



St Wilfrid's CE Primary School

Pupil Premium Strategy Statement 23.24

School overview

Metric	Data
School name	St Wilfrid's CE Primary School
Pupils in school	231
Proportion of disadvantaged pupils	8%
Pupil premium allocation this academic year	£39560
Academic year or years covered by statement	2023-24
Publish date	November 23
Review date	September 24
Statement authorised by	Mark Curwen
Pupil premium lead	Mark Curwen/Jane Wall-Budden
Governor lead	Hannah Proctor

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-2.60
Writing	-4.20
Maths	-1.10

Disadvantaged pupil performance overview for last academic year (2 children in total)

Measure	Score
Meeting expected standard at KS2	50%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 Continued improvement of Quality First Teaching Across school	Continue to ensure all relevant staff (including new staff) have received paid-for training and resources to deliver QFT, the Step into Quality Y1 improvements, phonics and approved school interventions
Priority 2 Ensure consistent use of specific time-limited interventions relevant to each year group.	Continue to implement small group writing /Speech and Language /maths interventions for disadvantaged pupils falling behind age-related expectations.
Priority 3 Develop wider strategies to support behaviour for learning and pupil wellbeing.	Refresher training on aspects of Emotion Coaching and autism friendly classrooms to support all. Embedding of whole school Zones of Regulation, to support wellbeing and self-regulated learning. Whole Staff Attachment and Trauma training Supporting Behaviour in the classroom training
Barriers to learning these priorities address	Ensuring staff consistently use evidence-based whole-class teaching and agreed interventions
Projected spending	£38,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	July 24
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 24
Progress in Mathematics	Achieve national average progress scores in KS2 Maths	July 24
Phonics	Achieve national average expected standard in Phonics Screening Check at end of Y1	July 24

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1</p> <p>Continued improvement of Quality First Teaching Across school</p>	<p>Implementation of whole school plan to improve consistency in Quality First Teaching in all year groups across the curriculum and extend this to include the Great Teaching Programme. Ensure all relevant staff (including new staff) have received CPD.</p> <p>Ensure all relevant staff (including new staff) have received paid-for training and resources to deliver QFT through the Step into Quality Y1</p>
<p>Priority 2</p> <p>Establish consistent use of specific time-limited interventions relevant to each year group.</p>	<p>Continue to implement small group writing /Speech and Language /maths interventions for disadvantaged pupils falling behind age-related expectations.</p> <p>Ensure staff are confident to deliver agreed school interventions: Wellcom, Phonics, Precision Teaching, Reading Partners, Nessy, Lexia, Talk Boost.</p>
<p>Priority 3</p> <p>Develop wider strategies to support behaviour for learning and pupil wellbeing.</p>	<p>Embedding of whole school Zones of Regulation, to support wellbeing and self-regulated learning.</p> <p>Improving the lunchtime provision to encourage more positive play and behaviour choices</p> <p>Whole Staff Attachment and trauma training</p> <p>Supporting Behaviour in the classroom training</p>
<p>Barriers to learning these priorities address</p>	<p>Continued consistent approaches to teaching and learning becoming embedded with staff and pupils showing increased confidence.</p> <p>Improved Speech and Language and phonics</p>
<p>Projected spending</p>	<p>£28,000</p>

Wider strategies for current academic year

Measure	Activity
Priority 1 Embedding principles and common language of metacognition, Zones of Regulation.	Ensure all relevant staff (including new staff) are trained to use the whole school approach to self-regulated learning: Zones of Regulation and relevant resources are purchased. Refresh knowledge and understanding of principles/language to support metacognition. Introduce autism friendly resources to support emotional/behavioural regulation
Priority 2 Provide more effective support parents to support learning	Use EEF evidence and strategies to work more effectively with parents to support learning, including new phonics online scheme, and class Dojo. Signpost Triple P course for parents and the Incredible Years programme for SEN children.
Barriers to learning these priorities address	Improving readiness to learn for disadvantaged pupils in order to improve outcomes Improved parental engagement and skills to support learning.
Projected spending	£12,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET, dedicated staff meeting time and training budget
Targeted support	Ensuring enough time for agreed interventions to be followed, and these are time limited and evaluated	Named staff will be allocated separate responsibilities to deliver interventions as well as class-based teachers/in class support staff.
Wider strategies	Supporting children's behaviour for learning and engaging the families facing most challenges	A whole school language will be embedded in order to equip all staff to support behaviour regulation. Working closely with LA and other schools to provide support for families

