Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Wilfrid's Primary School
Number of pupils in school	276
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028
Date this statement was published	Oct 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Delia Evans Headteacher
Pupil premium lead	Mary Wilde SENDCO
Governor / Trustee lead	Mattie Winder

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,150
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£20,150

Part A: Pupil premium strategy plan

Statement of intent

At St Wilfrid's, it is our vision that all pupils, irrespective of their backgrounds and any challenges that they face, achieve their full potential in every dimension: academic, spiritual, moral, social, physical and artistic. We believe that all staff have a part to play in ensuring this. Our intention is that every child will be and feel successful, will make good progress in all areas of the curriculum, and will go on to be good citizens of the world. The purpose of our pupil premium strategy is to ensure disadvantaged pupils are well supported in achieving this goal and leave St Wilfrid's at least in line with their peers in terms of these aims.

Due to our small numbers of Pupil Premium children, our strategy and approaches are unique and individualised, with the aim of securing a range of opportunities under the umbrellas of quality first teaching, targeted academic support, broadening experiences, and wider social and emotional strategies. We ensure that strong collaboration and communication is maintained by creating a holistic 'provision map' document our pupil premium children, which is evaluated and revised regularly, and follows each pupil premium child through school. We review progress in all areas for each child regularly, and through prompt and precise analysis of need, strong relationships with teachers and support staff in school, and with parents and carers, the impact of interventions and support are maximized.

Emotional regulation and behaviour for learning are key areas of focus across our pupil premium cohort. We know that, on average, social and emotional skills are lower for children from disadvantaged backgrounds, and that improving social and emotional skills is important for both increasing academic progress, and for the aims above of preparing children for life, and to be good citizens of the world. (*e.g. EEF Guidance Report 2019*)

Another key area of focus is reading and reading for pleasure. Again, evidence tells us that choosing to read for pleasure is a key indicator in a number of measures of success in life, including academic outcomes. (*OECD 2011*)

Our intention is that any activity put in place to improve outcomes for our Pupil Premium children, whether at a school/whole-class level, or targeted interventions to support individuals, will be rooted in a strong evidence base.

Offering a range of experiences and opportunities to broaden children's experiences, such as residentials and other trips and visits beyond the school is an important part of our curriculum offer to nurture and develop the 'whole child'. A significant element of

our pupil premium strategy is that funding is used to ensure that no child misses out on these experiences because of financial factors.

Challenges

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

Challenge number	Detail of challenge
1	Attainment: Higher numbers of our disadvantaged children are below age related expectations than non-disadvantaged. There is a disproportionate representation of SEND amongst these children however, with 50% of pupil premium pupils having an identified SEND.
2	Lower Social and Emotional Skills: All the current pupil premium children with identified SEND have challenges in the categories of either Communication and Interaction, or Social Emotional and Mental Health. We have identified social and emotional skills as an area of challenge for most of our pupil premium children. Improving these skills will have a range of benefits for the children.
3	Equal access to wider opportunities and experiences, including sporting clubs and activities, cultural experiences, and experiences that build independence, such as residential stays and visits.
4	Resilience and self-regulation; dedication to learning. Observations and staff discussion shows that many of our pupil premium children lack resilience both socially and academically. This impacts their independence and ability to fulfil their academic potential.
5	

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
Good or better progress from individual starting points, reducing gaps between our disadvantaged children, and non-disadvantaged children nationally.	Progress shown in statutory assessments, including end of KS2 outcomes and Y1 phonics screening check. Where children have an EHCP, progress will be made against identified outcomes here.
Social and emotional skills improve, and pupils with social, emotional or mental health needs are identified and supported so that things improve.	Pupil and parent voice is positive in relation to the impact of targeted intervention. Regular reviews with class teachers demonstrate improved social and emotional skills. Where appropriate, progress will be seen using tracking of Boxall profile or Readiness to Learn scores.

	Pupil voice shows that pupil premium children feel happy and safe in school.

Pupil premium children benefit from wider and extra-curricular opportunities to build 'cultural capital' and contribute to all areas of their development (spiritual, moral, social, physical and artistic as well as academic).	Financial challenges do not prevent PP children from having the same opportunities as their peers. The majority of PP children engage in an extra-curricular club or activity (if appropriate). Almost all PP children attend residential visit opportunities. Clear reasons are understood for any non-attendance.
Learning behaviour and resilience is improved.	Observations show that children are independent in their approach to learning, and take responsibility for their own outcomes. They are seen to be motivated within lessons, can talk about their learning, and have an increasing sense of pride in their work and achievements.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adaptive teaching training: - Leaders through Ambition Institute – leading to adaptation of the ECT programme for whole staff - whole staff in regular PDMs - use of 'tips and reminders' in regular staff updates to support implementation. - Monitoring documentation has an explicit link to adaptive approaches and engagement of vulnerable/SEND children SENCO delivering training and working with individual teachers and TAs to review adaptive approaches and strategies for individual children	Strong evidence base that adaptive teaching has positive effects on both academic and non-academic outcomes (Chartered College of Teaching) EEF Guidance report on Effective professional development. Evidence from EEF Early Career Framework	1, 2 and 4

Range of SEND specific training, delivered by SENCO internally and commissioned externally – interventions, adaptive approaches, speech and language programmes and approaches, autism good practice and top tips. Engagement with and time from locality autism expert.	Autism Trust endorsed training. Evidence from SEND networks, Trust, locality and city-wide.	1, 2 and 4
Weekly PSHE lesson Zones of Regulation - Displayed and utilised in all classrooms. Adults carry cards to aid interaction with children when they are dysregulated. Circle time training – whole school plus intensive training for two leaders. Monitoring and review of implementation and impact on PP children	EEF report on personal, social and emotional development. Evidence shows circle time helps improve children's social and emotional development, self-esteem and learning behaviour.	2 and 4
Early identification of children with potential vocabulary gaps	Baseline assessment (Standardised tests) can provide reliable insights into the specific strengths and	1 and 4

through Reception Baseline screening and introduction of Wellcom language programme Key tier 2 and 3 vocabulary for each subject identified by subject leaders and class teachers. The tier 3, and any key tier 2 vocabulary is shared with children on carefully planned knowledge organisers. This is also shared as a part of a lesson. Techniques, such as 'say it again, say it better' are used to encourage children to use the correct vocabulary. This will dovetail the Metacognition approaches of asking children explaining how they know an answer as children will be expected to use correct vocabulary. <u>Language Comprehension</u> ● Exposure to high quality spoken language through adult interactions and conversations ● Exposure to vocabulary through carefully selected class stories ● Access to challenging vocabulary through Mastery English texts	weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. The review of cognitive science by the EEF published in 2021 identifies knowledge organisers as a key method of retrieval practice. The research shared in the report on cognitive load, spaced learning and retrieval practice are the foundations on which we base the format and use of our knowledge organisers. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom	
Reading for pleasure – range of approaches and training. Delivered by English hub specialists.	Significant evidence on the positive impact of reading for pleasure in a whole range of related areas. Academic, social, well-being etc.	1,2 and 4

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

Budgeted cost: £ 5150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retrieval of times tables and number bonds through Times Tables Rockstars and NumBots which will increase stamina, fluency, confidence and engagement.	Building up long-term memory and developing schemas to ease pressure on working memory. https://educationendowmentfoundation.org.uk/education-eviden ce/evidence-reviews/cognitive-s cience-approaches-in-the-classr oom	1 and 4
Early intervention through Wellcom programme and existing NIP, VIP and LEAP Speech and Language Intervention - Targeted support for any child identified as having language deficit: ● shape coding ● colour coded sentence maker ● blank level questions	These approaches are written by and recommended by Sheffield NHS Speech and Language service based on research from I Can https://ican.org.uk/ and supported by SLCF https://www.slcframework.org.u k/ We have seen evidence in school that these have had a positive impact on the children participating as they have made significant progress.	1 and 2
Social skills and social communication interventions such as lego therapy, ELSA interventions, fun friends, attention autism	Evidence based interventions promoted by autism agencies and experts, and SEND networks/educational psychology support	2 and 4

Clicker to support writing and develop children's independence.	Shown to improve writing skills as well as language and motivation/resilience.	1 and 4

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for PP children to access trips and residentials, and other opportunities such as after school clubs, enrichment opportunities, have access to curriculum resources and enhancements such as homework books/laptop or tablets as appropriate	EEF guidance around combating the attainment gap through access to equal opportunities	2

Total budgeted cost: £20150

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Improved outcomes in statutory assessments

We have small numbers of pupil premium children in each cohort. So year on year data in statutory assessments is difficult to interpret out of context. In the academic year 2025-26, 100% of our pupil premium children achieved the expected standard in all areas of reading, writing, maths and GPS.
Across the school, 54% of our PP children were at age expected standards in reading, writing and maths at the end of the year. Of the remaining children, 83% (5 out of 6) had known SEND, and 4 of these had EHC plans. The one child without SEND was at the expected standard in reading and writing, and just below age-expectations in maths.

The school's aim is that all pupils, irrespective of background and barriers to learning, become happy, healthy, empowered children who can participate and contribute to school life
All pupils access at least one club or extra curricular activity per week. Pupils are funded to attend residentials, festivals, music lessons and trips.
All of our pp children attended the residential or day trips that were on offer to them, depending on their year group.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

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

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

Further information (optional)

We have put an implementation plan together for metacognition which will provide an evaluation framework for the duration of our three-year approach. We will adjust our plan over time to secure better outcomes for pupils as necessary.