

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St. Wilfrid's Catholic Primary
Number of pupils in school	286 (28 nursery, 258 main school)
Proportion (%) of pupil premium eligible pupils	34.5% (89 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024/5
Date this statement was published	31.12.2021
Date on which it will be reviewed	30.11.2022 (interim) 30.11.2023 (interim) 30.11.2024
Statement authorised by	Pauline Johnstone Headteacher
Pupil premium lead	Pauline Johnstone
Governor / Trustee lead	Graham Wilkins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,015
Recovery premium funding allocation this academic year	£12,905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£129,920

## Part A: Pupil premium strategy plan

### Statement of intent

- Our intention is that all pupils make good progress and achieve high attainment across all subject areas and socially within school. The focus of our strategy is to support our disadvantaged and vulnerable children to achieve this whatever their starting point and including those who are already high attainers.
- We have included the challenges faced by *all* of our vulnerable pupils and the activities outlined in this statement include those involved with varying levels of social care, those who are young carers and those from families we have identified as needing support through our family worker regardless of whether they are classed as disadvantaged.
- Quality first teaching is the mainstay of our approach with clear identification of those areas where disadvantage pupils need most support. Use of EEF research underpins our choice of what will have the greatest impact on closing the gap for the disadvantaged group whilst benefitting the wider cohort. The intended outcome reflects the intention that non- disadvantaged pupils attainment will be sustained and improved alongside their disadvantaged peers.
- Our strategy is central to the wider school plan for education recovery following the first two years of the pandemic for example the use of in-house and external tutoring for those who have been worst affected including non-disadvantaged pupils.
- Our approach will be data led and based on rigorous diagnostic assessment and analysis to identify common barriers and individual and group needs rather than blanket assumptions about disadvantage. The range of approaches will complement each other to help pupils excel academically and socially
- To ensure effectiveness we will;
- *Ensure challenge for disadvantaged pupils*
- *Ensure swift diagnosis of need and rapid and effective intervention*
- *Adopt a whole school approach where the progress and attainment of disadvantaged pupils is everyone's responsibility.*
- *Raise expectations of what vulnerable and disadvantaged pupils can achieve.*

## Challenges

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

Challenge number	Detail of challenge
1	Oral language skills in nursery and reception are lower for our pupils than those nationally, impacting on reading, writing and maths standards at the end of EYFS. There is a gap between disadvantaged pupils achieving GLD and their non-disadvantaged peers.
2	Data suggests that disadvantaged and vulnerable children have greater difficulties with phonics than their peers which impacts on their reading development.
3	Disadvantaged and vulnerable pupils have had less support to complete online learning tasks during 2 school closures and ongoing isolation and absences which has created more and greater gaps in learning than for their peers, particularly in mathematics. This is echoed in national research
4	Poor attendance and punctuality, absence (due to lockdowns, self-isolation and anxiety) and lack of family support and aspirations on return to school impact on attainment. The rate of EWO referrals at the end of the autumn term 2021 was significantly higher than the total year end figure in the years prior to COVID-19.
5	Our assessments (including pupil interviews and family support worker visits) identified that poor home conditions and a lack of enrichment opportunities during lockdown resulted in poor social and emotional well-being and mental health in children and families. This has a subsequent effect on attainment.
6	To re-introduce exposure to opportunities that increase access to extra-curricular activities and increase aspirations and life chances

## 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
1. Improved oral language skills and vocabulary in disadvantaged pupils across the school.	Intervention data from Early Talk Boost (nursery) and NELLI (Reception) will show improvements in early language. Assessments and observations show

	significantly improved oral language skills which are reflected in classroom engagement, pupil discussions, book scrutiny.
2.Improved phonics attainment in year one for all groups.	Year on year phonics screening results for the duration of this plan will show continued improvement for all groups. Disadvantaged pupils will be in line with their peers by 2024 at the latest.
3.Improved reading attainment in disadvantaged pupils,	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
4.Improved math attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that 80% of disadvantaged pupils met the expected standard.
5.Improved wellbeing for all pupils in school and especially for disadvantaged and vulnerable pupils.	Sustained high levels of well-being indicated by a decrease in primary mental health referrals, qualitative information from pupil voice, parent surveys and teacher observations. Very low levels of bullying. Positive engagement with enrichment activities especially among disadvantaged and vulnerable children.
6.Improved attendance for all groups and especially for disadvantaged pupils.	Overall attendance to be at least in line with national average. Persistent absence to be below nationals for all children and for the disadvantaged group PA to be no more than 2% lower than their peers.

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

Budgeted cost: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PUMA and PIRA standardised tests for years one to six.</p> <p>FFT Aspire Pupil tracking purchased – staff training.</p> <p>Staff training to ensure correct delivery, marking, recording and interpretation.</p> <p>Classroom staff time working with disadvantaged and vulnerable children (Teachers, TA's and SLT)</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1,2,3</p>
<p>NELI reception early language intervention.</p> <p>Early Talk Boost nursery early language intervention.</p> <p>Shine Gap Analysis Intervention materials for years one to six for English and maths.</p> <p>IDL targeted reading and spelling activities intervention.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Directly related to the results of standardised tests to provide targeted support to groups and individuals. Linked to groups for National Tutoring scheme and school led tutoring.</p>	<p>1,2,3</p>
<p>Additional materials to support the “Sounds Write” “Systematic Synthetic Phonics programme including training for new staff and refresh training for current staff.</p>	<p>“Sounds Write” approach uses visual, auditory and kinaesthetic elements but is pared down to prevent cognitive overload, focussing on the learning.</p> <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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3</p>

Further development of White Rose scheme delivery to ensure challenge and high-quality use of resources.	<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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3

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

Budgeted cost: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
“Shine” interventions based on gap analysis from standardised tests and teacher assessments.	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1,2,3,4
Additional reading interventions (Phonics, BRP, IDL, reading support groups,)	<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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3
One to one and group interventions (NTL, in-house)	FFT Intervention effectiveness and cost document.	1,2,3

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

Budgeted cost: £27,000

Activity	Evidence that support this approach	Challenge number(s) addressed
Swift identification of children who may be struggling emotionally	Primary Mental Health Trailblazer School Research.	3,4,5,6

including those who are disadvantaged. Referral pathways established and used well. RSE and PSHE taught consistently across the school. (Ten Ten RSE and Jigsaw resources)	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): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
Family support worker employed two days per month.	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): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	3,4,5,6
Whole staff training on attendance, poverty proofing and behaviour, anti-bullying and safeguarding to ensure inclusivity.	“Poverty affects nearly one in three children in the UK today. For these children school can be a daily struggle filled with stigma and barriers to learning such as school trips, homework and hidden costs of school.  Poverty Proofing the School Day supports schools to identify and overcome the barriers to learning that children and young people from families with less financial resources face.” Children North East 2022	3,4,5,6
Subsidised trips, activities and uniform costs where these may be a barrier to attendance, well-being and learning.  After school activities for disadvantaged children (and their parents). (Sports premium will also bias a percentage of certain clubs and activities to this group).	Poverty affects nearly one in three children in the UK today. For these children school can be a daily struggle filled with stigma and barriers to learning such as school trips, homework and hidden costs of school. Poverty Proofing the School Day supports schools to identify and overcome the barriers to learning that children and young people from families with less financial resources face.” Children North East 2022	All
Embedding principles of good practice set out in the DfE’s <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3,4,5,6
Contingency fund for acute issues.	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.	All challenges.

**Total budgeted cost: £129,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Internal assessments carried out over the previous academic year demonstrated that disadvantaged pupils suffered more significantly in comparison to their peers due to the original COVID lockdown, the many disruptions to learning caused by partial school closures and inconsistent attendance through sickness and close contact isolation related to the pandemic. Many disadvantaged pupils attended school as vulnerable children during the closures and any who could not were provided with access to internet enabled devices/paper copies of home learning where appropriate. Despite this, engagement with home learning was not as strong for disadvantaged pupils when compared to their peers. Upon returning to school, mitigation for these significant gaps in learning was through the use of standardised testing and gap analysis to clearly define intervention programs which targeted the most vulnerable pupils and those whose gaps in learning was significant. Targeted intervention had begun to show significant improvements in addressing these gaps, however, the impact was again disrupted due to significant school closure periods enforced by COVID outbreaks. Mental and emotional wellbeing was also prioritised alongside academic intervention and the roll out of the new PHSE/RSE curriculum a year ahead of statutory guidance had a significant impact, based on pupil voice assessment, on addressing the many emotional and social needs encountered due to the pandemic. Further work on both areas will again focus on addressing these needs but also on addressing the needs we have encountered in the EYFS/LKS2 stages where there have been significant delays in both spoken language development, early reading and social skills due to significant missed schooling

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
PIRA/PUMA standardised tests and	Hodder Education



accompanying support materials.	
Fischer Family Trust Aspire	FFT
Life to the Full RSE	Ten Ten
Jigsaw PSHE	Jigsaw PSHE

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

This plan will run alongside the curriculum enrichment and sports activities planned for all pupils. The sports premium will have a clear focus on the development of team work, fitness and well-being with support for disadvantaged and vulnerable pupils to ensure that they have the kit and the financed opportunities to take part alongside their peers.