

# 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	297
Proportion (%) of pupil premium eligible pupils	5.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	Dec 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Delia Evans Headteacher
Pupil premium lead	Catherine Goodchild Deputy Headteacher
Governor / Trustee lead	Sue O'Shea

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23280
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£23280

## Part A: Pupil premium strategy plan

### Statement of intent

At St Wilfrid's, our ethos is that all pupils, irrespective of their backgrounds and any challenges that they face, achieve high attainment and that all staff have a part to play in ensuring this. Our intention is that every child will have ownership of their own learning, will make good progress and will have high achievement in all areas of the curriculum. The purpose of our pupil premium strategy is to ensure disadvantaged pupils are well supported in achieving this goal and leave St Wilfrid's with the best life chances in line with their peers.

We use our trauma informed approach and knowledge of promoting positive learning behaviours when considering the challenges faced by all pupils. We intend that any activity put in place, whether to improve teaching across the school, targeted interventions to support individuals or wider strategies, will support these needs and will be rooted in a strong evidence base.

At the heart of our approach is our focus on the continuous development and improvement of whole class teaching. We have focussed particularly on developing those learning behaviours which will support the areas in which disadvantaged pupils require the most support. Our work on developing these to date has proven to benefit all learners while having a great impact on closing the disadvantaged attainment gap and supporting some children with SEND. In our approach to targeted interventions, the teaching and development of these learning behaviours are still key.

In addition to the approaches in place to try to address common challenges, individual needs will be addressed through intervention and targeted academic support. Again, children accessing these will be those identified through pupil premium as disadvantaged and also those children who have been disadvantaged through national lockdown. Pupils accessing these interventions and targeted support will be identified through assessments or observation and their progress will be closely monitored through assessments. Regular reviews of progress through pupil progress meetings between class teachers and senior leaders will be used to monitor and evaluate our provision. All members of staff will have responsibility for the outcomes of these interventions and targeted support, with appraisal targets and school improvement priorities linked to the most vulnerable/lowest attaining children.

### Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with children indicate that children are more passive in their learning and lack independence
2	Observations and discussions with children and parents have shown that there is an increase in social and emotional needs. Children are more dysregulated and often need help to regulate again. This seems to have particularly affected disadvantaged pupils. An increase in numbers of children with recorded SEMH needs on SEN register, identified as level 3 or above on the Sheffield Support Grid.
3	Assessments, observations and discussions with children have indicated that there is an oral literacy and vocabulary gap amongst some, particularly disadvantaged, children. This is demonstrated by falling outcomes in reception baseline assessments.
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
<p>Children work with increased independence and approach challenging tasks with greater confidence.</p> <p>Pupils' understanding of learning will be deeper.</p>	<p><u>Qualitative</u></p> <p>Children plan how to tackle a task. They monitor how they are getting on and evaluate their success at the end.</p> <p>Children ask for help but this is after they have considered their task and decided that this is their best course of action.</p> <p>Children can talk about their success in their learning in terms of their knowledge of themselves, the task and the strategies they have. As a result, their learning will be deeper.</p> <p><u>Quantitative</u></p> <p>There is a marked increase in children's year on year end of KS2 assessments as more children are confident in attempting and succeeding with more complicated questions (e.g. those with many parts to them).</p> <p>In each class, assessments reflect the increased confidence and successes as above. This includes White Rose mathematics assessments, Star reading and star maths assessments and Headstart reading.</p>
Children are able to self-regulate	The zones of regulation are used as part of everyday conversations between pupils and

	<p>teachers to describe how children are feeling and help them to regulate.</p> <p>Exclusions data shows fewer suspensions, and CPOMS data shows fewer extreme incidents of dysregulation occurring.</p>
<p>All children use tier 2 and 3 vocabulary confidently, both orally and in writing.</p>	<p>All children are able to use the subject specific vocabulary identified in their work and when talking about their work.</p> <p>There is an improvement in in-year writing and reading outcomes throughout the school. 'No More Marking' gives nationally comparable, externally validated judgements about writing outcomes in each year group.</p> <p>There is a marked improvement in assessments, particularly end of KS2 reading, of children attempting and correctly answering questions which specifically target understanding of vocabulary.</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 and Embedding Formative Assessment training:</p> <ul style="list-style-type: none"> <li>• leaders through Learn Sheffield/EFA sessions</li> <li>• whole staff in regular PDMs and phase/Key Stage meetings</li> <li>• use of ‘tips and reminders’ in the bulletin to support implementation.</li> <li>• weekly updates – articles or videos through phase/key stage meetings.</li> <li>• Class prompt sheet used for scaffolding of both teacher and pupil metacognitive talk. EFA action plans and class actions in place for every teacher.</li> </ul> <p>In school:            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.            Subject leaders prompted to include evaluation of metacognitive approaches in subject monitoring.</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>	<p>1</p>

<p>2 members of SLT to attend TISUK training through Learn Sheffield</p> <p>Weekly PSHE lesson Zones of Regulation - Displayed and utilised in all classrooms. Adults carry cards to aid interaction with children when they are dysregulated.</p> <p>Introduce and embed weekly circle time sessions – led by PP lead and PSHE lead</p>	<p>TISUK Website: <a href="https://www.traumainformedschools.co.uk/what-is-a-trauma-informed-school">https://www.traumainformedschools.co.uk/what-is-a-trauma-informed-school</a></p> <p>This is evidenced by the ACE Study which includes over 1000 up-to-date research studies</p>	<p>2</p>
<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>	<p>3 and 1</p>

<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"> <li>● Exposure to high quality spoken language through adult interactions and conversations</li> <li>● Exposure to vocabulary through carefully selected class stories</li> <li>● Access to challenging vocabulary through carefully selected Mastery English texts – mapped from Y2 to Y6.</li> <li>● Clear, whole school strategy for increasing children’s reading for pleasure – engagement with Transforming Schools’ Reading Culture programme. (Staff in school deliver this programme for other schools through the English Hub)</li> </ul>	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</a></p>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 13280

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>KS2 Reading fluency project: A 8 week project ( 2 x 20 mins) which aims to increase:</p> <ul style="list-style-type: none"> <li>● Stamina</li> <li>● accuracy</li> <li>● enjoyment</li> <li>● confidence</li> <li>● engagement</li> </ul>	<p>Herts for Learning  <a href="https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project">https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project</a>  <a href="https://www.traumainformedschools.co.uk/what-is-a-trauma-informed-school">https://www.traumainformedschools.co.uk/what-is-a-trauma-informed-school</a></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"> <li>● shape coding</li> <li>● colour coded sentence maker</li> <li>● blank level questions</li> </ul>	<p>These approaches are written by and recommended by Sheffield NHS Speech and Language service based on research from I Can <a href="https://ican.org.uk/">https://ican.org.uk/</a> and supported by SLCF <a href="https://www.slcframework.org.uk/">https://www.slcframework.org.uk/</a></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 ELSA interventions – trained practitioner to implement short</p>	<p>Nurture UK: Boxall Profile assessment tool is well respected and recommended by Sheffield SEN Department</p>	<p>2</p>



term interventions with a clear target taken from Boxhall profile assessment outcomes.		
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Informed Schools UK: <ul style="list-style-type: none"> <li>• SLT training - 4 members of staff</li> </ul>	TISUK Website:	2
Behaviour Policy - Teaching positive behaviour strategies  Studio 3 low arousal training Positive regard consultancy and support External review of success of approaches to behaviour Learn Sheffield support through School Improvement Partner and Early years professional development Local authority Early Years training package subscription	<a href="https://www.traumainformedschools.co.uk/what-is-a-trauma-informed-school">https://www.traumainformedschools.co.uk/what-is-a-trauma-informed-school</a>  This is evidenced by the ACE Study which includes over 1000 up-to-date research studies  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	1, 2 and 3

**Total budgeted cost: £23280**

## 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 2022 to 2023 academic year.

Statutory assessment outcomes 2023:																									
<b>Early Years</b>																									
<b>July 2023</b>		St Wilfrid's		National Average																					
% of children achieving a 'Good Level of Development' at the end of Reception		<b>76%</b>		<b>65.2%</b>																					
<b>Year 1 Phonics</b>																									
<b>July 2023</b>		St Wilfrid's		National Average (2019)																					
% of children passing the Phonics Screening Check		<b>91%</b>		<b>75%</b>																					
<table border="1"> <thead> <tr> <th>2023</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>EXS+</td> <td>80%</td> <td>73%</td> <td>82%</td> </tr> <tr> <td>National Average (EXS)</td> <td>69%</td> <td>61%</td> <td>72%</td> </tr> <tr> <td>GD</td> <td>34%</td> <td>18%</td> <td>30%</td> </tr> <tr> <td>National Average (GD)</td> <td>19%</td> <td>8%</td> <td>17%</td> </tr> </tbody> </table>						2023	Reading	Writing	Maths	EXS+	80%	73%	82%	National Average (EXS)	69%	61%	72%	GD	34%	18%	30%	National Average (GD)	19%	8%	17%
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<b>Key Stage 2 (End of Year 6)</b>																									
<b>2023</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>GPS (Grammar, punctuation, spelling)</b>	<b>Reading, Writing and Maths combined</b>																				
EXS+	89%	91%	96%	96%	89%																				
National	73%	69%	78%	72%	59%																				

Average (EXS)					
GD	56%	30%	30%	30%	27%
National Average (GD)	29%	13%	24%	30%	8%

**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 disadvantaged pupils access at least one club or extra curricular activity per week. Pupils are funded to attend residentials, festivals, music lessons and trips.

Fixed term exclusions reduced over the academic year 2022/23.

## 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.*