



Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name:	St Wilfrid's Church of England Primary Academy
Number of pupils in school	587
Proportion (%) of pupil premium eligible pupils	12.9% (77 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Mr S. Colothan Executive Headteacher
Pupil premium lead	Mrs K. Newman Deputy Headteacher
Governor / Trustee lead	Mrs V. Walder

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£88,800



Part A: Pupil premium strategy plan

Statement of intent

At St. Wilfrid's Church of England Primary Academy, we value and celebrate the abilities and achievements of all our children. We are committed to providing each child with the best possible environment for learning. We recognise that each child is individual, with different needs, strengths and circumstances and that these may well vary throughout their time in the school. Our intention is that all pupils, irrespective of their background or the challenges they face, make excellent progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our pupil premium grant (PPG) strategy is a long-term strategy, integral within the School Improvement Plan, which aligns pupil premium use with wider school improvements to support children to be read to learn and fulfil their potential. All staff take responsibility for the outcomes of disadvantaged children and raise expectations of what they can achieve. High quality first teaching is central to our approach, and through professional development we ensure that all children are challenged and intervention is swift when needed.

We recognise that children receiving Pupil Premium Funding are not all in the same situation; some may not be socially disadvantaged. We will consider the barriers and challenges faced by vulnerable pupils, such as those who have additional needs and or a social worker. The activity outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. Inclusive practice is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our analysis will determine priority classes, groups, or individuals. We will ensure that resources are used wisely and that the curriculum remains broad and that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Common barriers to learning for disadvantaged children at St Wilfrid's can include less support at home, lack of confidence compared to their peers, more frequent behaviour difficulties, attendance and punctuality.

Our intention is:

- ✓ We aim to reduce the achievement differences between children who face challenges and those who do not. We want all children, including those who are not disadvantaged, to continue improving.
- ✓ We want all children facing disadvantages in our school to meet or surpass the expected progress levels set at a national level.



- ✓ We strive to promote the health and well-being of our children so they can engage in learning effectively.
- ✓ We want to help our children build their social confidence.
- ✓ All staff are involved in the analysis of school data so that they are fully aware of strengths and weaknesses.

To achieve these intentions we will:

- ✓ **Quality Education:** Ensure excellent education for all children through Quality First Teaching. All staff will have high expectations for every child, with all staff taking responsibility to help them reach their potential.
- ✓ **Feedback:** Personalised feedback, helping children to progress securely.
- ✓ **Staff Training:** Provide focused training for teachers and teaching assistants to understand and meet the needs of specific groups of children.
- ✓ **Reading Support:** Give vulnerable readers opportunities to read to an adult and check their comprehension, especially those who may struggle with decoding and fluency or who do not get reading support at home.
- ✓ **Diverse Reading Materials:** Offer a variety of reading materials, including magazines, to engage all children.
- ✓ **Accelerated Progress:** Focus on helping children make accelerated progress, with phase leaders meeting with teachers each term to discuss support strategies.
- ✓ **Social Support:** Provide social support for children and families through our Pastoral lead.
- ✓ **Behaviour Support:** Offer behaviour support through the Sycamore SEND Support Service for social, emotional and learning needs as required.
- ✓ **Enrichment Opportunities:** Assist with costs for enrichment activities, including educational visits and residential experiences, to give children real-world learning opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Social, Emotional and Mental Wellbeing needs (including ADHD, self-regulation and resilience) amongst children and families has risen. There is an increase in children needing mental health support and support needed for children impacted by mental health and social needs within families.

2	Attendance and Punctuality issues for identified individuals. For some families there has been a change in attitude since COVID, but reasons differ between families.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading than their peers with a narrower diet of reading. This is greater for children who also have a SEND need. This negatively impacts their development as readers and on the achievement of greater depth for more fluent readers.
4	Certain children struggle with applying the mathematical concepts needed to tackle more complex mathematical activities
5	Observations and discussions with pupils and families have identified a lack of first-hand experiences that develop confidence and risk taking.
6	Assessments, observations, and discussions with pupils indicate underdeveloped PSHE, Literacy and Maths skills in Nursery and Reception children.

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	Evidence
<p>Pastoral team target and support identified children based on needs</p> <p>Children at St Wilfrid's have mental resilience, know how to cope with challenges to their mental health and know where they can access support</p>	<ul style="list-style-type: none"> • New PSHE curriculum including 'Lyfta' • Training for staff on new 'Jigsaw' PSHE curriculum and 'Lyfta' • Engage and work alongside outside agencies with expertise to support our children including Sycamore SEND Support, Family Welfare and CAMHS Link. Information sessions for parents. • Ensure staff are confident with identifying changes to children's mental health and the early signs and utilise CPOMS to track and monitor child and family wellbeing. • Wellbeing Warriors group to support children and work with other children and deliver assemblies on mental wellbeing. • Promotion of mental health activities across the school including 'Mental Health Week'. • Support sessions to teach self regulation skills to identified children. • Computer software IDL Wellbeing available to support children. 	<ul style="list-style-type: none"> • Curriculum plans in place • Reports and engagement with outside agencies • CPOMS used to monitor and generate reports • Staff training • Timetable of club, sessions and assemblies • Sharing of Mental Health Week activities with parents • Timetable of sessions



Improved levels of attendance and punctuality	<ul style="list-style-type: none"> • Work alongside the new LA attendance officer. • Communicate with all staff and parents. • Promote attendance with children, parents and staff helping them to see the importance of attendance. • Class attendance award to include celebrate where improvement has been made and raise profile with children, parents and carers. • Trust Attendance champion to work closely with SLT and parents and support in analysing data. 	<p>Attendance data</p> <p>School website</p> <p>Governor minutes</p> <p>Data and pupil interviews show good progression in knowledge and skills</p>
Improved attainment in Reading	KS2 Reading outcomes in 2024/25 show that the proportion of disadvantaged pupils who meet the expected standard in Reading is equal to that of national non-disadvantaged pupils.	Children read more widely, have a love of the written word, and achieve in line with national comparators in reading and writing.
Improved progress in Writing	<ul style="list-style-type: none"> • Access to diverse range of books • Access to related reads • Motivational links to focus theme • staff trained in Wellcomm to ensure SALT needs are identified early in school • Ensure through monitoring that all staff uphold the highest standards in spoken and written language and that children are corrected when needed. • Following on from previous training, all classrooms and teaching will be monitored for the use of vocabulary walls and how these are used in lessons 	Children write with confidence and achieve in line with national comparators in reading and writing.
Improved progress in Mathematics	KS2 Maths outcomes in 2024/25 show that the proportion of disadvantaged pupils who meet the expected standard in Math is equal to that of national non-disadvantaged pupils.	Children show confidence and fluency in Maths and achieve in line with national comparators
All children are enabled to take part in wide, broad life experiences. develop	<ul style="list-style-type: none"> • Cultural Capital given to all children to support disadvantaged children. • Funding of school trips. • Extra- curricular clubs for physical activities and wider opportunities 	PPG children are enabled to take part in after school clubs, music lessons, and any other activities that will



confidence and risk taking	<ul style="list-style-type: none"> Sports Premium funding used to develop access to sporting opportunities. Access to related reads books 	<p>widen their life experiences.</p> <p>Children know that places and experiences are accessible to them.</p>
Early Years language needs are identified and rectified	<p>Increase the number of staff trained in Wellcomm</p> <p>Ensure through monitoring that all staff uphold the highest standards in spoken and written language and that children are corrected when needed.</p> <p>Following on from previous 'Great Teaching at St. Wilfrid's' training, all classrooms and teaching will be monitored for the use of vocabulary walls and how these are used in lessons.</p> <p>Maintain the level of TAs and provide training for them to carry out interventions</p>	

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** (2024-25) to address the challenges listed above.

Teaching

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number addressed
Trust School Improvement lead provides targeted training on 'Great Teaching at St Wilfrid's' to address identified areas for development. partnership with OPOGO and access to the National College to	EEF toolkit – Metacognition and Self Regulation Strategies. +7 months impact Supporting the attainment of disadvantaged pupils - Briefing for School Leaders.	3,4



provide bespoke, targeted CPD for all staff		
Purchase of Widget online to develop language development and colourful semantics and support focus and vocabulary	EEF Toolkit – Individualised instruction +4	6
Additional teaching assistant to assist with our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils and help pupils ‘keep up’ not ‘catch up’	EEF Toolkit – Phonics - + 5 months 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: Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.	3, 6
Training for focus year groups with Sarah Martin Maths Consultant on strategies and use of concrete resources, manipulatives, images and scaffolding in Maths and development in Mastery approaches extending reasoning and problem solving approaches.	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	4

Targeted academic support

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Phonics support from TA using Essential Letters and Sounds phonics and spelling programme.	EEF +5 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	3, 6



	effective when delivered as regular sessions over a period up to 12 weeks: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	
Teacher led Targeted Intervention for the most vulnerable children on Reading and Comprehension and Maths	EEF Toolkit – Small group tuition +4 months Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text.	3, 4
Extension of Early Years Oral language assessments and interventions based on WELLCOMM results to Reception	EEF +6 On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress	6

Wider strategies

Budgeted cost: £43,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral lead to support readiness for learning, attendance, develop positive mental health, social skills and social interaction groups	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EEF +4 Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning	1, 2
To track and monitor specific children using CPOMS for mental health concerns. Based on the needs of identified children, use the pastoral team to target and support them.	EEF +4 Social and emotional learning (SEL) EEF +4 Parental engagement	1, 2



The opportunity for each child in receipt of pupil premium funding to receive free access to one after school club of their choice for a full half term (where places are applied for and available)	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress (+3 months EEF toolkit). There is a small positive impact of physical activity on academic attainment (+1 month).	5
Ensure that children have exposure to curriculum linked enrichment activities across the school. Financial support in place for following activities: Multi-Activity residential trip and payment of trips This includes curriculum trips and experiences in addition to Trust Trips.	The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. EEF +3 Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.	5
Sycamore SEND Support workshops on resilience, self control and coping strategies	EEF +4 Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.	1
Wigan Family Welfare Counselling	EEF +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning	1, 2

Total budgeted cost: £88,875



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 2023 to 2024 academic year.

Intended outcome	Success criteria	
Improved attainment in Reading	KS2 Reading outcomes in 2024/25 show that the proportion of disadvantaged pupils who meet the expected standard in Reading is equal to that of national non-disadvantaged pupils.	<ul style="list-style-type: none">• Average progress in reading in KS2 was 6 points progress or above for PPG children• 71% of PPG children met the expected standard at the end of KS2, with 29% of PPG children achieving Greater Depth• New phonics programme Essential Letters and Sounds is part of daily practice.• Children in receipt of PPG funding have participated Reading challenges and Oral poetry recitals
Improved progress in Writing	KS2 Writing outcomes in 2024/25 show that the proportion of disadvantaged pupils who meet the expected standard in Writing is equal to that of national non-disadvantaged pupils.	<ul style="list-style-type: none">• Average progress in writing in KS2 was 6 points progress or above for PPG children• 71% of PPG children met the expected standard at the end of KS2, with 14% of PPG children achieving Greater Depth
Improved progress in Mathematics	KS2 Maths outcomes in 2024/25 show that the proportion of disadvantaged pupils who meet the expected standard in Math is equal to that of national non-disadvantaged pupils.	<ul style="list-style-type: none">• Average progress in writing in KS2 was 6 points progress or above for PPG children• 86% of PPG children met the expected standard at the end of KS2, with 29% of PPG children achieving Greater Depth
A higher number of children achieving Greater Depth in Writing and Maths	KS2 reading outcomes in 2024/25 show that the proportion of disadvantaged pupils met the greater depth standard in Writing and Maths is	<ul style="list-style-type: none">• Over 14% of PPG children achieved Greater Depth in Writing• 29% of PPG children achieved Greater Depth in Maths



	equal to that of national non-disadvantaged pupils.	
Improved levels of attendance and punctuality	Sustained high attendance of disadvantaged pupils is demonstrated: Attendance for disadvantaged pupils is greater than national.	<ul style="list-style-type: none"> Attendance of PPG children at 94.4% is slightly below to the average attendance of Non-PPG children 96.5%
Greater Emotional Regulation	Children have strategies they can use when they feel dysregulated which will impact on behaviour. There are less orange and red book records on CPOMS for disadvantaged children.	The Wigan Family Welfare counsellor has had a waiting list. The counsellor has worked with a full case load at all times with most children having approximately 6 sessions. Feedback has been positive and the service continues to be in demand. Outcomes for children in class has been positive. Think Equal programme has received positive feedback in Nursery and continues to meet the needs of Reception children.
Improved Confidence in children	Children know how to thrive and succeed in different social and learning settings. Qualitative data from applications for leadership roles increase and the number of disadvantaged children taking part in enrichment opportunities increases significantly.	<ul style="list-style-type: none"> Children have taken an active part in the Pupil Leadership Team, the Christian Ethos group and the Wellbeing Warriors. These experiences have developed confidence, public speaking skills and self-esteem. In 2023-24 engagement by pupil premium children in a club has increased as they can now access sessions for free each term.
Early Years language needs are identified and rectified	Assessments and observations indicate that children have improved their expressive and receptive language skills to articulate their needs and find verbal solutions.	<ul style="list-style-type: none"> Wellcomm assessments have begun to be used successfully in Reception as well as Nursery supporting the early identification of need.



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
Times Table Rockstars	TTrockstars
IDL Literacy, Maths and Wellbeing	IDL
Purple Mash	2 Simple
Evidence Me	2 Simple
ELS	OUP
HHKids	HH Kids
Testbase	Testbase
Lucid Lass	GL assessment

Service pupil premium funding

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?	Pastoral support from pastoral lead and counselling made available as required.
What was the impact of that spending on service pupil premium eligible pupils?	Academic progress is good