

Pupil premium strategy statement – St Wilfrid's C of E Academy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1284
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2022/23 to 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	<i>Mrs V Michael - Principal</i>
Pupil premium lead	<i>Mrs N Pyper-Mann – Assistant Principal Inclusion</i>
Governor / Trustee lead	<i>Clare Leadley and Jill Cross</i>

Funding overview for 2023/24

Detail	Amount
Pupil premium funding allocation this academic year	£273,758
Recovery premium funding allocation this academic year	£79,654
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£353,403

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all our students to "live life to the full", irrespective of their backgrounds or the challenges that they face. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that shared goal.

For every one of our students, education at Saint Wilfrid's Church of England Academy is about more than examination results and is built upon our foundation verse from John 10 v 10.

We do this through a curriculum that is-

- Ambitious and academic
- Expertly crafted so that new knowledge and skills build on what has been taught, to secure strong outcomes
- Evidence informed- taught by staff who are passionate about their subject and whose practice is informed by evidence, theory and research. We have 4 values which drive all we do. Collectively we seek to:
 - Learn -Wisdom
 - Inspire- Hope
 - Value -Love
 - Experience -Koinonia

These values underpin the care we take to be inclusive, to embrace diversity, and to remove barriers from engaging learning opportunities and enriching experiences.

In this plan, it is acknowledged that we intend to spend more on these strategies than the pupil premium allocation will allow. This is because other pupils may benefit from some of the holistic strategies. In addition, there may be pupils living just above the threshold for pupil premium or FSM, who are in financial hardship. The Academy will also seek to subsidise their inclusion in extra curricular activities and curriculum resources alongside the pupils entitled to Pupil Premium.

Challenges

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

Challenge number	Detail of challenge
1	Attainment of PP Students in Core Subjects Comparing results across core subjects, disadvantaged boys have underperformed in English Language, Maths and Combined Sciences. Whilst girls have been in line with expected outcomes, the gap between disadvantaged and non-disadvantaged girls within Science and English Literature is significant.

		School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
	No. of pupils	39	1538	447564
	P8 score & CI	-0.03.(-0.48 to 0.43)	0.18	0.17
	A8 score	42.5	49.2	50.2
	English & maths at grade 5+	33%	52%	52%
	English & maths at grade 4+	64%	72%	73%
	EBacc at grade 5+	13%	22%	20%
	EBacc at grade 4+	18%	32%	28%
	Entering EBacc	28%	55%	43%
	EBacc Average Point Score (APS)	3.71	4.39	4.43
	In education or employed for 2 terms after KS4 (2021 school leavers)	91%	95%	96%
	Exam entries per pupil, all KS4 quals	7.3	8	8.2
	Exam entries per pupil GCSEs	6.5	7.3	7.6
2	Attendance- In 2022-23 we have seen attendance of disadvantaged students at 86.5% compared to non-disadvantaged attendance of 93%. This follows trends from previous years and although the gap is closing it remains significant.			
3	<p>Poverty Proofing- The current cost of living crisis has made it even more difficult for disadvantaged learners to access education, resources, study space and extra-curricular opportunities. Through conversations with families and learners, we appreciated that there are many barriers to participation.</p> <p>In review of our current offering, we also feel we need to continue working to remove stigma and have ease of access to funds for those that are entitled.</p>			
4	Mental Health and Wellbeing- In line with national trends, an increasing number of our students struggle with wellbeing and mental health challenges. These challenges continue to affect a number of our disadvantaged learners and have a potential impact on attainment and progress.			

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
1. Improved rates of progress for disadvantaged learners in core subject areas.	An improved P8 score for PP students in all 3 core subjects in summer GCSE results. The gap between PP girls and boys to be closed in these subjects and other areas.
2. Increased attendance of disadvantaged learners.	Sustained high attendance figures: To reduce the attendance gap between disadvantaged learners and their no disadvantaged peer to 2% or less.
3. Less families asking for help as the Academy becomes more proactive in offering support. Increases in numbers of disadvantaged students accessing extra-curricular activities and attending educational visits.	Increased numbers taking part in enrichment, developmental and extra-curricular activities, including music tuition and the Duke of Edinburgh scheme. Attainment 8 and Progress 8 scores of disadvantaged learners in line with their peers.
4. To deliver an effective wellbeing curriculum through our LIVE! programme, as well as providing specific targeted support.	Improved attendance of disadvantaged learners. Additional qualitative data gathered via student, teacher and parent voice demonstrating positive levels of wellbeing.

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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to invest in educational software, including Tassomai and Educake for Science and Sparx and TT Rockstars for Maths.	<p>Teaching using these platforms can support personalised provision, differentiation and question-level analysis. AI technology can help close gaps in learning and create personalised pathways.</p> <p>Easy to access data on impact, progress and student engagement informs future planning and intervention.</p> <p>EEF: Using Digital Technology to Improve Learning</p>	1
<p>To improve the quality of teaching of exam technique, exam stamina and exam literacy.</p> <p>Whole school and subject specific CPD on exam writing techniques</p>	<p>Many examiner reports from GCSEs 2023 mentioned that students had run out of stamina and hadn't had the right exam practice. In close analysis of our exams, we also found that this was the case.</p> <p>Education Recovery in Schools Spring 2022</p>	1
Improving literacy levels at the earliest opportunity using Accelerated Reader, Star Reader and Lexia.	<p>Improving literacy levels will help with attainment and progress across the curriculum. Our reading programme has been proven to improve students reading ages significantly. Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	1, 3

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

Budgeted cost: Up to £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focussed review and improvement of intervention at KS4 in Core Subjects to improve rates of progress for disadvantaged learners.	Working with Learning Area Coordinators on identifying learners individual needs at KS4 and deploying the right staff to the right students in creating additional teaching sessions after school. Supporting the attainment of disadvantaged pupils	1
To improve progress and outcomes for disadvantaged learners at KS4 through focussed intervention and supervised study.	Tuition targeted at specific needs and knowledge gaps that can be an effective method to support low attaining pupils or those falling behind. Evidence indicates that one to one tuition can be effective, delivering approximately 5+ additional months progress on average (EEF, 2020). Evidence indicates that small group interventions can be effective, delivering approximately 4+ additional months progress on average (EEF, 2020). Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF – Guide to Supporting School Planning	1, 3
To foster greater student engagement with out of lessons learning by providing homework clubs, specific study spaces and homework clinics.	Homework demerits are higher among disadvantaged learners than non disadvantaged learners. Our disadvantaged learners have also requested homework support in a quiet	2, 3, 4

	<p>space with access to computers, resources and support assistants.</p> <p>This “levels the academic playing field”: UCL Research Journal</p>	
<p>To ensure pupils have a meaningful transition into post primary school and focus on key tasks within transition and over the summer holidays.</p>	<p>Research has shown disadvantaged pupils can make the same progress as non-disadvantaged pupils during term time but a gap develops over long holidays.</p> <p>To make provision for Year 6 pupils to ease transition to school – academic and enrichment.</p> <p>https://www.nfer.ac.uk/summer-schools-programme-for-disadvantaged-pupils-overview-report</p>	2, 3, 4

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

Budgeted cost: £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To embed a rewards and incentive scheme for improved attendance to school.</p> <p>Personalised rewards and recognition to ensure whole school profile is raised.</p>	<p>An initiative that helped to improve attendance in the previous academic year was to monitor a targeted group of disadvantaged students, who are persistent absentees, and offer competitive incentives in the form of vouchers for positive attendance over time.</p> <p>Improving School Attendance</p>	2, 3, 4
<p>To improve attendance rates through transport initiatives</p>	<p>Poor attendance is the biggest barrier to learning and progress. NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Being Present: the Power of Attendance and Stability for Disadvantaged Pupils</p>	2, 3, 4

To improve family home school liaison and relationships by supporting potential attendance barriers	<p>Ensure parents/carers of disadvantaged learners feel safe and confident engaging with school. Home visits completed to engage the hard-to-reach pupils.</p> <p>EEF Toolkit suggests parental engagement adds 3+ months progress.</p>	2, 3, 4
<p>To ensure all disadvantaged students have access to resources and equipment.</p> <p>Offering revision material for students across the curriculum.</p>	<p>This will allow disadvantaged learners to be more independent and on an equal footing with non-disadvantaged learners.</p> <p>Pupil Premium – Targeted and Generic Interventions</p>	1, 3
To offer cultural and educational experiences to disadvantaged students.	<p>Research suggests that disadvantaged students will have a more limited experience of the world than non-disadvantaged students. All subject areas encouraged to include such experiences this year particularly in light of missed experiences during 2020 - 2022.</p> <p>Against The Odds</p>	3, 4
To ensure all students have access to uniform and equipment to foster engagement with school life and build self-confidence.	<p>In helping to poverty proof our provision, not only will financial help be offered, but we have expanded our now established 2nd hand reloved uniform shop.</p> <p>New rules to drive down the cost of school uniform</p>	2, 3, 4
To offer disadvantaged students the chance to develop skills in music through our music school.	<p>According to the EEF Toolkit and the work of the Sutton Trust, Arts Participation can increase progress by 2 months. There continues to be requests from disadvantaged students to participate in such programmes.</p> <p>Against The Odds</p>	3, 4
To ensure all disadvantaged learners have access to digital technology – necessary for study and revision.	<p>According to the EEF Toolkit and the work of the Sutton Trust, digital technology can increase progress by 4 months.</p> <p>Since running our iPad scheme, and before Covid, we had seen an upward trajectory in progress.</p> <p>EEF: Using Digital Technology to Improve Learning</p>	3, 4

<p>To offer counselling services to vulnerable students.</p>	<p>Following national trends, we are finding that an increasing number of disadvantaged students need assistant with managing their mental health and wellbeing.</p> <p>Adolescent mental health: A systematic review on the effectiveness of schoolbased interventions Early Intervention Foundation (eif.org.uk)</p> <p>The mental Health of Children and Young People in England (Public Health England)</p>	<p>4</p>
<p>There will also be a discretionary allocated fund of £80,000 allocated for the inclusion lead to respond to in year gaps</p>	<p>As the pupil premium landscape is ever changing and schools need to respond to challenges that occur, it is important that quality teaching and personalisation of initiatives are given the opportunity to be supported.</p> <p>Against The Odds</p>	<p>1, 2, 3, 4</p>

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

For 2023, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was 0.03. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 42.5. See [DfE guidance](#) for more information about KS4 performance measures. The overall national average attainment 8 score is 46.2 in 2023.

Disadvantaged learners within the academy performed as we had expected with predictions largely in line with actual results for Progress 8 and Attainment 8.

Girls within Maths have shown significant progress, improving Grade 4+ from 50% in 2022 to 64% in 2023 GCSE results. There remains the challenge of progress for girls within Science, whilst disadvantaged boys have gaps within all core subject areas. This is reflective of national figures demonstrating the additional impact of the pandemic on our disadvantaged learners.

In 2022-23 we have seen attendance of disadvantaged students at 86.5% compared to non-disadvantaged attendance of 93%. This follows trends from previous years and although the gap is closing it remains significant. As of Nov 2023, disadvantaged student attendance is 89.6%, compared to non-disadvantaged attendance of 94.5%. Continued targeted attendance strategies and the use of our Thrive provision for EBSA will have impact on closing this gap. The opening of our new Thrive provision will also reduce the number of suspensions and exclusions.

Challenges around mental health and wellbeing are significantly higher than before the pandemic. The impact on our disadvantaged pupils has been acute. With further staff training and our re-established student council, student voice will allow us to assess this need as the year progresses.

As the cost-of-living crisis continues, we have found that more families than ever have been asking for financial support for equipment, music tuition, uniform and to subsidise the cost of educational excursions and schemes. Trips were run during the summer term (enrichment day, subject areas) and offered to all disadvantaged students with financial barriers removed. Our Year 7 annual teambuilding excursion to Scotland was offered at a subsidised cost for all disadvantaged learners and was attended by the majority of these students. We want to drive to remove the stigma of asking for help. A package of entitlement for disadvantaged learners has been introduced at Year 7 transition and has been utilised by families across the academy.