

# 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	313 351 including Nursery
Proportion (%) of pupil premium eligible pupils	117 (37%) 128 including Nursery (37%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Dianne Mason
Pupil premium lead	Rebecca Forrester
Governor / Trustee lead	Simon Jones

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,356
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£165,356

# Part A: Pupil premium strategy plan

## Statement of intent

### THE NEWMAN CATHOLIC COLLEGIATE MISSION

#### “GROWING TOGETHER FOR LIFE”

The Newman Catholic Collegiate is a partnership of nine Catholic academies in North Staffordshire, part of the Archdiocese of Birmingham, under the patronage of Saint John Henry Newman.

***Our priority is to help students to know Jesus Christ, his mission and his Gospel, which forms our way of living.***

***We commit to work together so that each academy, respecting its own unique character, will offer outstanding Catholic education.***

***Our shared vision of life respects the uniqueness of all students, supporting their families, engaging them in their communities, and offering them unconditional love, so that they may achieve their potential and live life in its fullness.***

***To achieve this, across our academies, we will know one another, offering each other encouragement and active support.***

Our vision for St Wilfrid's is summed up in the words-

The school welcomes the focus upon 'raising the achievement of disadvantaged children' as part of its commitment to ensuring that all of its pupil premium pupils receive the best teaching, engage safely in school life and make comparable progress to their peers.

We recognise that not all pupils who are eligible for the Pupil Premium are under-achieving and that others may be under-achieving and not eligible for Pupil Premium funding. It is our policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. Our school is fully committed to ensuring the progress of all pupils and especially those that are disadvantaged.

What are your ultimate objectives for your disadvantaged pupils?

- Have positive relationships with all pupils and families
- To use pupil premium funding to achieve academic excellence for all pupils who are disadvantaged.
- The learning environment is supportive of disadvantaged pupils' needs ensuring disadvantaged pupils have access to the resources they need regardless of their socio- economic background.
- Have access to a range of opportunities including cultural capital and enrichment opportunities to complement and enhance their educational experience.
- Governance is supportive of a whole school culture of addressing disadvantage.
- Research evidence informs approaches to addressing disadvantage.
- Excellent pastoral care for all disadvantaged pupils.

## 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	Providing the capacity for a systematic programme of mentoring and coaching in all subjects across the school.

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>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>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>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 continuous professional development in place which provide individuals with the knowledge and skills necessary to support students with special educational needs</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 language, interactive reading and collaborative talk to improve outcomes for pupils.</p>
<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 <b>managing difficult emotions, making responsible decisions, handling stress, setting goals, and building healthy relationships.</b></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 <b>help to boost</b> academic performance and <b>develop valuable skills</b>, knowledge and cultural capital and this is shared with parents.</p> <p>The targeted use of before and after school programmes have an impact on attainment.</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>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>

## 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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><i>Intended Outcome 1:</i></b> <b><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 and maths.</i></b></p> <p><b><u>Activities</u></b> Continue to develop teachers' knowledge and expertise in the teaching of phonics, reading, language and Maths through effective and well researched CPD</p> <p>Continuous and sustained development to support the delivery of DfE validated phonics programme Phonics Bug Club.</p> <p>Build teachers knowledge and pedagogical expertise in the teaching of reading, ensuring that accuracy through decoding, automaticity (fluency) and prosody are taught effectively to all children in KS1 and KS2</p> <p>Focus on building teachers' knowledge and pedagogical expertise in the teaching of master the curriculum in the Nursery, mastering number in Reception, Year 1, Year 2 and Power Maths from Reception through to Year 6.</p> <p>CPD through the CCDG supports the subject leaders in implementing an effective curriculum.</p> <p>All subject leaders continuously review and amend their comprehensive and progressive long term and medium term plans to ensure they meet pupils' needs.</p> <p>Structured monitoring opportunities are timetabled. This includes visits to lessons, scrutinies of pupils' work, engaging in meaningful conversations with pupils and staff, to gather valuable insights and observations. This is used to provide constructive feedback to all staff.</p> <p>Professional development opportunities such as NPQs are accessed when appropriate.</p>	<p><a href="#">Effective Professional Development</a> Effective Professional Development guidance report can support you in selecting, designing, and delivering meaningful professional development opportunities</p> <p>Great teaching toolkit: <a href="#">Great Teaching Toolkit</a> Accompanying support tools drill further into the detail, exploring what a balanced approach to professional development could look like, and more.</p> <p>Considering a balanced design: <a href="#">Planning professional development</a></p> <p>EEF Toolkit: <a href="#">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a> Teaching and Learning Toolkit summarises the evidence on potential approaches that schools might choose as a focus for professional development.</p> <p>Reading fluency <a href="#">Fluency   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Power Maths/Maths Mastery <a href="#">Improving Mathematics in the Early Years and Key Stage 1</a></p> <p><a href="#">Improving Mathematics in Key Stage 2 and 3</a></p>	1
<p><b><i>Intended Outcomes 2:</i></b> <b><i>All staff have access, if and when needed, to a programme of mentoring which gives help and advice and ensures high quality teaching.</i></b></p> <p><b><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></b></p>		2, 4

<p><b>Activities</b> The core components for the effective delivery of a coaching programme are identified.</p> <p>Implement and embed a structured coaching programme for the delivery of Power Maths</p> <p>Implement a structured coaching programme for the delivery of Phonics and Reading using the core components.</p> <p>Implement a coaching programme for the delivery of other identified subject using the core components.</p> <p>Mentoring by subject leaders in all other subjects for identified staff is in place using the core components.</p> <p>Training and development of staff in Social and emotional learning strategies.</p> <p>Evaluate the effectiveness of the coaching provided and its impact on teaching and learning.</p>	<p>ECT Induction Handbook</p> <p><a href="#">Mentoring and coaching of teachers</a></p> <p><a href="#">Effective Professional Development</a></p> <p>Power Maths/Maths Mastery <a href="#">Improving Mathematics in the Early Years and Key Stage 1</a></p> <p><a href="#">Improving Mathematics in Key Stage 2 and 3</a></p> <p>Bug Club Phonics <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Bug Club Reading <a href="https://educationendowmentfoundation.org.uk/reading-house/fluency">https://educationendowmentfoundation.org.uk/reading-house/fluency</a></p>	
<p><b><u>Intended Outcome 3:</u></b></p> <p><b><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></b></p> <p><b><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></b></p> <p><b><i>There will be a well-developed and sequenced vocabulary programme from nursery to reception.</i></b></p> <p><b>Activities</b></p> <p>EYFS lead will read and review the latest research and share appropriately with all staff.</p> <p>EYFS staff will be supported by and engage with Early years leads within the collegiate to develop a well-developed and sequenced curriculum and an effective learning environment.</p> <p>Purchase resources which enhance the learning environment of EYFS classrooms</p> <p>EYFS staff will engage with the new research to continue to develop communication and language with a focus on direct teaching and modelling of vocabulary and language.</p> <p>There will be a sequenced programme of nursery rhymes and stories, to build upon prior vocabulary.</p>	<p><a href="https://draft-origin.publishing.service.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-3-the-4-specific-areas-of-learning#best-start-in-life-overall-conclusions">https://draft-origin.publishing.service.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-3-the-4-specific-areas-of-learning#best-start-in-life-overall-conclusions</a></p> <p><a href="https://draft-origin.publishing.service.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-1-setting-the-scene">https://draft-origin.publishing.service.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-1-setting-the-scene</a></p> <p><a href="https://draft-origin.publishing.service.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-2-the-3-prime-areas-of-learning">https://draft-origin.publishing.service.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-2-the-3-prime-areas-of-learning</a></p>	3, 1

<p>Structured monitoring of language development in nursery and reception. This is used to devise interventions and seek professional support quickly.</p> <p>Implementation of Talking Time programme with Talking Time lead attending CPD and supporting staff.</p> <p>Support planning for next steps at the end of the Talking Time programme.</p> <p>Evaluate the impact of the CPD on EYFS practice and outcomes</p>	<p><a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language">https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language</a></p> <p><a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=teaching-and-modelling-vocabulary">https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=teaching-and-modelling-vocabulary</a></p> <p><a href="https://www.education.ox.ac.uk/research/research-groups/language-cognition-development/child-development-and-learning/talking-time/">https://www.education.ox.ac.uk/research/research-groups/language-cognition-development/child-development-and-learning/talking-time/</a></p> <p>Talking Time <a href="https://www.education.ox.ac.uk/research/research-groups/language-cognition-development/child-development-and-learning/talking-time/">https://www.education.ox.ac.uk/research/research-groups/language-cognition-development/child-development-and-learning/talking-time/</a></p>	
<p><b><u>Intended Outcomes 4:</u></b> <b><i>There is continuous professional development in place which provide individuals with the knowledge and skills necessary to support students with special educational needs</i></b></p> <p><b><u>Activities</u></b> Recap on SEND training for all staff to ensure clarity on the strategies to use.</p> <p>Continue to closely monitor SEND provision for those pupils that are Pupil Premium and SEND to see impact of SEND CPD including the use of pre-teaching, explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and targeted use of technology so that they can access the curriculum and have the appropriate level of challenge.</p> <p>Targeted Pupil Progress meetings for PP children 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>Continue to 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. CPD for all staff on interventions for SEND children to ensure effective approaches and strategies are structured and staff have high-quality support and training and development in the pedagogy and content of the specific intervention they are expected to use.</p> <p>Evaluate the effectiveness of the training provided and its impact on the use of technology in teaching</p>	<p>EEF Effective approaches to support Literacy <a href="#">Literacy   EEF</a> <a href="https://educationendowmentfoundation.org.uk/">(educationendowmentfoundation.org.uk)</a> <a href="#">Oral language interventions</a> 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><a href="#">Phonics approaches</a> – 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><a href="#">Reading comprehension strategies</a> 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>	2,3,4

<p>and learning to support the Pupil Premium children with SEND.</p>	<p><a href="#">Mathematics   EEF (educationendowmentfoundation.org.uk)</a> Improving problem solving. Assisting pupils struggling with mathematics.</p> <p>EEF guidance report on SEND in Mainstream Education <a href="#">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><i>Intended Outcomes 5:</i></b> <b><i>Focused teaching sessions, led by experienced staff, are in place for identified children.</i></b></p> <p><b><u>Activities</u></b> Trained staff deliver well-structured, 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>Interventions continue to be carefully timetabled.</p> <p>Continue to use structured interventions for key skills:</p> <ul style="list-style-type: none"> <li>• Small group tuition for key knowledge and skills</li> <li>• One to one support for key knowledge and skills</li> <li>• Language interventions in EYFS (Talking time) which are regular, brief and maintained over a sustained period of time and delivered by well trained staff.</li> </ul> <p>Identify pupils who require further support for the multiplication check. Interventions to take place targeting additional support for the multiplication check.</p>	<p>EEF Selecting Interventions <a href="#">Selecting interventions tool.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>EEF One to One Tuition <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF Small Group Tuition <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF Teaching Assistants delivering Interventions <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF guidance report 'Using Teaching Assistants.' EEF Early Literacy EEF KS1 and KS2 Literacy guidance. Nuffield</p> <p>EEF Oral Language Interventions</p>	<p>2,4, 5</p>

<p>Continue to embed the use of well qualified Teaching Assistants to support in class interventions which supplement the work of the teacher.</p> <p>Sessions are explicitly linked to daily lessons and effective interventions are maintained over a sustained period and are carefully timetabled. Relevant CPD allows staff to be trained so that delivery continues to be consistent.</p> <p>TA's are well prepared and supported in their role and they supplement the high quality provision from the class teacher.</p> <p>Monitoring to ensure interventions support the teaching and learning of language development and literacy and numeracy skills</p> <p>.</p> <p><b>Gaps in learning:</b></p> <p><b>EYFS</b> - 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 PP children in Year 2 didn't achieve the expected standard in Phonics at the who 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 Reading and GDS Writing</p> <p>Targeted support for Y3 PP in Writing</p> <p>Targeted support for Y5 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><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></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>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 Effective approaches to support Literacy  <a href="https://www.educationendowmentfoundation.org.uk">Literacy   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions</a>  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><a href="https://www.educationendowmentfoundation.org.uk">Phonics approaches</a> – as part of a balanced approached – have been found to be effective in supporting younger pupils (4–7 year olds) to learn to read.  <a href="https://www.educationendowmentfoundation.org.uk">Reading comprehension strategies</a></p> <p>EEF guidance report on SEND in Mainstream Education  <a href="https://www.educationendowmentfoundation.org.uk">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Intended Outcomes 6 :</u></b>  <b><i>The attendance of pupil premium children, including those that are persistently absent is above the national average for Pupil Premium</i></b></p> <p><b><i>The punctuality of targeted PP families improves.</i></b></p> <p><b><u>Activities</u></b>            Further reduce the percentage of persistent absentees in pupil Premium so it is at least in line with national using a range of approaches to sustain school attendance such as:</p> <p>Further develop parental communication</p> <p>Attendance trip to take place for the children with 100% attendance.</p> <p>Reward afternoon for the class with the highest % attendance over the year.</p> <p>Attendance to be shared in weekly assemblies to identify the class with the greatest attendance..</p> <p>Staff to receive weekly attendance reports showing the persistent absentees.</p> <p>Attendance reviews to take place regularly between the Principal, family support worker and the EWO.</p> <p>Attendance incentives to be discussed at staff meetings.</p> <p>Weekly collegiate EWO visits to be in place.</p> <p>Continue to use the effective procedures that are in place for managing absence providing challenge and support for families of pupils who are consistently absent.</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>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><a href="https://www.cloudfront.net/d2tic4wvo1iusb/EEF_Parental_Engagement_Guidance_Report.pdf">EEF Parental Engagement Guidance Report.pdf</a>  <a href="https://www.cloudfront.net/d2tic4wvo1iusb/EEF_Parental_Engagement_Guidance_Report.pdf">https://www.cloudfront.net/d2tic4wvo1iusb/EEF_Parental_Engagement_Guidance_Report.pdf</a></p>	<p>6</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><b><u>Intended Outcomes 7:</u></b></p> <p><b><i>All teachers and support staff support the social and emotional learning (SEL) of children so that they acquire social and emotional skills. This includes things like managing difficult emotions, making responsible decisions, handling stress, setting goals, and building healthy relationships</i></b></p> <p><b><u>Activities.</u></b> The implementation of SEL strategies in EYFS to improve emotional and/or attitudinal outcomes.</p> <p>Refresh training for all staff on SEL strategies.</p> <p>Whole class approaches as well as targeted interventions are used to develop social and emotional skills and these are monitored carefully.</p> <p>Continue to further improve the quality of social and emotional learning (SEL).</p> <p>SEL approaches to be embedded into routine educational practices.</p>	<p>EEF Social and Emotional learning in school <a href="http://www.educationendowmentfoundation.org.uk">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Social and Emotional Learning <a href="http://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF Behaviour Interventions <a href="http://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Personal social and emotional development <a href="http://www.educationendowmentfoundation.org.uk">EEF   Personal Social and Emotional Development (educationendowmentfoundation.org.uk)</a></p>	7
<p><b><u>Intended Outcome 8 :</u></b> <b><i>Parental engagement continues to have an increased and positive impact on children's learning</i></b></p> <p><b><u>Activities</u></b> Further develop the use of practical approaches to support parental engagement such as:</p> <p>Half-termly newsletters</p> <p>Purposeful and timely communication to parents via text and email</p> <p>Regular Facebook posts (each class to post once every fortnight) to celebrate success and showcase events in school</p>	<p>EEF guidance report on Parental Engagement. <a href="http://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></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>Half-termly topic newsletters (from each year group).</p> <p>Parent partnerships continued to support attendance, behaviour and attitudes.</p> <p>Parents invited to our weekly celebration assemblies.</p> <p>Parent questionnaires.</p> <p>Invite parents into school for family learning sessions with their children including Pray and Stay, arts and crafts, Maths, phonics.</p> <p>Family lunches with their children Support given to parents to promote good homework habits.</p> <p>Evaluate the impact of the strategies on the further engagement of parents.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">EEF Parental Engagement Guidance Report.pdf</a> (d2tic4wvo1iusb.cloudfront.net)</p>	
<p><b><i>Intended Outcome 9 : More Pupil Premium children access the extended school provision.</i></b></p> <p><b><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></b></p> <p><b><i>The targeted use of before and after school programmes have an impact on attainment.</i></b></p> <p><b><u>Activities</u></b></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>Extending school time: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>Homework: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p>EEF evidence research on Life Skills and Enrichment <a href="https://educationendowmentfoundation.org.uk">Essential life skills   EEF (educationendowmentfoundation.org.uk)</a></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</p>	<p>9</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>to improved academic outcomes, especially for low-attaining pupils.  <a href="https://educationendowmentfoundation.org.uk">Essential life skills   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Summer schools:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p>	
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**Total budgeted cost: £ 165,000**

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

### Outcomes for disadvantaged pupils

**Challenge:**

***Ensuring effective Excellent Teaching and evidence informed CPD to support the retention of teachers and support staff and deliver consistent quality teaching across the school***

**Intended Outcome 1:**

***Effective Teaching supported by evidence informed CPD for teachers and support staff is embedded across the school and impacts on continually improving teaching and attainment of pupils.***

**Outcome at end of academic year 2023 – 2024**

A mastery approach to the teaching of Maths is established using the Power Maths scheme as seen through lesson visits and book scrutinies. There has been ongoing CPD (for teachers, HLTA's and TA's from EYFS to Year 6); monitoring; and coaching for staff throughout the previous year to ensure high quality teaching for all pupils. By having an understanding of the pedagogy behind the scheme, including the use of concrete resources, teaching has enabled disadvantaged pupils to be supported.

Staff meeting CPD for the teaching of Times tables has had a positive impact on outcomes for the Y4 multiplication test. The average mark score has increased from 21 in 2023 to 22.1 in 2024 which is in line with class average.

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. This has had an impact on the attainment of PP pupils. The % of PP children achieving the expected standard in Maths increased from 73% in 2023 to 75% in 2024.

Reading, language and phonics CPD for staff with the Little Sutton English Hub (EYFS and phonics lead – 'Supporting Early Language Development Programme' and phonics, ECT – Reading comprehension and webinars for all staff relating to year group) has built staff confidence in the support of language for pupils. Phonics outcomes for PP pupils at the end of Y1 have shown that 73% have passed the Phonics test.

Mentoring and coaching for the new phonics lead and the Continuous CPD on the delivery of phonics for all staff across the schools has ensured that staff are regularly updated on any additions to the validated phonics programme that the school uses.

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.

Internal school CPD from the English Lead has enabled consistency in the teaching of reading fluency in Guided Reading in KS2. This has had an impact on the attainment of some PP pupils with SEND as evidence shows an increase in the number of words they can read in a minute. Staff training around the grammatical expectations and writing outcomes for the end of each year group has raised attainment for PP pupils.

With this Maths and English CPD, there has been an increase from 42% to 56% of PP achieving the combined expected standard in reading, writing and maths.

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

Through staff training on Metacognition, including dual coding, strategies used in classes have become embedded and have had a positive impact on the achievement of PP children accessing the curriculum.

The NPQSL training has had a positive impact on 3 members of the SLT as they have all passed the assessment.

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

**Challenge 2:**

***Development of speaking and listening skills to raise the attainment and progress of all pupils including the disadvantaged from their starting points across EYFS. Current assessment data shows that current GLD percentages are below national.***

Challenge 4:

**Difficulties with language development / comprehension need to be addressed in a structured way, in class teaching and across the whole curriculum in all year groups. To continue with the embedding language teaching of tier 2 and tier 3 words within all subjects**

Intended Outcome 2:

**Successfully implement and embed the teaching of speaking and listening in EYFS**

Outcome at end of academic year 2023 – 2024

There have been CPD opportunities for staff with regards to language development. Training for all staff in EYFS with the Language Intervention 'Early Talk Boost'. This has led to more children being identified and referred to Speech and Language.

Our EYFS lead has engaged in Little Sutton's 'Supporting Early Language Development Programme' (6 sessions across the year) and shared key messages with all staff in EYFS. This sustained, research based CPD is beginning to equip teachers and leaders with a practical pedagogical understanding of both typical language development and also how to support pupils who are struggling with language acquisition. This will lead to full implementation of the strategies given.

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

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 69% 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:

**Further development of teaching and attainment in Phonics in EYFS, year 1 and year 2.**

Intended Outcome 3:

**Further develop the application of Phonics in EYFS and Year 1.**

Outcome at end of academic year 2023 – 2024

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

After visiting showcase events and an external reading review within school, £9000 funding from the English Hub has been received and used to purchase books and resources to support the Phonics scheme Bug Club - in particular Guided Reading for KS1. The impact of this will be seen next year. However, all pupils have a phonetically decodable book matched to the sounds they know and in light of research and good practice, these are read in school before going home.

Rapid Phonics is used consistently for pupils in Y2 and above who didn't pass the Phonics test in Year 1.

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.

The school now needs to ensure the full implementation of the Phonics programme with fidelity to the scheme as a result PP do well at the end of Y1

Challenge 5:

***Addressing gaps in prior learning due to the long term effects of COVID-19 so that attainment in the core subjects continues to improve and attainment at the end of KS2 is at least in line with the government expectations***

**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 2023 – 2024

**YEAR 4 TIMES TABLES**

In the timetables test at the end of Year 4, PP children scored an average of 22.1 which has increased from 21 in the previous academic year (2022 – 2023)

**END OF KEY STAGE 2.**

At the end of KS2, 75% of pupil premium achieved the expected standard in Maths, compared to 73% in 2022-2023.

The combined for PP children was 56% which is an increase from 54% in 2022-2023.

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

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

CPD for teachers who are new to teaching phonics ensures that they have good knowledge of the validated phonics programme and the impact on improving attainment.

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 6:

***Difficulties with Metacognition, self-regulation and self-regulated learning need to be addressed in class teaching, across the curriculum, building levels of independence in disadvantaged children. Some children are over reliant on adult support.***

**Intended Outcome 5:**

***Successfully implementing the teaching of metacognitive strategies to enable pupils to develop self-regulated learning skills across the curriculum and work more independently.***

Outcome at end of academic year 2023 – 2024

After CPD, staff training and lesson visits, the structure of lessons include metacognition strategies to support learning and outcomes of PP and SEND pupils which ultimately supports all pupils.

The recommendations set out in the EEF metacognition guidance have been adopted and are being taught explicitly throughout the school

Evidence of the use of metacognition strategies across the school (modelled/used by teachers). As a result, pupils are developing an awareness of their strengths and weaknesses and the strategies that they use to learn, allowing them to persevere and tackle problems.

Metacognition strategies are being encouraged by children across all subjects

Challenge 8:

***Difficulties with social and emotional learning which need to be addressed and strategies taught by all teachers to address socio-economic disadvantage so that all pupils have access to the resources needed and Cultural Capital experiences. Increased number of families needing support via Early helps, CIN or CP plans. Increased referral to the SENCO via staff and parents/carers to support children whose mental health has been impacted by the pandemic.***

Intended Outcome 7:

***Support the impact of socio – economic disadvantage***

***Continued improvement of SEND provision for those pupils that are Pupil Premium and SEND. Specific approaches to support these pupils to include explicit instruction, cognitive and metacognitive strategies, scaffolding (including pre teaching) flexible grouping, and the targeted use of technology.***

Outcome at end of academic year 2023 – 2024

JIGSAW PSHE/RSE lessons take place in all year groups and have been monitored.

Referrals made to the Young Minds Counsellor who works in school to support specific pupils and increased number of days the Safeguarding lead working in school.

Physical health established across the school, including active families

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.

Dyslexia CPD for all staff and TA's. Strategies shared to be implemented in classrooms to support children.

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 and trainee 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 7:

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

Challenge 9:

***Maintaining attendance so that after the impact of school closures, attendance for PP children is at least in line with national attendance. Ensure persistent absence for disadvantaged pupils is below national attendance after the impact of school closures.***

**Intended Outcome 6:**

***Ensure attendance and punctuality for PP children is at least in line with national attendance***

Outcome at end of academic year 2023 – 2024

Parent questionnaires have shown positive feedback regarding communication in school.

EEF guidance strategies (Engaging Parents) put into place to support parents to have high expectations for their children, to develop and maintain communication with parents about school activities and schoolwork and to promote the development of reading habits.

Due to the format of parents evening, there was an increase in the % of parent attending. SEN reviews were also held on a specific evening and this increased the engagement of parents.

A high percentage of parents sign the reading diaries, particularly in KS2 (70% +) and those children who don't read at home or given opportunities within the school day.

Annual school's expectations regards to reading is shared with parents.

Attendance trip at the end of the year for children with 100% attendance

Reward afternoon of their choice for the class with the highest attendance over the year.

Display at the front of school celebrating the weekly attendance winners.

In school reward for the class with the highest attendance – trophy

Weekly attendance award (given out in the celebration assembly-parents attend)

Staff receive daily attendance reports for the whole school.

EWO – weekly attendance reviews

Attendance clinics (EWO/Principal/Family support worker if required)

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.

For the academic Year 2023 – 2024, attendance for:

PP children was: 93.9%

PA for PP was: 20% (22 out of 109)

This data shows that attendance for our PP children is in line with national and has improved from the previous academic year.

## 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.*