



Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Church of England Primary Academy
Number of pupils in school	592
Proportion (%) of pupil premium eligible pupils	12.8% (76 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
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	£74790
Recovery premium funding allocation this academic year	£8555
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	£83345



Part A: Pupil premium strategy plan



Statement of intent

At St. Wilfrid's Church of England Primary Academy, we aim to provide a literacy-rich curriculum that is broad and balanced, and meets the needs of all the children in our Church Community. 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. We aim to motivate and inspire children through a curriculum that engages and challenges all learners. Our Pupil Premium strategy, is integral to wider school plans, including the targeted support through the National Tutoring Programme, and provides important support to contribute to the attainment of pupils from disadvantaged backgrounds. High quality first teaching is central to our approach and we invest in smaller classes ensure that all children are challenged and intervene swiftly.

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:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. Implicit in this, is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ To develop the social confidence of our children

To implement these intentions we will:

- ✓ Ensure that the quality of education is outstanding and teaching and learning opportunities meet the needs of all children through excellent Quality First Teaching. Staff have high expectations of all children and it is the responsibility of all staff to raise expectations of what children can achieve.
- ✓ Class sizes are kept smaller to offer further opportunities for effective teaching, support and individualised feedback to help children make secure progress.
- ✓ Provide targeted training to staff (teachers and teaching assistants) to understand and meet the needs of particular groups.
- ✓ Provide access to targeted intervention and tuition to help narrow the gap and meet the needs of identified children based on need. We will provide an additional teacher to support whole class learning whilst the teacher focuses on providing small group work to overcome gaps in learning, ensuring learning is 'sticky' and address misconception identified through teaching, discussion with children and marking.
- ✓ Provide pre or additional teaching in Maths based on needs in different aspects of Maths
- ✓ Provide opportunities for vulnerable readers, those whose decoding and fluency is weaker or who are not listened to at home, to read to an adult and have comprehension checked.



- ✓ Provide a range of reading material including magazines to engage all children in reading.
- ✓ Target our children with making accelerated progress and phase leaders to have termly discussions with teachers ways to support this progress.
- ✓ Provide social support to children and families through our Learning Mentor.
- ✓ Provide behaviour support as is needed through the Targeted Support Service social and emotional behaviour support services.
- ✓ Support payment for enrichment opportunities including educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.

Our children who are in receipt of Pupil Premium Funding are not a homogeneous group and some of the children are not socially disadvantaged. Equally, there are some children who do not qualify for funding who are impacted by social disadvantage. As a school we assess the needs of all the children and reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has justifiably identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Appropriate use of resources and an awareness that the curriculum should not be narrowed, means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	Evidence from reading diaries and home learning, shows some disadvantaged pupils have weaker parental engagement in reading and learning outside of school. Those who did not attend school during partial school closures were impacted to a greater extent than those who did attend.
2	Evidence from assessments, internal and external, shows that attainment amongst some disadvantaged children is lower in Reading, Writing and Maths.
3	Assessment evidence shows that there is an attainment gap for children achieving greater depth particularly in writing or maths amongst some disadvantaged children.
4	Attendance and Punctuality issues for identified individuals.
5	Observations and discussions with pupils and families have identified social and emotional issues for some pupils.
6	Observations and discussions with pupils and families have identified a lack of first-hand experiences that develop confidence and risk taking. This has increased during the pandemic when there has been a decrease in enrichment activities offered in the community.
7	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills. This is evident in early speech and language needs in Nursery and Reception and weaker vocabulary skills in older 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
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.
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.
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.
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 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.
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.
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.
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.



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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number addressed
Class sizes have been kept smaller with additional teaching assistant support in Year 4 where there is a greater number of PPG pupils	EEF(+2) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.	2,3, 7
Introduction of Focus Five vocabulary in all classes to support vocabulary progression. Purchase of Widget online to develop language development and colourful semantics.	EEF (+6 months) dialogic activities: Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	2,3
Investment in loose parts play, role play and small world play to stimulate language development in Early Years and for focused children in Year 1	EEF (+5 months) Play based Learning. Positive outcomes have been identified for a range of early learning outcomes including vocabulary, reasoning and early numeracy. Evidence related to early language and problem solving outcomes is mixed.	7
Additional higher level teaching assistant and teaching assistant support in Year 1 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'	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.	1, 2
Time given to staff for training in Mastery in Number to develop calculation	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:	2,3



strategies in Reception and KS1	<p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
Improving the quality of SEMH support through consultation between teachers and TESS SEMH leaders.	<p>EEF +4</p> <p>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.</p>	5

Targeted academic support

Budgeted cost: £33,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>School Led Tuition:</i></p> <p>Teacher led small group after school tuition in KS1 on Maths and Phonics</p>	<p>EEF +5</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>	2, 1
<p><i>School Led Tuition:</i></p> <p>Teacher led small group after school tuition in KS2 on Writing</p>	<p>EEF +5</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>	2
<p><i>1:1 Phonics support from TA using Essential Letters and Sounds</i></p>	<p>EEF +5</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 Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,



<i>Teacher led Targeted Intervention on Reading and Comprehension</i>	EEF Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text.	1,2,3,
<i>Teacher led Targeted Intervention on writing and Reading s in KS1</i>	Tuition targeted at specific needs and knowledge gaps can be an effective meth-od to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,
<i>External tutor who is a Dyslexia qualified Teacher led Small Group and 1:1 Coaching and tuition in Dyslexia support</i>	And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2
<i>Purchase of TESS assessments conducted by TESS teacher to create strategies to support PPG plus children</i>		
<i>Early Years Oral language interventions based on WELLCOMM results</i>	EEF +6 On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress	7
<i>Purchase of 250 Rekenrek abacuses to support calculation in KS1 and Reception</i>	nctem teaching for mastery report EEF +6 Early Numeracy Approaches	

Wider strategies

Budgeted cost: £30,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Learning Mentor to support readiness for learning, attendance, develop positive mental health, social skills and social interaction groups</i>	https://www.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	4, 5



<p><i>Expenditure on resources to support wellbeing including uniform, shoes,</i></p>		5
<p><i>Multi-Activity residential trip and payment of trips</i> <i>This includes curriculum trips and experiences in addition to Trust Trips.</i> <i>A range of stakeholders within our Trust and School community have identified a menu of activities that we would like children across our Trust and School to experience during their time at Primary School to enhance and develop cultural capital.</i> <i>These include:</i> <i>Nursery - A den making experience</i> <i>Reception -A country walk with outdoor entertainment</i> <i>Year 1 - A visit to a contemporary circus</i> <i>Year 2 - A visit to watch live music</i> <i>Year 3 - A visit to an art gallery</i> <i>Year 4 - An experience of water sports</i> <i>Year 5 - An experience of a Winter sport</i> <i>Year 6 - A City trip, including a University and Cathedral visit.</i></p>	<p>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.</p> <p>EEF +3</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p>	6
<p><i>SCARF PSHE subscription to embed principles of healthy living in children.</i></p>	<p>EEF +4</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p>	5
<p><i>TESS Behaviour Social Emotional Regulation Support to facilitate support through signposting and</i></p>	<p>EEF +4</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of</p>	5



<i>advice for families through PSP and SEMH meetings</i>	behaviour approaches to reduce overall disruption and provide tailored support where required.	
<i>Wigan Family Welfare Counselling</i>	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	4, 5

Total budgeted cost: £83,345



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 2021 to 2022 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 • 82% of PPG children met the expected standard at the end of KS2, with 24% of PPG children achieving Greater Depth • New phonics programme Essential Letters and Sounds has been embedded. • The range and diversity of books available in school has increased.
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 • 76% of PPG children met the expected standard at the end of KS2, with 18% 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 • 94% of PPG children met the expected standard at the end of KS2, with 25% 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 equal to that of national non-disadvantaged pupils.	<ul style="list-style-type: none"> • 18% of PPG children achieved Greater Depth in Writing • 25% of PPG children achieved Greater Depth in Maths
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 95.1% is almost equal to the average attendance of Non-PPG children 95.7% and above National attendance at 92.8%. • PA for PPG children 5.3 % • PA for Non-PPG children 1.5 %



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
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.
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 and the Welcomm toolkit are in use in Nursery. This will be embedded next year in Nursery and introduced to Reception.

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
Dyslexia Gold	Dyslexia Gold
SCARF	Coram Life Education
Purple Mash	2 Simple
Evidence Me	2 Simple
ELS	OUP
HHKids	HH Kids



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 learning mentor and counselling made available as required.
What was the impact of that spending on service pupil premium eligible pupils?	Academic progress is good