

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	308
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	Dec 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Delia Evans Headteacher
Pupil premium lead	Mary Wilde SENDCO
Governor / Trustee lead	Sue O'Shea Mattie Winder

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,408
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	£25,408

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 for every pupil premium child, 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 residential 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 almost 50% of pupil premium pupils having an identified SEND. Currently 31% of this cohort have an Education Health and Care Plan.
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	
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 scores. Pupil voice shows that pupil premium children feel happy and safe in school.

<p>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).</p>	<p>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.</p>

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: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed	
<p>Metacognition training:</p> <ul style="list-style-type: none"> - leaders through Learn Sheffield/HRS sessions - whole staff in regular PDMs - use of 'tips and reminders' in the bulletin to support implementation. - Class prompt sheet used for scaffolding of both teacher and pupil metacognitive talk. <p>In school:</p> <p>Opportunities provided in each lesson for teachers to model metacognitive approaches and for children to use them, e.g. when talking about their own learning.</p>	<p>Strong evidence base that improving metacognition and self regulation will improve independence and motivation in all children.</p> <p>EEF Guidance report on Metacognition and self-regulated learning.</p>	1	
<p>2 members of SLT to attend TISUK training through Learn Sheffield</p> <p>Weekly PSHE lesson</p> <p>Zones of Regulation - Displayed and utilised in all classrooms.</p> <p>Adults carry cards to aid interaction with children when they are dysregulated.</p>	<p>TISUK Website:</p> <p>https://www.traumainformedschools.co.uk/what-is-a-trauma-informed-school</p> <p>This is evidenced by the ACE Study which includes over 1000 up-to-date research studies</p>	<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="width: 100%; height: 100%;"></td> </tr> </table>	
<p>Early identification of children with potential vocabulary gaps</p>	<p>Baseline assessment (Standardised tests) can provide reliable insights into the specific strengths and</p>	3 and 1	

<p>through Reception Baseline screening.</p> <p>Key tier 2 and 3 vocabulary for each subject identified by subject leaders and class teachers.</p> <p>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.</p> <p>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.</p> <p><u>Language Comprehension</u></p> <ul style="list-style-type: none"> ● 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 	<p>weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</p>	

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

Budgeted cost: £ 9795

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>KS2 Reading fluency project: A 8 week project (2 x 20 mins) which aims to increase:</p> <ul style="list-style-type: none"> ● Stamina ● accuracy ● enjoyment ● confidence ● engagement 	<p>Herts for Learning https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project https://www.traumainformedschools.co.uk/what-is-a-trauma-informed-school</p>	<p>3</p>
<p>Early intervention through LEAP, VIP and NIP</p> <p>Speech and Language Intervention - Targeted support for any child identified as having language deficit:</p> <ul style="list-style-type: none"> ● shape coding ● colour coded sentence maker ● blank level questions 	<p>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.slcfamework.org.uk/</p> <p>We have seen evidence in school that these have had a positive impact on the children participating as they have made significant progress.</p>	<p>3</p>
<p>Establishing The Haven - Nurture provision intervention run by two members of staff with up to five pupils. The aim is to replace missing early experiences by developing positive pupil relationships with both teachers and peers in a supportive environment. Use of Boxhall Profile to assess need.</p> <p>Fun Friend's Intervention Programme Time to Talk Intervention</p>	<p>Nurture UK: Boxall Profile assessment tool is well respected and recommended by Sheffield SEN Department</p>	<p>2</p>

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Trauma Informed Schools UK:</p> <ul style="list-style-type: none"> ● SLT training - 4 members of staff 	<p>TISUK Website:</p>	<p>2</p>

<ul style="list-style-type: none"> • whole school approach • 10 days training for TI lead <p>Behaviour Policy - Teaching positive behaviour strategies</p>	<p>https://www.traumainformedschools.co.uk/what-is-a-trauma-informed-school</p> <p>This is evidenced by the ACE Study which includes over 1000 up-to-date research studies</p> <p>Behaviour policy is based on Paul Dix - When the adults change everything changes.. This is a well regarded approach used successfully by many schools. It is also based on the Healthy Minds project - CAMHS</p>	

Total budgeted cost: £16795

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Improved outcomes for pupils in Reading (fluency & comprehension)

Phonics Y1 97%

Y2 97%

Y6 Teacher Assessment 91% NE and above

All pupils attending school full time

Those children who required part-time timetables have been targeted through a reduced timetable plan and are now due to be in full time from September. The success of this approach has meant that we have been able to use it with two other children this academic year. They will both return to a full timetable from January 2022 after completing a reduced timetable cycle plan.

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.

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
Targeted Maths Support	Third Space Learning

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)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- *Embedding Formative Assessment Project. This is a research led project listed in the [EEF Guidance Report on Feedback](#) It demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.*
- *utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.*
- *offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities such as drama, maths club, choir, residential visits, sporting festivals, chess club will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.*
- *Working with Sports Eds, specialist sports providers, to offer all pupils high quality PE lessons once per week, a weekly lunchtime club (45 mins) and after school opportunities, focussing on fitness, skills, growth mindset and mental health and well being.*

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. One member of staff has been part of a city wide project run by Learn Sheffield in partnership with Huntington Research School on addressing disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

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.