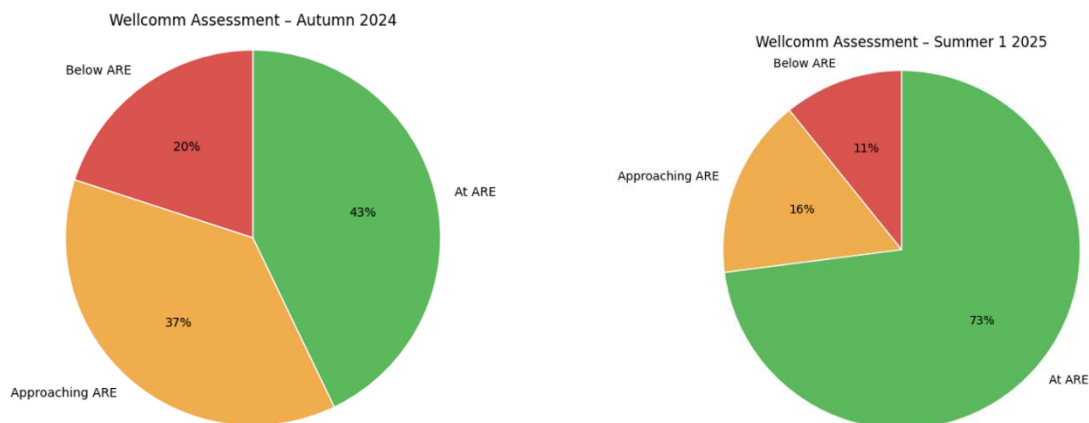
KS 2 RWM Combined Outcomes

RWM combined is weak for PP pupils. The gap is wider than national PP and similar schools, indicating that current strategies are not closing the combined attainment gap. Whole cohort performance is also below national averages.

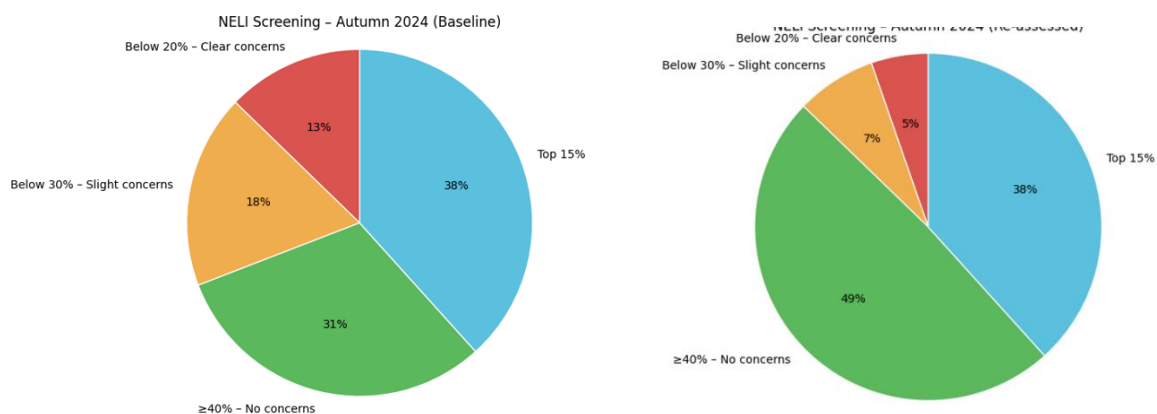
Pupil Premium	Whole Cohort	National Comparator	National same	National All
30%	43.2%	69%	47%	62%

To bring pupil premium attainment in EYFS in line with their non-disadvantaged peers (Linked to improvement in the vocabulary and oracy of disadvantaged children.)

100% of our pupil premium pupils who received Wellcomm intervention reached ARE.



In Autumn 1 2024, 100% of our Pupil Premium received NELI Intervention. By Summer 2, 50% had achieved.



Externally provided programmes

Programme	Provider
Lightning Squad	Fischer Family Trust
NELI	Nuffield Foundation
Wellcomm	GL Assessment
Nessy	British Dyslexia Association
Google Classroom	Google
Success for All (SSP)	Fischer Family Trust
Century Tech	Century Tech
Art	Tactile Art
Multi Sports, Football	Junior Sports Stars
Music Tuition	Rocksteady and Link Learning
History Workshop	School Workshops.com
Hamis and Milo	Hamish and Milo Wellbeing Resources
Multi Skills Development	Next Level Coaching
Yoga	Little Yoga Buds
Skateboarding	Projekt Manchester
Gymnastics and handball	Kick Start
Dodgeball	Sports Cool

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
1 pupil was eligible for service pupil premium. Wellbeing support was highlighted as an area for our service pupil premium children with targeted Hamish and Milo interventions and made some progress in this area. This included interventions such as drawing and talking and a 1:1 drop ins, which allowed them to discuss their feelings further in a 1:1 environment with a trusted adult.
The impact of that spending on service pupil premium eligible pupils
Class teachers and facilitators identified some positive changes in the emotional wellbeing of the pupil, but due to other extenuating barriers, this will continue.