

# Pupil premium strategy statement – St Wilfrid’s Catholic 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	215
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-26, 2026-27, 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	L Nealings and shared with LGC
Pupil premium lead	L Nealings
Governor / Trustee lead	Elieen Lomax

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116.655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£116.655

# Part A: Pupil premium strategy plan

## Statement of intent

*At St Wilfrid's' Catholic Primary School, we have high expectations for all our pupils. Our intention is that all pupils, irrespective of their background or the challenges that they face, meet their full potential, and achieve highly across all subject areas. Pupil Premium (PP) spend is planned based on the context of our school, the subsequent challenges we face, alongside research conducted by Education Endowment Fund (EEF) and information from other reputable research. Our strategy is driven by pupil need and our aim is that our pupil premium grant is used to create equity for all our pupils where everyone can succeed. We recognise that high quality teaching and learning is fundamental to raising the attainment of disadvantaged pupils, therefore this is the focus of our school improvement plan and at the heart of our pupil premium strategy. Our approach follows the EEF tiered approach to school improvement – High quality teaching, targeted academic support, and wider strategies. Our Professional Development offer is focused on Roshenshine Principles of Instruction and the EEF five-a-day approach. A focus of this plan, is looking quality teaching. Relationships across school are crucial and underpin everything that we do, this includes pupil to teacher, pupil to pupil, teacher to teacher and teacher to parent. Relationships are fundamental to success. Our behaviour policy also focuses on a restorative and positive approach, underpinned by gospel values with clearly identified statements of behaviour. This is based on the Paul Dix research 'When the adults change, the children change.' One key features of our strategy plan is a focus on attendance, adhering to the recommendations in 'Securing good attendance' 2022 document, a focus on engagement with pupils and families and early support for families and individuals. Our aim is to raise the attainment of disadvantaged pupils so that they have the same opportunities to succeed. We are constantly reviewing what our whole school offer is, focusing on providing opportunities for all. Our intent is not exhaustive and will adapt according to the needs of our pupils and the bespoke support that they and their families require. We aim for our children to leave here resilient, respectful, skilful, ambitious and with a thirst for life and all it has to offer, regardless of their background*

## Challenges

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

Challenge number	Detail of challenge
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1	<p>High quality teaching – strengthen assessment maths</p> <p>Standardised assessments demonstrate poor attainment across the school in maths. Assessment within lessons does not always inform future plans. Leaders have reviewed the use of White Rose and assessment within lessons, to enable teachers to identify gaps in pupils learning.</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p>
2	<p>High quality teaching – strengthen feedback</p> <p>Feedback within lessons is not always specific and clear and teachers need not only to address misconceptions but to understand why pupils are making misconceptions.</p> <p><a href="#">EEF Feedback Recommendations Poster.pdf</a></p>
3	<p>High quality teaching – manipulatives and scaffolds</p> <p>Manipulatives and representations should be used to help pupils to engage with mathematical ideas.</p>
4	<p>High quality teaching – support pupils to develop fluent reading ability</p> <p>Staff do not always prioritise understanding pupils' current capabilities and teaching accordingly. Reading fluently will allow pupils to access all areas of the curriculum.</p> <p><a href="#">EEF-KS2-lit-2nd-Recommendations-poster.pdf</a></p>
5	<p>Deployment of support staff to ensure all pupils are supported and prepared for lessons or interventions so that their input compliments high quality teaching.</p> <p><a href="#">Scaffolding framework for teaching assistant – pupil interactions   Education Endowment Foundation</a></p>
6	<p>Raise expectations, aspirations and widen opportunities.</p> <p>Some children have limited opportunity outside of school for a variety of reasons. We wish to ensure that all pupils have the opportunity to widen their experiences and aspirations through a carefully curated offer of curriculum and extra-curricular opportunities such as residential visits, enhanced library provision extra-curricular activities and opportunities to nurture gifts, talents and interests.</p>

## 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>All pupils experience high-quality first teaching across the curriculum that enables them to attain highly in all areas of the curriculum.</p>	<ul style="list-style-type: none"> <li>- Quality first teaching in all classes which is focused on a 'keep up not catch up' approach.</li> <li>- Teachers use their knowledge of children's prior learning and assessment within lessons to identify gaps in learning.</li> <li>- All staff follow Rosenshine and EEF 'five-a-day' principles.</li> <li>- Robust tracking systems are now in place. This ensures that appropriate support and enhanced provision is directed to those children that are identified as falling behind.</li> <li>- Pupils achieve the expected standards National tests in line with their peers.</li> </ul>
<p>Teachers are able to use assessment within lessons to address any misconceptions and provide explicit feedback that helps pupils move on.</p>	<ul style="list-style-type: none"> <li>- Teachers consistently use in-lesson assessment (questioning, mini-whiteboards, retrieval checks, hinge questions, etc.) to quickly identify misconceptions among disadvantaged pupils.</li> <li>- Misconceptions are addressed immediately through targeted explanations, scaffolding or adaptive teaching.</li> <li>- Feedback is explicit, actionable and timely, enabling disadvantaged pupils to understand what they need to do to improve and apply this in the same or subsequent lessons.</li> <li>- Work scrutiny and learning walks show clear evidence of pupils responding to feedback and making measurable progress over time.</li> <li>- Disadvantaged pupils report increased clarity and confidence in what they are learning, as shown through pupil voice.</li> </ul>
<p>Children are able to use a range of manipulatives and scaffolds in maths to support understanding of abstract concepts.</p>	<ul style="list-style-type: none"> <li>- Children confidently select and use a range of manipulatives and scaffolds (e.g., base ten blocks, place value counters, number lines, bar models) to support their understanding of abstract mathematical concepts.</li> <li>- Observed lessons show pupils moving from concrete → pictorial → abstract (CPA) with increasing independence.</li> <li>- Disadvantaged pupils make improved progress in key maths objectives because misconceptions are reduced through effective use of concrete and pictorial representations.</li> </ul>

	<ul style="list-style-type: none"> <li>- Workbooks and assessments demonstrate that pupils can explain their mathematical thinking using models and representations.</li> <li>- Pupil voice indicates that children feel more confident tackling challenging maths concepts due to access to and familiarity with manipulatives.</li> </ul>
All pupils can access the curriculum and have the reading skills to access all areas.	<ul style="list-style-type: none"> <li>- Early Year's curriculum is focused on developing language, vocabulary, and oracy.</li> <li>- ELS sessions in Early Years follow a consistent approach, with fidelity to the ELS scheme.</li> <li>- High-quality interventions are used to accelerate progress in basic skills, with a focus on reading.</li> </ul>
All staff are deployed effectively within the classroom to support pupils make progress.	<ul style="list-style-type: none"> <li>- All adults in the classroom (teachers, TAs, support staff) are deployed strategically to maximise learning, particularly for disadvantaged and vulnerable pupils.</li> <li>- Roles are clearly defined so that each adult knows who they are working with, what the learning objective is, and how to provide appropriate support without creating dependency.</li> <li>- Learning walks and observations show adults actively supporting learning, including through targeted questioning, guided practice, and immediate feedback.</li> <li>- Interventions and in-class support are aligned with assessment information, ensuring staff work with the pupils who need it most.</li> <li>- Pupils supported by additional adults make measurable progress, shown through assessment data, work scrutiny and reduction of misconceptions.</li> <li>- Staff report increased confidence and clarity regarding their role in lessons (via surveys/CPD evaluations).</li> </ul>
Pupils benefit from a broad and balanced curriculum and a range of extra-curricular opportunities including breakfast club.	<ul style="list-style-type: none"> <li>- Participation data demonstrates increased and sustained engagement of disadvantaged pupils in extra-curricular opportunities, including clubs, trips, sports, arts and enrichment activities.</li> </ul>

	<ul style="list-style-type: none"> <li>- Breakfast club is well attended by targeted pupils, improving punctuality, readiness to learn and overall wellbeing.</li> <li>- Pupil voice indicates that pupils feel they have access to varied, enjoyable and meaningful opportunities both within the curriculum and beyond the school day.</li> </ul>
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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.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthen teaching and learning across school.	<a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a>	1 and 3
Implementation of feedback policy. Provide quality CPD for staff.	<a href="#">EEF Feedback Recommendations Poster.pdf</a>	2
Review provision for reading across the school.	<a href="#">EEF-KS2-lit-2nd-Recommendations-poster.pdf</a>	4
CPD for teaching team including support staff to ensure effective use of support within lessons.	<a href="#">Scaffolding framework for teaching assistant – pupil interactions   Education Endowment Foundation</a>	5
Purchase of standardised tests	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct support. Tuition is most likely effective if it is targeted at pupils' specific needs.</p> <p>Diagnostic assessments allow staff to identify and address gaps in knowledge.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	2

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

Budgeted cost: £ 58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one support / Speech link and Language link / early Talkboost / ELS and concept cat</i>  1 FT teacher 0.2 HLTA	<a href="#">Scaffolding framework for teaching assistant – pupil interactions   Education Endowment Foundation</a>  The EEF research found that teaching assistants can impact +4 months on progress over a year period. Support must be deployed effectively.	5

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

Budgeted cost: £ 2700 (£300 per month)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure disadvantaged pupils have access to breakfast club and a wide range of extra-curricular opportunities that support their academic, social and emotional development.	<a href="#">Breakfast clubs   Evidence into Action</a>  Evidence from EEF, state that interventions which focus on arts participation can have a positive impact of +3 months.  Breakfast club also provides an opportunity for pupils to self-regulate prior to beginning structured learning activities. Many spaces are funded for PP pupils.	6

**Total budgeted cost: £ 116,700**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Data for 2024/2025

50% of disadvantaged children achieved GLD in Early Years, in comparison to 46.7% overall. This is below the National Average of 66.7%.

68% of disadvantaged achieved the Year 1 Phonic screen, in comparison to the National figure of 60%. All pupils that required it, received additional intervention and this figure demonstrates good progress from the end of Reception attainment.

\*Red figures show what was achieved by the cohort overall.

At KS2 disadvantaged pupils achieved 50% in Reading (64%), 50% in Writing (64%) and 43% in Maths (53%).

Executive leadership team (in place from 22 September 2025) have identified that outcomes over time are weak and there are robust plans in place to improve the quality of teaching and learning across school so that all pupils experience quality teaching with a focus on mathematics.