

Pupil premium strategy statement – St Wilfrid’s Catholic Academy

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	307 342 including Nursery
Proportion (%) of pupil premium eligible pupils	130 (42.3%) 137 including Nursery (40%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Dianne Mason
Pupil premium lead	Maria Stonier
Governor / Trustee lead	Mohammed Uddin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£262,645
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>	£262,645

Part A: Pupil premium strategy plan

Statement of intent

At St Wilfrid's Catholic Academy, as part of the Archdiocese of Birmingham's family of 63 Catholic schools 'St Gabriel the Archangel Catholic Multi-Academy Trust', we are committed to the mission of forming pilgrims of hope with kind hearts, questioning minds, a thirst for knowledge, and a hunger for justice.

At St Wilfrid's Catholic Academy, our mission—"With kind hearts and a thirst for knowledge, we strive to build a community of love and service, by learning from and loving others as Jesus did" guides our commitment to improving outcomes for disadvantaged pupils. We ensure that all staff embrace this mission, providing high-quality teaching and a supportive, inclusive environment where every pupil, especially those eligible for Pupil Premium, is valued and nurtured. Through a strong culture of welcome and exemplary role models, we focus on closing the attainment gap, enabling disadvantaged children to thrive academically, socially, and spiritually within our Catholic community.

We recognise that not all pupils eligible for Pupil Premium funding are under-achieving, and similarly, some pupils who are not eligible may require additional support. Therefore, our approach is inclusive and responsive, planning and adapting to meet the needs of any individual or group where under-performance is evident. Our school is fully dedicated to securing excellent progress for all pupils, especially those who are disadvantaged.

The ultimate objectives for our disadvantaged pupils

- Establish and maintain positive, trusting relationships with all pupils and their families.
- Utilise Pupil Premium funding strategically to secure academic excellence for all disadvantaged pupils.
- Ensure the learning environment is supportive and responsive to the needs of disadvantaged pupils, providing equitable access to resources regardless of socio-economic background.
- Provide access to a broad range of opportunities, including cultural capital and enrichment activities, to enhance and complement the educational experience.
- Foster governance that actively supports a whole-school culture focused on addressing disadvantage.
- Base all strategies on robust research evidence to ensure effective approaches to closing the disadvantage gap.
- Deliver outstanding pastoral care tailored to the needs of all disadvantaged pupils.

Key Principles of Our Strategy:

- Provision of excellent teaching through recruitment, retention and CPD of staff as well as excellent pedagogy.
- Access to improved educational resources and experiences for all disadvantaged students across all subject areas
- Targeted academic support for disadvantaged students including an academic tutor, intervention, small group tuition, as well as assessment

- Provision of strategies to support disadvantaged students with their attendance, and well-being including a breakfast club, after school clubs and instrumental tuition. Bespoke support to meet the needs of individual circumstances

We align our Pupil Premium strategy with our wider school improvement plan, embedding a whole-school approach to tackling disadvantage. Our commitment is to use Pupil Premium funding effectively, guided by the Department for Education's statutory guidance (March 2025) and evidence-based practises from the Education Endowment Foundation (EEF). We will publish our strategy annually on our website, reviewing and updating it to reflect the evolving needs of our pupils and community.

Through faith, hope, and love, we strive to break the link between disadvantage and educational outcomes, ensuring that every child at St Wilfrid's can thrive and succeed.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring that Continual Professional Development has a clear focus on building teacher's knowledge and pedagogical expertise in the teaching of phonics, reading, language and maths.
2	High quality teacher expertise to support continuous and sustained professional development of all staff including developing a programme of mentoring and coaching.
3	In light of the most recent research, providing professional development for all EYFS staff with a particular focus on developing the environment and ensuring that all children access a well-developed vocabulary and curriculum to prepare them for all later learning
4	Providing purposeful and effective professional development, to support all teaching staff to meet the specific needs of disadvantaged pupils with SEND.
5	Ensuring the interventions that support language development, phonics, literacy and numeracy, delivered by experienced support staff, have a clear impact on attainment and communication.
6	Continuing to sustain and further improve the attendance and punctuality of Pupil Premium children.
7	Developing pupil's resilience to support their social, emotional and behaviour needs with a particular focus on EYFS.
8	Sustaining the engagement of parents in their child's learning.
9	Encouraging increased engagement of our Pupil Premium pupils with the extended school opportunities ensuring parents know the benefits of participating in extra-curricular on academic outcomes.

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>1. There is Continual Professional Development that builds teacher's knowledge and pedagogical expertise across the curriculum with a focus on the teaching of phonics, reading, language and maths.</p> <p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Support for the Phonics, English and Maths leads and those new to leading subjects.</p> <p>Continued investment in high quality materials for the teaching of phonics, reading, language and maths ensures the quality of teaching is consistent and high.</p> <p>All professional development for staff is in line with research and is of a high quality.</p> <p>Teachers' knowledge and pedagogical expertise across the curriculum ensures high quality teaching.</p> <p>High quality teaching across the curriculum continues to improve pupil premium attainment.</p>

	<p>The use of standardised assessment in reading and SPAG supports the identification of areas for development.</p> <p>The use of power maths half termly assessments supports teaching and identification of areas for development.</p> <p>A shared understanding of oracy across the school and increase in staff confidence and capability in explicitly teaching oracy through training, modelling, and planning.</p>
<p>2. All staff have access, if and when needed, to a programme of mentoring which gives help and advice and ensures high quality teaching.</p> <p>A programme of coaching is in place which is a collaborative process, supported by the coach, who creates a safe space for exploration with the teacher to create positive and sustainable change</p>	<p>All subject leaders are able to act as a source of advice, guidance and support for staff.</p> <p>Continuous and sustained professional development on evidence-based classroom approaches.</p> <p>Continuous professional development includes building knowledge, motivating teachers, developing teacher techniques and embedding practise.</p> <p>Mentoring and coaching approach is in place with leaders identifying which method is appropriate for the subject area and/or teacher.</p> <p>Effective professional development plays a crucial role in improving classroom practice and pupil outcomes in the school.</p> <p>The CPD, coaching and mentoring is well-designed, selected, and implemented so that the investment is justified.</p>
<p>3. EYFS staff implement the latest research available on early years teaching to provide an enabling and motivating learning environment, a well- developed and sequenced curriculum and well-developed oracy which improves GLD outcomes.</p> <p>CPD enables EYFS to deliver engaging, structured small-group activities to children and enhance their oral language through high-quality interactions and conversations.</p> <p>There will be a well-developed and sequenced vocabulary programme from nursery to reception.</p> <p>Improved attainment at the end of Reception in all aspects of learning among disadvantaged pupils.</p>	<p>All EYFS staff know the latest early years research and implement this in their teaching.</p> <p>Reception baseline will improve for communication and language.</p> <p>Increased number of Pupil Premium children achieving GLD which is in line with national.</p> <p>Implementation of Talking Time enhances oracy skills for the children and builds expertise in the longer term, leading to sustained improvements in practice and improved child outcomes.</p> <p>Data will show an improvement in communication and language.</p>
<p>4. There is a continuous on-going and sustainable CPD to support teachers to meet the specific needs of disadvantaged pupils with SEND.</p> <p>Address the identified gaps across the school to ensure improved attainment for disadvantaged children in identified cohorts.</p>	<p><i>By the end of KS2 PP children achieve in line with national.</i></p> <p>High quality teaching and specific approaches to support disadvantaged pupils with SEND are in place, these including explicit instruction, cognitive and meta-cognitive strategies, scaffolding and flexible grouping and the use of technology.</p> <p>Teachers in Early years are trained to use the following approaches: teaching and modelling vocabulary and</p>

	language, interactive reading and collaborative talk to improve outcomes for pupils.
<p>5. Focused teaching sessions, led by experienced staff, are in place for identified children.</p> <p>Interventions support the teaching and learning of language development, phonics, literacy and numeracy skills.</p> <p>Interventions are delivered either one-to-one, as a group or within the class setting to enable the best outcome for the pupils.</p>	<p>Interventions are carefully linked to classroom teaching and matched to specific needs.</p> <p>Pupils access to the full curriculum is not inhibited through the use of interventions.</p> <p>Effective interventions to support literacy and numeracy impact on raising standards in identified children.</p> <p>Targeted communication support is used to narrow inequalities in language.</p> <p>Strategic deployment of TA's ensures priority of Pupil Premium pupils.</p> <p>Support staff are well prepared and supported in their role and they supplement the high quality provision from the class teacher.</p>
<p>6. The attendance of pupil premium children, including those that are persistently absent is above the national average for Pupil Premium</p> <p>The punctuality of targeted PP families improves.</p>	<p>A wide range of approaches to improve attendance and punctuality are in place and continue to have an impact on further improving attendance and punctuality.</p> <p>Parental communication approaches and targeted parental engagement interventions are in place to support pupil attendance and punctuality.</p>
<p>7. All teachers and support staff support the social and emotional learning (SEL) of children so that they acquire resilience to support social and emotional skills. This includes things like managing difficult emotions, making responsible decisions, handling stress, setting goals, and building healthy relationships.</p>	<p>Early identification of children with Social and Emotional needs identified prior to entering EYFS so appropriate programme of support are implemented rapidly.</p> <p>Whole class SEL approaches as well as targeted interventions are in place.</p> <p>CPD training of SEL approaches</p> <p>Monitoring of these approaches and the impact is in place.</p> <p>Family support worker (ELSA trained) and other agencies are heavily involved with the development of social and emotional support.</p>
<p>8. Parental engagement continues to have an increased and positive impact on children's learning</p>	<p>A range of practical approaches to support parental engagement are in place.</p> <p>Continued levels of parental engagement support improved academic outcomes.</p>
<p>9. More Pupil Premium children access the extended school provision.</p> <p>The extra-curricular activities provided help to boost academic performance and develop valuable skills, knowledge and cultural capital and this is shared with parents.</p>	<p>Extra-curriculum activities are seen by all staff, children and parents as an important part of the school's education and these increase engagement in learning.</p> <p>Monitoring engagement in extra-curricular activities shows an increase in the uptake and impact and addresses any gaps in knowledge and cultural capital.</p>

<p>The targeted use of before and after school programmes have an impact on attainment.</p>	<p>Extended school time is purposeful and includes tuition, homework and summer school and breakfast club, early morning classes across the school impacts on attainment.</p> <p>Participation in extra curricular activities has a positive impact on children’s engagement, interest and motivation in lessons.</p>
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Activity in this academic year (2024 – 2025)

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: £157.587

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Intended Outcome 1:</i> <i>There is Continual Professional Development that builds teacher’s knowledge and pedagogical expertise across the curriculum with a focus on the teaching of phonics, reading, language, writing and maths.</i></p> <p>Activities:</p> <p>Foundation Curriculum</p> <p>Continue a curriculum review cycle for each subject and new subject leaders to ensure regular updates and responsiveness to pupil needs.</p> <p>Develop a curriculum impact evaluation framework to assess how well subjects are being taught and learned.</p> <p>Subject specific CPD sessions</p> <p>Provide subject-specific coaching for leaders to strengthen leadership capacity to ensure effective implementation of the school’s curriculum across all key stages</p> <p>Invest in curriculum resources so that all teachers use high quality curriculum materials and resources</p> <p>Introduce peer moderation across year groups to ensure consistency in planning and assessment.</p>	<p>The EEF’s guidance reports. Guidance reports EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Toolkit: Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) Teaching and Learning Toolkit summarises the evidence on potential approaches that schools might choose as a focus for professional development.</p>	<p>1</p>

<p>Monitoring of curriculum coverage and progression of the Foundation subjects</p> <p>Core Curriculum Subject specific CPD sessions Focus on teachers' knowledge and expertise in continuing to develop communication and language approaches in the early years with a focus on the teaching and modelling of vocabulary and language.</p> <p>To enhance pupils' communication skills, confidence, and language development through structured oracy activities embedded across the curriculum.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Introduce a whole-school oracy programme • Embed daily opportunities for structured talk, including paired discussions, debates, and presentations. • Use sentence stems and talk prompts to scaffold pupil responses. • Train staff in dialogic teaching and questioning techniques. • Include oracy objectives in lesson planning for writing. • Monitor impact through pupil voice, learning walks, and assessment of spoken language outcomes. <p>The Voice 21 programme will provide high-quality CPD that will strengthen teachers' knowledge and pedagogical expertise in oracy, equipping staff with practical strategies to develop pupils' spoken language and communication skills across the curriculum.</p> <p>Provide continuous and sustained development to support the delivery of DfE validated phonics programme Phonics Bug Club. Using Bug Club enables:</p>	<p>Effective Professional Development</p> <p>Effective Professional Development guidance report can support you in selecting, designing, and delivering meaningful professional development opportunities.</p> <p>Great Teaching toolkit</p> <p>Accompanying support tools drill further into the detail, exploring what a balanced approach to professional development could look like, and more.</p> <p>Education Endowment Foundation (EEF)</p> <ul style="list-style-type: none"> • Oral language interventions have a high impact: pupils make an average of +6 months' progress over a year. <p>Over a three-year period, the number of teachers in schools working with Voice 21 who rated themselves as confident oracy practitioners increased from 30% to 70%—demonstrating significant growth in teacher confidence and pedagogical expertise in teaching oracy.</p> <p>Comparative assessment of oracy skills in 55 Voice 21 Oracy Schools showed that average school oracy scores improved by 50% between first-year and fourth-year schools, indicating the impact of sustained oracy development work.</p> <p>In surveys across Voice 21 Oracy Schools, 90% of teachers reported that their students' oracy skills had improved, 75% reported increased student engagement, and 77% reported that oracy had boosted attainment, highlighting positive outcomes associated with oracy teaching practice.</p>	
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<ul style="list-style-type: none"> • whole-class teaching with flexible grouping for slower learners. • Combines print and digital resources for accessibility. • Includes: <ul style="list-style-type: none"> o Grapheme-sound cards o Digital lessons and games o Decodable readers matched to phonics phases o Built-in quizzes for comprehension and vocabulary <p>Introduce the new reading scheme – for guided reading using Bug Club scheme and books.</p> <p>Bug Club Guided Reading includes:</p> <ul style="list-style-type: none"> • Banded print and digital texts for KS1 and KS2. • Comprehensive teaching notes for small-group instruction. • Dialogic, talk-based approaches at KS2 to promote deeper comprehension. • Preand post-reading activities to reinforce learning. • ‘Read to me’ feature for KS1 titles to support fluency and accessibility <p>Build teachers knowledge and pedagogical expertise in the teaching of reading using the high quality resources to ensure that accuracy through decoding, automaticity and prosody are taught effectively to all children.</p> <p>Continue maths CPD and coaching which focuses on further building teachers’ pedagogical knowledge and use of Power Maths which aligns with international best practices in maths mastery:</p> <ul style="list-style-type: none"> • Use of manipulatives and visual models to support conceptual understanding. • Deliberate variation in problem types to promote fluency and reasoning. • Discussion of misconceptions as a learning tool. • Same-day intervention to ensure all pupils keep up with the learning pace <p>Monitoring ensure teachers engage deeply with Power Maths materials to</p> <ul style="list-style-type: none"> • Enhanced subject knowledge. • Provide better lesson planning and delivery. • Have more confidence in supporting diverse learners, including those with SEND 	<p>UCL Institute of Education Randomised Control Trial (2015–2016)</p> <ul style="list-style-type: none"> • Conducted in 30 UK primary schools with over 1,500 pupils. • Pupils using Bug Club made significantly greater progress in reading compared to control groups. • After 5.5 months, pupils were three months ahead in word decoding and spelling. • After 12 months, they were two months ahead in reading comprehension. • After 18 months, they showed greater gains in vocabulary and reading fluency. • Pupil Premium children made statistically significant gains <p>Conducted by UCL Institute of Education (2015–2016)</p> <ul style="list-style-type: none"> • Involved 30 schools and over 2,700 pupils in Years 1 and 2. • Pupils using Bug Club made 1.75 more standardised points progress in reading than control groups over two terms. • After five terms, pupils were 11 months ahead of their chronological age in reading scores. [Evaluation...school ...] • Pupil Premium children made statistically significant gains <p>Power Maths Efficacy Study (2019–2022)</p> <ul style="list-style-type: none"> • Conducted by Pearson and UCL, involving 24 primary schools. • Explored how Power Maths is used in classrooms and its impact on teaching and learning. • Included teacher and pupil voice, lesson observations, and focus groups. • Found that Power Maths: <ul style="list-style-type: none"> o Improved consistency and quality of teaching. o Increased teacher confidence and pedagogical knowledge. o Reduced teacher workload by providing well-structured planning materials. o Supported whole-class mastery and catch-up learning post-pandemic. o Was especially valued for its coherent structure, visual representations, and same-day interventions 	
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<p>Standardised assessments in maths, reading and SPAG termly to identify teaching gaps.</p> <p>Continue to provide professional development opportunities such as NPQH, NPQEL, NOQ Well-Being accessed by teachers.</p> <p>Evaluate the effectiveness of all CPD and the high quality resources provided and the impact on teaching and learning and raising attainment.</p> <p>Writing</p> <p>Review and refine the writing programme in school to include:</p> <p>Clear Intent and Purpose</p> <ul style="list-style-type: none"> • Define the vision for writing across the school. • Ensure alignment with the National Curriculum and school improvement priorities. • Include aims for vocabulary development, gram-mar, composition, and transcription. <p>2. Progression Framework</p> <ul style="list-style-type: none"> • Map out year-by-year expectations for writing skills. • Include progression in: <ul style="list-style-type: none"> o Sentence structure o Text organisation o Vocabulary and grammar o Spelling and punctuation o Editing and redrafting • Ensure progression is cumulative and revisited regularly. <p>3. Genre Coverage and Text Types</p> <ul style="list-style-type: none"> • Identify key genres and writing purposes (e.g. narrative, persuasive, informative, poetry). • Ensure pupils experience a range of text types across year groups. • Include model texts and exemplar writing for each genre. <p>4. Sequencing of Learning</p>	<p>The studies suggest that Power Maths can:</p> <ul style="list-style-type: none"> • Support long-term attainment and mathematical confidence. • Be adapted to suit different school contexts. • Help reduce the attainment gap, especially post-COVID <p>DfE Writing Framework (2025)</p> <ul style="list-style-type: none"> • Emphasises that writing must be taught in a sequenced way to manage cognitive load and support fluency. • Advocates for: <ul style="list-style-type: none"> o Sentence-level instruction as foundational. o Oral composition be-fore transcription. o Quality over quantity in early writing. o Early identification and support for struggling writers. • Provides detailed guidance on progression from Reception to Year 6, including genre cover-age, grammar, vocabulary, and composition strategies <p>EEF Writing Practice Review (2024)</p> <ul style="list-style-type: none"> • Identifies current challenges and best practices in teaching writing. • Highlights the need for: <ul style="list-style-type: none"> o Cumulative progression in sentence construction and composition. o Explicit teaching of writing processes. o Integration of grammar and vocabulary instruction within meaningful writing tasks. 	
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<ul style="list-style-type: none"> Plan writing units so that skills are taught in a logical order. Build from sentence-level work to paragraphs and extended writing. Sequence grammar and punctuation teaching to support composition. <p>5. Vocabulary and Oracy Integration</p> <ul style="list-style-type: none"> Embed tiered vocabulary development across sub-jects. Link writing to oracy activities (e.g. oral rehearsal, debates, storytelling). Include strategies for pre-teaching vocabulary and language scaffolding. <p>6. Assessment and Moderation</p> <ul style="list-style-type: none"> Include formative and summative assessment points. Use writing rubrics or success criteria aligned with progression steps. Plan for internal moderation and pupil conferencing. <p>7. Inclusion and Support</p> <ul style="list-style-type: none"> Ensure adaptations for SEND and EAL pupils (e.g. scaffolds, visuals, assistive tech). Include intervention pathways for pupils not meet-ing age-related expectations. Plan for writing enrichment (e.g. competitions, publishing opportunities). <p>8. Resources and CPD</p> <ul style="list-style-type: none"> Identify core resources (e.g. schemes, texts, plan-ning tools). Include a CPD plan for staff on teaching writing, grammar, and feedback. Provide exemplar planning and modelled lessons. <p>The school can deliver high-quality CPD by using the Strong Foundations document as a shared framework to develop consistent understanding of effective teaching, learning, and assessment across the school.</p> <p>Attainment raised in phonics, reading, writing and mathematics to be in line with national percentages.</p>	<p>https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school</p>	
<p><u>Intended Outcomes 2:</u> <i>A programme of coaching is in place which is a collaborative process, supported by the coach, who creates a safe space for exploration with the teacher to create positive and sustainable change.</i></p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> Expand the coaching programme and develop an instructional coaching cycle to: 	<p>Mentoring and coaching of teachers.pdf</p> <p>Effective Professional Development</p> <p>Power Maths/Maths Mastery Improving Maths in the Early Years and Key Stage 1</p> <p>Improving Maths in Key Stage 2 and Key Stage 3</p> <p>Bug Club Phonics</p>	<p>2, 4</p>

<p>1. Improve Teaching Practice</p> <ul style="list-style-type: none"> Coaching leads to better instructional quality, especially when focused on classroom strategies and subject-specific pedagogy. Teachers who receive coaching are more likely to implement new practices effectively and sustain them over time. <p>2. Enhance Student Outcomes</p> <ul style="list-style-type: none"> A meta-analysis by Kraft, Blazar & Hogan (2018) found that coaching improves: <ul style="list-style-type: none"> Instructional practice by +0.49 standard deviations Student achievement by +0.18 standard deviations. <p>3. Personalise Professional Development</p> <ul style="list-style-type: none"> Coaching is job-embedded, ongoing, and tailored to individual teacher needs. It supports reflective practice, self-efficacy, and growth mindset. <p>4. Create a positive School Culture</p> <ul style="list-style-type: none"> Builds trust, collaboration, and shared accountability. Encourages peer learning and distributed leadership. <p>5. Support for Early Career Teachers</p> <ul style="list-style-type: none"> Coaching is a key component of the Early Career Framework (ECF) in England. Helps new teachers transition successfully, reducing attrition rates. <p>6. Leadership Development</p> <ul style="list-style-type: none"> Coaching supports middle and senior leaders in developing strategic thinking, emotional intelligence, and team management skills <p>Evaluate the effectiveness of the coaching provided and its impact on teaching and learning</p> <p>The use of Early Career Framework as the foundation for ECT support, providing structured mentoring, protected release time, and access to evidence-based professional learning. Instructional coaching will include focused observations, modelling, and feedback linked to ECF strands, enabling ECTs to reflect on and refine their classroom practice effectively.</p>	<p>Phonics</p> <p>Bug Club Reading Reading Fluency Create a coaching log or portfolio for staff to reflect on progress and set goals.</p> <p>Schedule termly CPD audits to ensure staff development is aligned with school improvement goals.</p> <p>EEF Toolkit: Coaching and mentoring show moderate impact for moderate cost, especially when sustained and well-structured. National College for School Leadership (NCSL): Coaching builds capacity for change and supports collaborative learning. SAGE Publications: Coaching frameworks like GROWTH and CLEAR enhance feedback, reflection, and performance. NCSI Coaching Cycle: Effective coaching involves pre-observation, in-class support, and post-observation feedback</p> <p>https://assets.publishing.service.gov.uk/media/661d24ac08c3be25cfbd3e61/Initial_Teacher_Training_and_Early_Career_Framework.pdf</p>	
<p><u>Intended Outcome 3:</u></p> <p><i>EYFS staff implement the latest research available on early years teaching to provide an enabling and motivating learning environment, a well-developed and sequenced curriculum and well-developed oracy which improves GLD outcomes.</i></p> <p><i>CPD enables EYFS to deliver engaging, structured small-group activities to children and enhance their oral language through high-quality interactions and conversations.</i></p> <p><i>There will be a well-developed and sequenced vocabulary programme from nursery to reception.</i></p>		3, 1

<p>Activities</p> <p>The Best Start in Life review will support leaders to develop the critical role of oral language in early learning, highlighting that high-quality adult-child interactions, purposeful vocabulary teaching, and structured talk activities are essential for language development. Implementing these evidence-based strategies helps children develop oracy skills that underpin literacy, social communication, and thinking.</p> <p>EYFS staff will attend further training to continue to develop communication and language with a focus on direct teaching and modelling of vocabulary and language.</p> <p>It's Time to talk is a targeted intervention aimed at 2-3-year-old children with delayed preverbal skills and vocabulary. <i>It's Time to Talk</i> helps to improve children's attention and listening skills as well as basic vocabulary knowledge.</p> <p>Cued Articulation is for teachers and support workers working directly with children of any age who struggle to articulate their speech clearly.</p> <p>Cued articulation is a system of hand signals that aim to make the place and nature of sound articulation more visible to support children to discriminate and say speech sounds.</p> <p>EEF Early Years Toolkit will provide leaders with research summary of early years approaches that improve outcomes, including communication and language, self-regulation, and collaborative learning. Great for evidencing which early years strategies have measurable impact.</p> <p>The Magic Storybox programme, delivered through Partners in Creative Learning and funded by the Paul Hamlyn Foundation, will support the development of oracy in the Early Years by providing engaging, creative storytelling experiences that promote rich language, structured dialogue, and confident communication, thereby enhancing children's oral language skills and contributing to improved GLD outcomes.</p> <p>There will be a sequenced programme of nursery rhymes and stories, to build upon prior vocabulary.</p> <p>Structured monitoring of language development in nursery and reception. This is used to devise interventions and seek professional support quickly.</p> <p>Evaluate the impact of the CPD on EYFS practice and outcomes</p>	<p>https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years</p> <p>https://www.education.ox.ac.uk/research/research-groups/language-cognition-development/child-development-and-learning/talking-time/</p> <p>Communication and language approaches EEF</p> <p>Early Years Toolkit EEF</p> <p>https://www.picl.uk.com/magic-story-box</p>	
<p>Intended Outcomes 4: <i>There is continuous professional development in place which provide individuals with the</i></p>		2,3,4

<p>knowledge and skills necessary to support students with special educational needs</p> <p>Activities Embed SEND strategies into lesson planning and monitoring processes. Teachers to use explicit instruction and scaffolding, flexible grouping and adaptive teaching.</p> <p>Pre teaching and targeted support for identified PP and SEND</p> <p>Create case studies of successful adaptive teaching to share across staff.</p> <p>Develop a SEND CPD pathway for all staff, including TA's.</p> <p>Use learning walks focused on SEND provision to identify strengths and areas for development.</p> <p>Targeted Pupil Progress meetings for PP children and PP with SEND with a member of SMT on a termly basis to identify and children who may be falling behind and to carefully track their progress.</p> <p>Monitor the use of cognitive and metacognitive strategies with the PP children (with or without SEND) to ensure that all staff working with these children are developing their self-reliance and independence.</p> <p>By participating in the national 'Partnership for Inclusion of Neurodiversity in Schools' (PINS) training the school will ensure continuous professional development that equips staff with the knowledge and skills to support neurodivergent students, fostering an inclusive environment where all children can thrive.</p>	<p>EEF Effective approaches to support Literacy Literacy EEF (educationendowmentfoundation.org.uk) Oral language interventions To focus on spoken language and verbal interaction in the classroom. A focus on oral language skills will have benefits for both reading and writing.</p> <p>Phonics approaches – as part of a balanced approach – have been found to be effective in supporting younger pupils (4-7 year olds) to learn to read.</p> <p>Reading comprehension strategies Focus on learners' understanding of the text. Teach a range of techniques that enable pupils to comprehend the meaning of what is written. Ensure additional support in the form of high-quality, structured, targeted interventions to make progress. EEF Effective approaches to support numeracy</p> <p>Mathematics EEF (educationendowmentfoundation.org.uk) Improving problem solving. Assisting pupils struggling with mathematics.</p> <p>EEF guidance report on SEND in Mainstream Education Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>Partnerships for inclusion of neurodiversity in schools (PINS) programme - GOV.UK</p> <p>Positive changes in pupil well-being, attendance, attainment and behaviour have been identified in case-study schools and are</p>	
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	being attributed, at least in part, to PINS support, with many school staff anticipating longer-term pupil outcome benefits as practice becomes embedded.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £76.169

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Intended Outcomes 5:</i> <i>Focused teaching sessions, led by experienced staff, are in place for identified children.</i></p> <p><u>Activities</u></p> <p>Language, Literacy, Phonics & Numeracy Interventions</p> <ul style="list-style-type: none"> • Introduce impact tracking for each intervention to monitor progress over time. • Expand intervention training for support staff to ensure consistency and quality. • Deliver regular and consistent one-to-one and group interventions <p>Targeted academic support to assist language development, literacy and/numeracy are carefully linked to classroom teaching and matched to specific needs</p> <p>Specific language interventions to address specific issues with language development and comprehension in place.</p> <p>Monitor to ensure that classroom teaching is closely connected to the planning and delivery of academic interventions. This involves using assessment data and curriculum objectives to inform targeted support strategies for pupils who require additional help.</p> <p>Eg:</p> <ul style="list-style-type: none"> • Use formative and summative assessment data to identify pupils needing intervention. • Plan interventions that directly reinforce or pre-teach classroom content. • Coordinate with support staff to ensure consistency between classroom and intervention sessions. • Monitor pupil progress to adjust both teaching and intervention approaches. • Include intervention planning in curriculum team meetings and subject leader reviews. • Classroom curriculum and practice is linked to intervention planning • Timetabled intervention slots • Staff training on intervention delivery • Use of evidence-based programmes 	<p>Education Endowment Foundation (EEF) Teaching & Learning Toolkit</p> <p>High-impact interventions include:</p> <ul style="list-style-type: none"> • Metacognition and self-regulation: +7 months' progress • Reading comprehension strategies: +6 months • Oral language interventions: +6 months • Feedback and collaborative learning: +5–6 months • Small group tuition: +4 months' progress for moderate cost <p>Teaching assistant-led interventions: +4 months when targeted and structured</p> <p>EEF guidance report 'Using Teaching Assistants.'</p> <p>EEF Early Literacy EEF KS1 and KS2 Literacy guidance. Nuffield</p> <p>EEF Oral Language Interventions Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Early Years Guidance Report</p> <p>Early Year Interventions</p> <p>Validated Systematic Synthetic Programme</p> <p>EEF reports for: Early Literacy - preparing for Literacy Improving maths in EYFS and KS1 Use of Teaching Assistants</p>	<p>2,4, 5</p>

<p>Targeted Writing Groups: Small group sessions focusing on grammar, sentence construction, and editing.</p> <p>Pre-teaching Vocabulary: Introduce key words before lessons to support comprehension and writing fluency.</p> <p>Writing Boost Programmes:</p> <p>One-to-One Conferencing: Provide individual feedback and goal setting for writing improvement.</p> <p>Use of Technology: Tools like Clicker, Grammarly, or speech-to-text software to support writing for SEND/PP pupils.</p> <p>Gaps in learning:</p> <p>EYFS - Well-structured interventions taking place for disadvantaged children who have been identified as needing further support.</p> <p>Use structured interventions for key skills to close identified gaps (small tuition groups).</p> <p>Monitoring of interventions to ensure they are regular, brief and maintained over a sustained period of time and delivered by well trained staff.</p> <p>Target children in Y1 not at GLD</p> <p>Continue to target with interventions the Year 2 PP children who didn't achieve the expected standard in Phonics at the end of Year 1.</p> <p>Continue to target the PP children in Year 3 who didn't achieve the expected standard in phonics at the end of year 2 and other children in upper key stage 2 to support them in closing the gap using Pearson Rapid Phonics.</p> <p>Continue to target the children in the current Year 3 who need support to close the gap with national in Reading, Writing, Maths and SPAG by the end of KS2.</p> <p>Targeted interventions for Y6 PP in Maths and Writing.</p> <p>Targeted support for PP in Reading and Writing Interventions to support disadvantage pupils with SEND that are closely linked to excellent classroom teaching are in place.</p> <p>Evaluate the effectiveness of the interventions and report to leaders and governors.</p> <p>Additional experienced teachers continue to split classes for Maths and Guided Reading, creating smaller, targeted groups that allow for more personalised teaching. This approach enables staff to quickly identify gaps in understanding, provide immediate feedback, and adapt instruction to individual needs, leading to improved attainment. Smaller groups also encourage greater pupil</p>	<p>EEF guide to supporting school planning 2020 evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored.</p> <p>The EEF Teaching and Learning Toolkit suggests that high quality feedback is an effective way to improve achievement by up to 8 months.</p> <p>EEF Selecting Interventions Selecting Interventions (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF Effective approaches to support Literacy Literacy EEF (educationendowmentfoundation.org.uk) Oral language interventions To focus on spoken language and verbal interaction in the classroom. A focus on oral language skills will have benefits for both reading and writing.</p> <p>Phonics approaches – as part of a balanced approach – have been found to be effective in supporting younger pupils (4–7 year olds) to learn to read. Reading comprehension strategies</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>Maximising the Impact of Teaching Assistants - trial EEF (educationendowmentfoundation.org.uk)</p> <p>EEF guidance report on SEND in Mainstream Education Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	
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participation, purposeful talk and confidence in expressing ideas, resulting in stronger communication and language development.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28.889

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Intended Outcomes 6 :</i> <i>The attendance of pupil premium children, including those that are persistently absent is above the national average for Pupil Premium</i></p> <p><i>The punctuality of targeted PP families improves.</i></p> <p><u>Activities</u> Continue to work on the previous years' work to further reduce the percentage of Pupil Premium Absentees and PP persistent absentees (11.2%)from the previous academic year so that it is at least in line with National by using a range of approaches to improve school attendance such as:</p> <p>Continue with the parent engagement programme focused on attendance and routines.</p> <p>Use data dashboards (Arbor) to identify patterns and target support early.</p> <p>Introduce pupil voice surveys to understand barriers to attendance.</p> <p>Continue with the rewards system co-designed with pupils to increase motivation.</p> <p>Attendance trip to take place for the children with 100% attendance and best class attendance..</p> <p>Attendance to be shared in weekly assemblies.</p> <p>Staff to receive weekly attendance reports showing the persistent absentees.</p> <p>Weekly collegiate EWO visits. Attendance reviews to take place regularly between the Principal, family support worker and the EWO.</p> <p>Follow up meetings with the Family Support Worker.</p> <p>Attendance incentives to be discussed at staff meetings.</p>	<p>The DfE guidance report which has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Use strategies to improve attendance that are rooted in evidence of the causes of weaker attendance including high quality teaching and relationships.</p> <p>The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance.</p> <p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	6

<p>Continue with well-designed, carefully worded communications (texts to parents, termly attendance letters).</p> <p>Continue to embed good two-way communications with parents (keeping parents consulted regularly).</p> <p>Breakfast club to support punctuality of PP pupils.</p> <p>First call home consistently used.</p> <p>Monthly meetings held with the principal, EWO and invited parents of identified children.</p> <p>Continue with well-designed, carefully worded communications (texts to parents, termly attendance letters).</p> <p>Continue to embed good two-way communications with parents (keeping parents consulted regularly).</p> <p>First call home to be consistently used.</p> <p>Welcome back to children who have been absent.</p> <p>Recognition Point awarded for attendance - am and pm with an additional Point if the whole class are in school.</p> <p>Daily attendance and punctuality email from Family Support Worker explaining reasons for absence and lateness.</p> <p>Class receives a letter each day when all children are punctual. Once they have spelt out 'ST WILFRID' the class receives £25 to spend for class resources.</p>		
<p><u>Intended Outcome 7:</u> <i>All teachers and support staff support the social and emotional learning (SEL) of children so that they acquire social and emotional skills.</i></p> <p>Activities: Continue to use a whole-school SEL programme (Jigsaw and Ten Ten) with clear progression across year groups.</p> <p>Implement SEL Classroom Activities by Competency</p> <p>1. Self-Awareness</p> <ul style="list-style-type: none"> • Mood Tracking: Use mood meters or emotion charts to help pupils identify and label their feelings. • Emotion Journals: Pupils reflect daily on their emotions and triggers. • Mirror Activities: Discuss facial expressions and body language to build emotional vocabulary. <p>2. Self-Management</p> <ul style="list-style-type: none"> • Goal Setting: Weekly personal or academic goals with reflection time. 	<p>EEF Social and Emotional learning in school Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Social and Emotional Learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Behaviour Interventions</p>	<p>7</p>

<ul style="list-style-type: none"> • Breathing & Mindfulness Exercises: Teach calming techniques to manage stress. • Time Management Games: Use timers or visual schedules to build focus and perseverance. <p>3. Social Awareness</p> <ul style="list-style-type: none"> • Perspective-Taking Role Plays: Pupils act out scenarios to understand others' view-points. • Empathy Mapping: Explore how others might feel in different situations. • Community Circles: Share thoughts and listen respectfully to peers. <p>4. Relationship Skills</p> <ul style="list-style-type: none"> • Feeling Charades: Pupils act out emotions and guess them. • Collaborative Projects: Promote teamwork and communication. • Conflict Resolution Scripts: Practice respectful disagreement and problem-solving. <p>5. Responsible Decision-Making</p> <ul style="list-style-type: none"> • Scenario-Based Games: Pupils choose actions and discuss consequences. • Values Sorting Activities: Explore personal and shared values. • Classroom Debates: Encourage critical thinking and respectful dialogue. <p>Using the Think Equal early years programme in the EYFS will have a strong impact on the school's intended outcomes for social and emotional learning (SEL). The programme provides a consistent, framework that equips teachers and support staff with the knowledge, language and resources to explicitly teach resilience, emotional regulation, responsible decision-making, stress management, goal-setting and positive relationships. Through structured lessons, shared stories and reflective activities, staff are confident in modelling and reinforcing SEL skills throughout the day, ensuring all children receive high-quality support.</p>	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Personal social and emotional development</p> <p>EEF Personal Social and Emotional Development (educationendowmentfoundation.org.uk)</p> <p>Think Equal</p> <p>Empowering change through education</p> <p>https://thinkequal.org/</p>	
<p><i>Intended Outcome 8:</i> <i>Parental engagement has a large and positive impact on children's learning.</i></p> <p><u>Activities:</u></p> <p>Curriculum Information Sessions</p> <ul style="list-style-type: none"> • Host termly sessions on phonics, maths, reading, or writing. • Help parents understand what and how their children are learning. <p>'Watch Me Learn' Events</p> <ul style="list-style-type: none"> • Invite parents into classrooms to observe lessons and participate in learning activities. • Builds transparency and shared understanding. 	<p>EEF guidance report on Parental Engagement.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>EEF guidance report on 'Working with Parents to Support Children's Learning' which has practical approaches and insights for communicating and supporting parents.</p>	8

<p>Family Learning Workshops</p> <ul style="list-style-type: none"> • Offer sessions on how to support reading, homework, or digital learning at home. • Include practical strategies and resources. <p>Celebration Assemblies & RE Sessions</p> <ul style="list-style-type: none"> • Invite parents to join assemblies or class prayer/reflection sessions. • Strengthens community and shared values. <p>Home Learning Support</p> <ul style="list-style-type: none"> • Provide access to platforms like Bug Club Phonics or online maths games. • Share tips for reading aloud, asking questions, and building vocabulary. • Workshops or coffee mornings for parents of Pupil Premium pupils • Information shared for local groups/ family hubs/ free activities etc <p>Parent Feedback</p> <ul style="list-style-type: none"> • Create opportunities for parents to contribute ideas and feedback. • Builds trust and shared ownership. <p>Regular, Clear Communication</p> <ul style="list-style-type: none"> • Use newsletters, texts, social media, and websites to keep parents informed. • Include learning tips and curriculum updates. • Regular Facebook posts <p>Flexible Engagement Options</p> <ul style="list-style-type: none"> • Offer virtual meetings, recordings, or drop-in sessions for busy families. • Other support • Early Help assessments and coordinated multi-agency support • Close working with local Family Hubs to support parents and carers • Provision of Christmas presents for Pupil Premium pupils • Food bank referrals and provision of food vouchers • Access to groups supporting wellbeing, mental health and SEND needs • QR code keyrings providing access to parenting courses and family support services • Signposting families to ASHA (asylum seeker support) for phone calls and form filling • Signposting and partnership work with the Indi Project for specialist SEND support • Big Cup Play Group for siblings and potential new pupils to support transition and inclusion • Support with referrals (CAMHS, SALT, OT, Paediatricians) • Support with uniform • Finance support with school trips/clubs/musical instruments/ wrap around care/ Nursery fees • Homework Club • Trauma informed approaches to behaviour • Transport support when needed 	<p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
<p><i>Intended Outcome 9 : More Pupil Premium children access the extended school provision.</i></p>		<p>9</p>

<p><i>The extra-curricular activities provided help to boost academic performance and develop valuable skills, knowledge and cultural capital and this is shared with parents.</i></p> <p><i>The targeted use of before and after school programmes have an impact on attainment.</i></p> <p><u>Activities</u></p> <p>Parents are made aware of the benefits of extra-curricular activities, which are regularly promoted, so that they understand that they can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>The targeted use of before and after school programmes have an impact on attainment..</p> <p>Pupil Premium children are offered priority places and continue to attend enrichment curriculum activities.</p> <p>Provide enrichment activities to develop skills that will be translated in to improved teaching and learning.</p> <p>Provide enrichment activities to develop pupil's self-efficacy, allowing pupils to show greater persistence, interest and performance.</p> <p>A wide variety of activities to be provided including non-academic subjects.</p> <p>Continue to monitor the uptake of pupil premium children engaging in enrichment curriculum activities.</p> <p>Disadvantaged pupils are offered support with funding to attend an enrichment activity if there is a charge attached.</p> <p>Audit and analyse the extra-curricular activities to consider the range, quality and take-up of extra-curricular activities.</p> <p>Implement a targeted after school's programme of tuition, homework and summer school which are linked to the curriculum and are led by qualified and well trained staff.</p> <p>Evaluate the impact of the extracurricular activities and the extended school provision on improving pupil engagement and academic outcomes</p>	<p>Extending school time: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Homework: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>EEF evidence research on Life Skills and Enrichment Essential life skills EEF (educationendowmentfoundation.org.uk)</p> <p>EEF research states that enriching education has intrinsic benefits.</p> <p>EEF Evidence is strongest in relation to skills underpinning academic outcomes: - Children's perception of their ability, their expectations of future success, and the extent to which they value an activity influence their motivation and persistence leading to improved academic outcomes, especially for low-attaining pupils. Essential life skills EEF (educationendowmentfoundation.org.uk)</p> <p>Summer schools: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	
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Total budgeted cost: £262.645

Part B: Review of the previous academic year (2023-2024)

Outcomes for disadvantaged pupils

Challenge 1:

Ensuring that Continual Professional Development has a clear focus on building teacher's knowledge and pedagogical expertise in the teaching of phonics, reading, language and maths.

Intended Outcome 1:

There is Continual Professional Development that builds teacher's knowledge and pedagogical expertise across the curriculum with a focus on the teaching of phonics, reading, language and maths.

Outcome at end of academic year 2024 – 2025

All subject leaders have attended CCDGs meetings within the Collegiate to develop their subject.

Subject leaders have produced medium term planning for their subject for all year groups, ensuring progression and coverage of the National Curriculum objectives.

Teachers' knowledge and pedagogical expertise across the curriculum has ensured high quality teaching and has improved pupil premium attainment in many year groups.

Continued investment in high quality CPD materials for the teaching of phonics and Guided reading in Foundation Stage and KS1 has ensure the quality of teaching is consistent and high. CPD for teachers who are new to teaching phonics ensures that they have good knowledge of the new validated phonics programme and this impacts on improving attainment.

Year 1 Phonics	2024/2025 %	Number of Pupils(Out of 45)
All	88.9%	40
Boys	89.5% +18%	17/19
Girls	88.5%	23/26
SEND	57.1%	4/7
PP	95% +21%	19/20

95% of Year 2 children passed the Phonics retake (Y2)

Year 1 July 25

	Reading		Writing		Maths	
	EXP	EXC	EXP	EXC	EXP	EXC
Class	82.22%	24.44%	75.56%	15.56%	75.56%	22.22%
Boys	88.89%	33.33%	83.33%	16.67%	88.89%	33.33%
Girls	77.78%	18.52%	70.37%	14.81%	66.67%	14.81%
PP	85.00%	25.00%	75.00%	15.00%	70.00%	15.00%
Non PP	80.00%	24.00%	76.00%	16.00%	80.00%	28.00%

Year 2 PP children standard score and progress is in line or above all children and Non PP.

Year 2	Reading		SPAG		Maths	
	Standard Score	Standard Score Progress	Standard Score	Standard Score Progress	Standard Score	Standard Score Progress
Class	101.40	16.64	105.38	18.14	103.31	12.26
Boys	100.00	15.57	104.64	24.79	104.57	12.79

Girls	102.11	17.18	105.75	14.82	102.68	12.00
PP	96.15	22.46	100.31	24.15	100.38	19.77
Non PP	103.76	14.03	107.66	15.45	104.62	8.90

The use of power maths half termly assessments supports teaching and identification of areas for development.

Staff CPD for the teaching of Times tables has had a positive impact on outcomes for the Y4 multiplication test.

	2024/2025 Average mark	Number of Pupils scoring 25/25
All	23.4	22/46 (48.9)
Boys	24.3% (+2.17%)	12/18 (37%) +22%
Girls	22.85% (-0.2)	10/27 (37%) +8.5%
SEND	22.1% (+2.3)	5/10 (50%) +50%
PP	23.3% (+1.4)	8/20 (40%) +15%

Positive instructional coaching for teachers with Mark Cotton has ensured high quality teaching of Maths across the school as observations across the school show how the teaching and structure of Maths is consistent and embedded.

Across the curriculum, the CCDG CPD has enabled middle leaders to develop a progress curriculum which enables PP children to achieve through know, remember and reason tasks.

NFER tests used from Year 2 up to Year 6 for the Autumn, Spring and Summer term. Thorough diagnosis of the assessment which is used to plan for improvement and target pupils.

The school has also began participation in the Partnership for Inclusion of Neurodiversity in Schools (PINS) project, a national initiative designed to improve the support and educational experience of neurodivergent children in mainstream primary settings. The project recognises that when schools understand and meet the needs of neurodivergent pupils, they become better environments for *all* children to thrive.

Through the PINS programme, staff have developed a deeper understanding of neurodiversity, including how different neurodivergent profiles may present and how best to support these learners. The project has strengthened staff confidence in making reasonable adjustments, creating inclusive classrooms, and responding to pupils' individual needs.

Challenge 1:

Ensuring that Continual Professional Development has a clear focus on building teacher's knowledge and pedagogical expertise in the teaching of phonics, reading, language and maths.

Intended Outcome 2:

All staff have access, if and when needed, to a programme of mentoring which gives help and advice and ensures high quality teaching.

A programme of coaching is in place which is a collaborative process, supported by the coach, who creates a safe space for exploration with the teacher to create positive and sustainable change

Outcome at end of academic year 2024 – 2025

Power Maths CPD/coaching has taken place. Staff have observed good practice in other schools. Team teaching of Power Maths has taken place in our school several times with Mark Cotton.

Vice Principal attended 'Instructional Coaching' training

Our Nursery and teaching staff has engaged in Talking time - Oxford University intervention programme empowering staff to enhance oral language in the early years. This sustained, research based CPD to develop their expertise and integrate evidence-based language-supporting strategies into their routine practice. This will lead to full implementation of the strategies given. Data will show an improvement in Nursery communication and language data.

Subject leads have taken on a collective responsibility to sustain gains made in language across the curriculum subjects. The language acquisition programme is being used and now needs to be a continued to focus to embed vocabulary of Tier 2 words.

Every subject has a progression document in place for the development of vocabulary across the school and vocabulary is used in the plans.

Leaders attended Collegiate meetings related to the development of vocabulary (different Tiers) within their subjects

Learning walks, observations and book scans show consistent teaching of vocabulary in Guided Reading

Communication screening is completed for all EYFS children and progress is analysed.

Staff training in the teaching of reading fluency (accuracy, automaticity, prosody) has enabled all staff to understand the importance of pre teaching, choral reading and I read, we read, you read practices across the curriculum. This needs to be developed further.

Due to the implementation of fluency in Guided Reading and the teaching of vocabulary, the attainment of PP has increased to 70% at the end of KS2.

Speaking and listening will continue to be a focus due to the children arriving in school with a difficulty in language and communication.

Challenge 3:

In light of the most recent research, providing professional development for all EYFS staff with a particular focus on developing the environment and ensuring that all children access a well-developed vocabulary and curriculum to prepare them for all later learning

Intended Outcome 3:

EYFS staff implement the latest research available on early years teaching to provide an enabling and motivating learning environment, a well- developed and sequenced curriculum and well-developed oracy which improves GLD outcomes.

CPD enables EYFS to deliver engaging, structured small-group activities to children and enhance their oral language through high-quality interactions and conversations.

There will be a well-developed and sequenced vocabulary programme from nursery to reception.

Outcome at end of academic year 2024 – 2025

EYFS

At the end of EYFS, 55.3% of the Pupil Premium children achieved the Early Learning goal (10 out of the 18, 4 out of the 10 SEND children) due to communication, reading comprehension, writing and maths.

3 x pupil left the school at the end of reception after receiving special school places (none reached GLD) All required 1-1 support all year. Significant dip in 2024/25 data suggests a need for continuous monitoring and review of provision.

Class	57.1%
Boys	55.6%
Girls	58.3%
PP	55.3%
Non PP	58.3%

There has been continuous monitoring to ensure consistent teaching of Phonics in EYFS and KS1.

The teaching of spelling from Y2-Y6 is consistent and progressive as staff use the sequence of spellings from No Nonsense spelling. This is monitored in books and lesson visits.

Phonic interventions take place to support PP pupils who are not working at the expected standard for their year group.

Implementation of Talking Time enhances oracy skills for the children and builds expertise in the longer term, leading to sustained improvements in practice and improved child outcomes.

Challenge 5:

Ensuring the interventions that support language development, phonics, literacy and numeracy, delivered by experienced support staff, have a clear impact on attainment and communication.

Intended Outcome 4:

Address the identified gaps across the school to ensure improved attainment for disadvantaged children in identified cohorts. By the end of KS2 PP children achieve in line with national.

Outcome at end of academic year 2024 – 2025

YEAR 4 TIMES TABLES

In the timetables test at the end of Year 4, PP children scored an average of 23.3% which has increased from 22.1 in the previous academic year (2024 – 2025)

END OF KEY STAGE 2.

At the end of KS2, 70% of pupil premium achieved the expected standard in reading, compared to 67% in 2024-2025. The National standard was 75%, with 77.8% of all pupils in school achieving the expected standard in Reading.

80% of pupil premium achieved the expected standard in 80% in SPAG which is up 5% from last year. The National standard was 73%, with 83% of all pupils achieving the expected standard in SPAG.

55% of pupils eligible for Pupil Premium achieved the expected standard in mathematics, compared to 72% of non-PP pupils. The national figure was 74%, with 64.4% of all pupils achieving the expected standard.

In writing, 60% of pupils eligible for Pupil Premium achieved the expected standard, compared to 72% of non-Pupil Premium pupils. The national figure is 72%, with an overall school attainment of 66.7%.

Mathematics and writing will remain a whole-school priority next year, with targeted monitoring and detailed analysis of outcomes for Pupil Premium pupils.

Rigorous diagnostic assessment of pupils' individual needs has been carried out across the school and curriculum to ensure the teaching addresses the pupil's needs.

NFER tests are in place, each term, across the school. These have been analysed termly alongside teacher assessment. This supports school planning, curriculum development and addresses pupil needs.

Continuous CPD on the delivery of phonics has ensured staff are regularly updated on any additions to the validated phonics programme that the school uses. Targeted academic support is embedded.

Governors are able to determine how well the school is achieving in implementing the activities set out in the plan, and whether improvements are made.

Governors are well informed of attainment across the school every term and ask challenging questions.

Deployment and practice of support staff is in line with the recommendations in the EEF document.

Support staff are actively engaged in supporting the children's learning. Children are now sitting in mixed ability groups with TA's moving between the groups.

Challenge 4:

Providing purposeful and effective professional development, to support all teaching staff to meet the specific needs of disadvantaged pupils with SEND.

Challenge 5:

Ensuring the interventions that support language development, phonics, literacy and numeracy, delivered by experienced support staff, have a clear impact on attainment and communication.

Intended Outcome 5:

Focused teaching sessions, led by experienced staff, are in place for identified children.

Interventions support the teaching and learning of language development, phonics, literacy and numeracy skills.

Interventions are delivered either one-to-one, as a group or within the class setting to enable the best outcome for the pupils.

Outcome at end of academic year 2024 – 2025

Staff meeting completed on SEND 5 key strategies – explicit instruction, cognitive and meta-cognitive strategies, scaffolding, flexible groups and the use of technology.

Training completed on adaptive teaching and school purchased widgets online programme to create visual resources can support SEND children and those with poor language skills by providing clear, accessible visuals that help them understand instructions, build vocabulary, and engage more confidently in learning tasks.

SEND/PP children tracked at all data points. Pupil progress meetings completed following on from data points with targeted children identified.

Interventions planned for children who have been identified following on from pupil progress meetings. Rapid reading, precision teaching intervention training for all TA's has ensured appropriate support given to pupils. Pupil passports reflect the plan, do and review of interventions for specific pupils. Talk Boost intervention training for EYFS and KS1 TA's to ensure timely intervention and appropriate support given to pupils. Careful monitoring of the interventions by the SENDCO.

Strategic deployment of TAs to ensure priority pupils are supported ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.

Intensive individual support, either one to one or as a small group, for language and phonics is provided in addition to and explicitly linked with normal lessons.

Additional phonics sessions have been targeted at disadvantaged pupils who require further phonics support. These are timetabled for before school and during the day.

In the next academic year, we need to target the PP children in Year One who did not achieve the expected standard at the end of EYFS to support them in closing the gap through enrichment and pre and post teaching.

Challenge 6:

Continuing to sustain and further improve the attendance and punctuality of Pupil Premium children.

Challenge 7:

Development of the engagement of parents in their children's learning by reviewing the aims and current approaches.

Challenge 8:

Sustaining the engagement of parents in their child's learning.

Intended Outcome 6:

The attendance of pupil premium children, including those that are persistently absent is above the national average for Pupil Premium

The punctuality of targeted PP families improves

Outcome at end of academic year 2024 – 2025

Attendance for Pupil Premium (PP) pupils has shown improvement over the year, with a reduction in the number of persistent absentees. Overall attendance for PP pupils stands at 94.9%, slightly above the whole-school average of 94.8%, though still below the attendance rate of non-Pupil Premium pupils at 95.88%. The proportion of persistent absence among PP pupils has decreased to 11.2%, compared with 18.2% previously.

- Attendance incentives are embedded
- Attendance trip at the end of the year for the class with the best attendance and any other children who have 100% attendance
- Weekly attendance award (given out in the celebration assembly-parents attend)
- Staff receive weekly attendance reports for their class
- EWO – weekly attendance reviews
- Attendance clinics (EWO/Principal/Vice Principal (SENCO)/Family support worker if required)
- Breakfast club (to support punctuality)
- Improved communication with parents
- First call home consistently used

To improve Punctuality, each class receives a letter when all children are in on time. Once the class has spelt St Wilfrid, £25 has been given to the class to spend on resources – decided by the children.

Challenge 7:

Developing pupil’s resilience to support their social, emotional and behaviour needs with a particular focus on EYFS.

Intended Outcome 7:

All teachers and support staff support the social and emotional learning (SEL) of children so that they acquire resilience to support social and emotional skills. This includes things like managing difficult emotions, making responsible decisions, handling stress, setting goals, and building healthy relationships.

Outcome at end of academic year 2024 – 2025

EEF documents (SEL guidance) has been shared with staff.

JIGSAW PSHE/RSE lessons take place in all year groups.

Links made with RE curriculum.

The Family Support Worker provides targeted support for individuals and small groups to help build resilience and strengthen social, emotional, and behavioural skills.

Referrals are made to the Young Minds Counsellor, who offers in-school therapeutic support for identified pupils, and the Safeguarding Lead’s increased presence in school ensures timely support and early intervention.

The Safeguarding Lead works closely with the Family Support Worker and the SENCO to coordinate appropriate provision—ranging from in-school wellbeing support to referrals for external services—ensuring that pupils receive the right help to develop confidence, self-regulation, and emotional resilience.

A strong focus on physical health is also embedded across the school, including initiatives to promote active families, supporting pupils’ overall wellbeing and contributing to improved emotional resilience.

The school has begun the first phase of the Relational Approaches in Education (RAiE) Project. This project is centred on developing relationship-based theory, language, and practice to create inclusive, calm, and purposeful learning environments for our children, young people, and staff. Through intensive CPD, the project is strengthening staff understanding of attachment, trauma, and relational approaches. This enhanced knowledge is designed to improve educational outcomes for children and young people by reducing permanent exclusions, improving attendance, and increasing pupils’ ability to engage positively in learning. In addition, RAiE aims to improve both pupil and staff wellbeing, ensuring that the whole school community benefits from a more supportive and emotionally aware environment.

Challenge 8:

Sustaining the engagement of parents in their child’s learning.

Intended Outcome 8 :

Parental engagement continues to have an increased and positive impact on children’s learning

Outcome at end of academic year 2024 – 2025

- children, to develop and maintain communication with parents about school activities and schoolwork and to promote the development of reading habits.
- Due to the change in the format of parents evening, there was an increase in the % of parent attending.
- The % of parents who complete the reading records varies in different classes. Those that don’t read regularly at home do read regularly in school.
- Newsletters are sent out each half term (and put onto the website) with the school’s expectations on with regards to reading.
- Pupils in EYFS and Year 1 access Bug Club Phonics at home which allows them to play phonics games and read books online (matched to their phonic ability).
- ‘Watch me learn’ sessions offered to parents every term
- Family RE sessions – parents are invited into school to join in a class prayer session followed up by an RE based activity (once annually)

- Subject information sessions – maths, phonics, reading
- New class induction evenings
- Celebration assemblies
- Increased use of social media to share events/information
- Information on the school website to support parents with learning at home

Intended Outcome 9:

Challenge 9:

Encouraging increased engagement of our Pupil Premium pupils with the extended school opportunities ensuring parents know the benefits of participating in extra-curricular on academic outcomes.

More Pupil Premium children access the extended school provision.

The extra-curricular activities provided **help to boost** academic performance and **develop valuable skills**, knowledge and cultural capital and this is shared with parents.

The targeted use of before and after school programmes have an impact on attainment.

Outcome at end of academic year 2024 – 2025

Autumn

Club	Girls		Boys		Total	PP		SEN	
		%		%			%		
KS1 Craft Club (20)	17	94	1	6	18	6	33	4	22
KS1 ASM Football (20)	2	17	10	83	12	4	33	2	17
KS2 Choir (20) lunchtime	4	57	3	43	7	5	71	3	43
Y 2-6 Homework (10)	4	57	3	43	7	3	43	1	14
KS2 Book Club (20)	11	79	3	9	14	2	14	1	7
KS2 Dance Club (20)	18	100	0	0	18	4	22	2	11
KS2 Basketball (20)	14	61	9	39	23	10	43	3	13
KS2 Young Voices (20)	12	100	0	0	12	2	17	3	25
KS1 Toy Club (20)	17	89	2	11	19	5	26	2	11
KS2 ASM Football (20)	7	39	11	61	18	6	33	7	39
KS2 Goblin Car Club (10)	3	30	7	70	10	3	30	1	10
	109	69	49	31	158	50	32	29	18

St. Wilfrid's had 117 pupil premium pupils at the end of Autumn 1, 29% of those (34 pupils) took part in clubs. This is an increase from Summer 2 (+ 4 pupils).

Spring

Club	Girls		Boys		Total	PP		SEN	
		%		%			%		
EYFS Sound Pots (12)	5	50	5	50	10	1	10	1	10
KS1 Basketball (20) ASM	3	30	7	70	10	1	10	0	0
KS1 & 2 Origami (20)	16	84	3	16	19	5	26	2	11
Y 2-6 Homework (10)	7	78	2	22	9	2	22	1	11
KS2 Football ASM (20)	5	29	12	9	17	8	47	5	29
KS2 Code and Create (20)	12	67	6	33	18	7	39	3	17
KS1 Multisports (20)	11	61	7	39	18	2	11	2	11
KS2 Young Voices (20)	13	93	1	7	14	5	36	5	36
KS2 Dance (20)	19	95	1	5	20	5	25	2	10
EYFS Music & Movement (12)	1	25	3	75	4	10	250	1	25
	92	66	47	34	139	46	33	22	16

3% (29 pupils) were PP. (the same as Autumn 2)

Summer

Club	Girls		Boys		Total	PP		SEN	
		%		%			%		%
KS1 Football ASM (20)	4	27	11	73	15	3	20	4	27
KS1 Drawing (20)	16	84	3	16	19	4	21	1	5
Lego (20)	6	35	11	65	17	0	0	6	35
Y 2-6 Homework (10)	5	50	5	50	10	4	40	2	20
EYFS construction (12)	5	42	7	9	12	1	8	3	25
KS2 Gardening (12)	10	83	2	17	12	3	25	2	17
KS2 Football (20)	4	25	12	75	16	8	50	3	19
KS2 Multisports (20)	13	65	7	35	20	10	50	5	25
KS2 Dance (20)	19	95	1	5	20	5	25	3	15
KS2 Goblin Car (10)	3	30	7	70	10	3	30	1	10
KS2 TGA Martial Arts (20)	11	55	9	45	20	11	55	2	10
EYFS Story and Craft (12)	5	42	7	58	12	1	8	3	25
	101	55	82	45	183	53	29	35	19

32 (41 pupils) were PP. (+23 compared to Summer 1)

0.03% (4 pupils) were EYPP (- 1 compared to Summer 1)

St. Wilfrid's had 106 pupil premium pupils at the end of Summer 2, 39% of those (41 pupils) took part in clubs.

St. Wilfrid's had 14 EYPP pupils at the end of Summer 2, 29% of those (4 pupils) took part in clubs.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Power Maths	Pearson
Maths Mastery	Painsley Hub (part of the North Midlands Hub)
Mastering number KS1 & KS2	NCETM
Phonics Bug Club	Pearson
Bug Club guided Reading	Pearson
Access Art	UK Visual Arts Education Organisation
PSHE jigsaw	British Educational Suppliers Association
Master the curriculum	Master the curriculum
Ten:Ten	Ten Ten Resources
Rapid phonics	Pearson

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.