

St Wilfrid's CE Primary School

Pupil premium strategy statement – 3 Year Plan (this focuses on 2024-2025)

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	339 – October 24 Census
Proportion (%) of pupil premium eligible pupils	
1	2023-2024 to 2026-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Helena Miller (EHT)
Pupil premium lead	Gill Argles (Senior Teacher)
Governor / Trustee lead	TBC previous Governor term of office finished

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 100,252.00
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>	£100,252.00

Part A: Pupil premium strategy plan

Statement of intent

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.

Our intention is that all pupils, irrespective of their background or the challenges they face, make better than good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

Whatever a child's background or starting point, the leadership team and staff at St Wilfrid's CE are ambitious for all pupils and aim to ensure they finish Year 6 with the academic skills, social skills and knowledge in order to thrive. We recognise and value each child's individual personality and work to develop their self-confidence and self-esteem.

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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. All of the strategies we employ are designed to help all children know more and remember more. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefits the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We strongly believe that once a child can read they can access the wider world around them. Each day all children have a high-quality phonics lesson and by the start of Year 2 the vast majority of pupils move away from the phonics programme and develop their higher-level comprehension skills. Each child will be taught in the way that suits them best and we will step in quickly if a change is needed. All

pupils who need further support receive 1:1 tuition from age 5 and free after school booster sessions to support them to make outstanding progress

Challenges

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

Challenge number	Detail of challenge
1	In Summer 2024, 57% of pupils achieved Early Learning Goal, below the national average, with those eligible for pupil premium below their peers by 32%. Gap analysis shows that this was particularly evident in writing (and for all children).
2	Whilst attendance is below the national by 0.77% for all pupils, there is a gap of 3.85% between pupil premium at St Wilfrid's and non-disadvantaged pupils nationally and a gap of 5.11% with St Wilfrid's non-disadvantaged pupils. Persistent Absence was at 13.4% and could be further reduced (National was 16.20%)
3	Whilst 5/6 pupil premium pupils reached the expected level in the PSC, pupil premium pupils require an increased amount of support, both in class, in 1:1 sessions and booster sessions to reach the expected level.
4	In Summer 2024, there was a 34% gap in Year 6 maths outcomes between pupil premium pupils and their peers. Analysis shows that an increase in teacher modelling in smaller groups, with a focus on counting would support in closing the attainment gap in maths.
5	Gaps in vocabulary between Pupil Premium and Non-Pupil Premium children, especially those who are also EAL

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 further close the attendance gap between pupil premium pupils/all pupils so that it is less than 5.11%</p> <p>To reduce persistent absence to below 10%</p>	<p>The gap in attendance between pupil premium pupils and all pupils is less than 5.11%</p> <p>Persistent absence is below 10%.</p>
<p>To maintain pupil premium attainment in phonics in line with their peers</p>	<p>For at least 95% of all pupils eligible for the Pupil Premium children to pass the phonics check at the end of Year 1.</p> <p>For 100% of all pupil premium children to pass the phonics re-check at the end of Year 2</p>
<p>To bring pupil premium attainment in Maths in line with their peers.</p>	<p>By the end of the year, the gap between pupils eligible for the Pupil Premium and their peers to have closed, both in reaching age related expectations and greater depth.</p> <p>For at least 80% of pupil premium pupils to reach age related expectations by the end of the year with 20% reaching greater depth.</p>
<p>To bring pupil premium attainment in the early years in line with their peers, with a specific focus on writing attainment.</p>	<p>By the end of the year, the gap between pupils eligible for the Pupil Premium and their peers to have closed, for at least 65% of pupil premium pupils to reach ELG.</p>
<p>Improvement in the vocabulary and oracy of disadvantaged children.</p>	<p>Evident in book looks, pupil voice, as well as the Writing and Reading attainment and progress of disadvantaged children.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (CPD, recruitment and retention)

Budgeted cost: £32100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments	<p>Teachers will quickly be able to identify the gaps in children’s learning and use this to plug the missed learning. This will be beneficial for the disadvantaged to help them achieve academically in line with national others.</p> <p>EEF Blog: New case studies - Making effective use of diagnostic... EEF</p>	2, 3, 4, 5
Continued purchase of our validated Systematic Synthetic Phonics programme (Success for All with FFT) (including resources for parents to keep at home) to secure stronger phonics teaching for all pupils.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>Phonics EEF</p>	1, 2, 3
Provide specific CPD for all staff on effective and evidence based high quality teaching	<p>Closing the disadvantage gap is about finding better ways to support all our pupils. The evidence explains that teachers should prioritise familiar but powerful strategies and understanding the needs of all pupils.</p> <p>Five-a-day-poster_1.1.pdf</p>	1, 2, 3, 4, 5
Embedding Oracy across the curriculum (CPD for the English leads, disseminated to all staff members)	<p>Oral language approaches might include:</p> <ul style="list-style-type: none"> • Targeted reading aloud and book discussion with young children. • Explicitly extending pupils’ spoken vocabulary. 	5

	<ul style="list-style-type: none"> • The use of structured questioning to develop reading comprehension. • The use of purposeful, curriculum-focused, dialogue and interaction. Embedding of Oracy charters across school to support this. <p>Research by the EEF shows that progress can improve by 6 months across a year (+6).</p> <p>Oral language interventions EEF</p>	
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Targeted academic support (tutoring, one-to-one support, structured interventions)

Budgeted cost: £24600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish smaller teaching groups for Maths in Year 5 and 6, which in turn can allow smaller group work within lessons for disadvantaged pupils falling behind from age related expectations.</p> <p>This includes booster sessions for phonics in Year 1, MTC in Year 4 and Maths/Reading in Year 6</p>	<p>Research by the EEF states that there is a strong evidence base showing the impact that high quality teaching in smaller groups and interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour. Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom</p>	<p>2, 4</p>

	<p>teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p>Small group tuition EEF</p>	
<p>Additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions)</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>	3
<p>Leadership and Senior teachers mentoring support</p>	<p>Lunch – Support at lunch times, transitions and behaviour. Use of playground leaders and structured areas for children to play in so that they have a successful and happy lunch time. Use of areas such as the Number Lounge to further support behaviour.</p> <p>This makes the transition back into class smooth and ensures a readiness to learn.</p> <p>2. Targeted academic support EEF</p>	2, 4

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £43552

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE Working Together to Improve School Attendance. Dedicated time from attendance office to monitor attendance of pupil premium pupils, meet with senior leaders and to speak daily with families where attendance is a concern. 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. 	2
<p>Use Early Help to support families to improve their child's attendance.</p>	<p>Attendance Lead to use Early Help as a strategy to improve attendance and punctuality. Early intervention is key in increasing levels of attendance. Early Help can also support with other areas of health and wellbeing within the family.</p>	2

<p>Access to Breakfast Club for FSM children who are persistently absent and showing signs of EBSA.</p>	<p>As well as trying to improve attendance and punctuality, a free breakfast club ensures that no child is trying to learn whilst hungry. The EEF findings show that a model of a free, universal before-school breakfast club is a costeffective way of raising pupil attainment in primary schools. Findings also show that attendance improved for children in breakfast club, resulting in about 26 fewer half-days of absence per year for a class of 30.</p>	<p>2</p>
<p>Raise the profile of music for disadvantaged pupils (e.g. through assisted funding for music lessons, taster sessions)</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive. Improved outcomes have been identified in English, Mathematics and Science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Arts participation EEF</p>	<p>2, 4, 5</p>
<p>Subsidising Trips – all Year Groups</p>	<p>This money enables us to help children have a rich and varied learning experience. We believe giving children first hand experiences is crucial to their learning.</p> <p>We hope to ensure children have experiences that they might have been able to do without our financial support. The impact of these experiences is far reaching; in all areas of the curriculum. We believe it is our responsibility to open children’s minds to the amazing world around them. To continue to support disadvantaged children to meet and exceed the national figure for reaching the expected standard in science and continue to check progress of disadvantaged compared to others in the foundation subject areas.</p>	<p>1, 2, 3, 4, 5</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</p>	<p>All</p>

	funding aside to respond quickly to needs that have not yet been identified	
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Total budgeted cost: £100,252.00

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
Google Classroom	Google
Success for All (SSP)	Fischer Family Trust

Further information

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.

From 2025, as part of our Pupil Premium Promise, we ensure each child is tracked carefully using our tracking system. This tracks a range of things such as: attendance, interventions, concerns, leadership roles, trips and musical instruments. This will be updated termly by class teachers. The Pupil Premium lead will monitor this carefully and will be able to see whether there are any gaps in the provision (e.g. lack of instruments or clubs and look at reasons why).

In addition to this, Pupil Premium children are discussed at length in leadership and phase progress meetings. Every staff meeting and CPD event has a Pupil Premium focus. We offer numerous enrichment activities for Pupil Premium children who are currently receiving Free School Meals. We believe these opportunities encourage children to participate fully in all the school has to offer and gives them new experiences that they otherwise may not have access to. All children who currently receive free school meals will be entitled to:

- *Priority access to all school led clubs, including multi-sports, with discounts*
- *Subsidised music lessons, to be discussed with school (one instrument only) from two external companies.*
- *Heavily subsidised school trips and planned workshops throughout the year.*
- *Extra subject specific trips (e.g. a Museum visit for History or a Library visit for Reading).*

- *Heavily Subsidised place for the Year 6 residential trip to Ghyll Head.*
- *Invite only Free Breakfast Club (for PA children and those displaying EBSA)*
- *On entry to school (Nursery to Year 2), a free book bag. Redeemable only once.*

Children who are identified as Pupil Premium are also encouraged to apply for leadership roles across the school such as Agents of Change, Year 6 Leadership Team, Playground leaders. We know that these opportunities develop children's confidence and life-long ambitions to become leaders of the future.

**We recognise that there are socially disadvantaged children who are not registered or do not qualify for Free School Meals, but who will benefit from the pupil premium alongside disadvantaged pupils and the wider class. The EEF states that: 'The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups: that is fine. Likewise, some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need.'*