

Pupil premium strategy statement – St Wilfrid’s Catholic School

School overview

Detail	Data
Number of pupils in school (KS3-KS4)	977
Proportion (%) of pupil premium eligible pupils	9.62%
Proportion (%) of disadvantaged students	20.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2026/2027- 2029/2030
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Robert Marr
Pupil premium lead	Ryan Calver
Governor / Trustee lead	Mandi Dunford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£187,000

Part A: Pupil premium strategy plan

Statement of intent

St Wilfrid's Catholic School is a school that promotes high aspirations for all. We are equally ambitious for all of our students, but recognise that some students will need a variety of support mechanisms in order to fulfil their potential.

Our ultimate objective for our disadvantaged students is for them to be able to access their first choice of sixth form college and further education; and take their meaningful place in the world.

This means that we need to ensure that they have academic, spiritual, social and cultural skills in order to succeed. As such, our plan looks to primarily ensure that they feel safe and secure school, and then to support their academic progress once they are in the classroom. It is vital that we know and understand what the barriers to learning are for each individual, and that teaching and support staff have a sufficient knowledge of these barriers and how to address them. We look to reduce the barrier to learning quickly in Year 7 which will allow the students to transition into our school community fully. Staff will be able to provide necessary provision promptly to support students academically and pastorally. In English and Maths will continue to be supported by staff members outside of the departments to help progress all students, with focus on Year 7. This progress will be measured in literacy, reading, oracy and numeracy.

We look to ensure that each student experiences high quality teaching and learning as a priority surrounded by a web of pastoral, financial, cultural and social support strategies that are co-ordinated by the Leader of Opportunities alongside other key staff including the Year leaders, SENDCo and Director of Operations.

Challenges

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

Challenge number	Detail of challenge
1	Literacy, Oracy and Reading KS2 Reading and Verbal CATs assessments highlight significant gaps in these areas. The current Years 8 are of particular concern, with KS2 Prior attainment data in Reading indicating gap of 2.18 between disadvantaged students and non-disadvantaged students. Reading assessments indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This subsequently impacts their progress in all subjects.
2	Numeracy KS2 Maths and Quantitative CATs assessments highlight significant gaps in this area. Year 8 students entered KS3 with KS2 prior attainment gap of 3.56 in Maths between disadvantaged and non-disadvantaged. Internal tracking data indicates this continues to be a challenge.
3	Organisational and memory skills Our tracking and observations suggest many lower attaining disadvantaged pupils lack metacognitive and self-regulation strategies. This is also evidenced by homework and equipment issues raised as concerns by staff. Staff need to ensure that work is adapted for students and that feedback given to students is appropriate to enable them to develop these skills.
4	Social and Emotional Wellbeing Data has shown that our disadvantaged students accounted for 40% of safeguarding logs last academic year. Our discussions with pupils and families supports this suggestion that the education and wellbeing of many of our disadvantaged pupils have been impacted by current social pressures to a greater extent than for other pupils. These findings are similarly backed up by several national studies.
5	Access to learning resources Significant numbers of disadvantaged students are unable to access appropriate learning resources at home including text books, revision books, IT equipment and stationary.
6	Aspirations Our student voice indicates low aspirations amongst disadvantaged students. Where student is able to state the aspiration post education they showed a lack of clarity around the journey to achieve their aspiration. This was more predominant in Year 7 compared to Year 11.

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
Improved attainment and progress in English and Maths, especially in Year 7 where early intervention strategies have been implemented. (Challenge 1 & 2)	• Average point score in year 7 indicates the gap is smaller between disadvantaged and non disadvantaged • Internal assessment data for reading, literacy and numeracy indicates a sustained narrowing of the gap between disadvantaged and non-disadvantaged students across all year groups. • Accredited results at GCSE show continued trend in narrowing the gap. • Sustained improvement in the 'Progress' AtL across all subjects. Evidence will be gathered from: • Data tracking of of APS, Reading, Literacy and Numeracy data • Tracking of Progress 'AtL' from P&AtL Reports
Students are engaged with their learning and are able to articulate how classwork and feedback is enabling them to make progress. Students hold high aspirations and expectations of themselves. (Challenge 3 & 4)	• Attendance for disadvantaged in all year groups has improved and is always above national average. • Sustained reduction in behaviour logs for homework in all year groups. • Analysis of 'Show My Homework' indicates 100% engagement with the software. • Book scrutiny shows that every student has received appropriate feedback on how to improve their work. • Book scrutiny indicate high levels of presentation, or where this is not the case, that staff have challenged it. • Sustained improvement in 'Presentation' AtL grades in all year groups. • Focussed learning walks indicate a high level of engagement and students are able to articulate how work has been adapted for them. • All staff are able to articulate the specific barriers to learning for the disadvantaged students in their class • All staff are able to identify a change in needs quickly to provide support through the use of student information sheets. • Staff are able to articulate how work has been adapted to meet specific needs. Evidence will be gathered from: • Data tracking attendance • Data tracking behaviour logs for homework • Data tracking 'Presentation' AtL

	• Book scrutiny and analysis • Learning walk records • Student voice
No student is disadvantaged due to lack of access to IT, resources, advice and guidance or basic necessities. (Challenge 5&6)	• Core pastoral team tracking indicates that all disadvantaged students have the appropriate equipment to fully access learning. • Core pastoral team tracking indicates that all disadvantaged students have received support for engagement in trips and extra-curricular activities. • Student voice indicates that they are supported by the school in being able to access all they need in terms of physical resources for school. • Core Pastoral tracking indicates that all disadvantaged students have received support around careers and understand the journey to achieve their aspiration. Evidence will be gathered from: • Core pastoral tracking sheets • Student voice

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £140,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum Design: The whole school curriculum structure is designed to enable smaller class sizes and easier progression within ability sets in core subjects (aspiration).	EEF Toolkit - Reducing class sizes has an impact of +3 months. This will enable smaller groups enabling teachers to have more time with individual students. Students also have aspiration as they are aware that they are able to move classes should the need arise.	1,2,3,6
<i>Embedded online homework software (Show My Homework) and the use of Microsoft Teams for the use of e-</i>	<i>EEF Toolkit Homework - +5 months.</i> <i>Improved systems for the setting and tracking of homework, both in terms of homework completion, but in the quality of homework being set.</i>	1,2,3,4

<i>learning to support long term absences.</i>	<i>This will improve organisational skills and engagement with homework to ensure progress and attainment are maximised.</i>	
Embedding of Reading and Literacy initiatives interleaved with new Oracy focus	EEF Toolkit Oral Language Interventions - +6 months. Oral language interventions interaction in groups. EEF Toolkit Reading strategies - +6 months. Lessons contain an increased focus upon literacy development in subject specific context. This will look to narrow the gap between those PP and those without literacy in KS3 and increase their reading ages. EEF Toolkit- Peer tutoring - +5 Month. 6th Form students trained to be reading and numeracy mentors for identifies students in KS3.	1 and 2
Metacognition Skills Initiative: Encouraging growth mindsets	EEF Toolkit- Metacognition - + 7 months Students will develop strategies to support their independence and challenge their self- regulation and development in specific tasks.	3
<i>Effective Feedback</i>	EEF Toolkit- Feedback- +6 months. Staff will offer effective feedback through a combination of written and verbal feedback. Students will reflect on this feedback to show progress in their learning.	1,2, 3
Appointment of Key staff: Expansion of the Opportunities team, Safeguarding team and appointment of career officer.	EEF Toolkit- Social and emotional learning - +4 months. Support targeted for students, in particular disadvantaged students with social or emotional needs.	4

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

Budgeted cost: £ 31,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Peer Mentoring Programme	EEF toolkit- Mentoring- +2 months. School based mentoring can have a successful impact on students' aspirations. Aimed to build specific support to students in Y7 based on need on a wider subject level; monitored by Leader of Opportunities and YL. Changes have been implemented to improve impact. Attendance to sessions and engagement co-ordinated and monitored.	3 and 4
Core Pastoral Team		3,4 5, 6
Technology support		5,6
Hardship support page on websites. Crisis funding available through monitoring individual needs.		5,6
Individual finance support (clubs/educational visits/uniforms/sports/arts/transport).	Various strategies, Financial barriers to engagement removed through case by case response to need relating to uniform, equipment, trips and other specific needs.	5, 6

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

Budgeted cost: £ 15,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular communication with parents/carers	EEF Toolkit Parental engagement- 4+months Aimed to create an educational support network at home for students. Parents will be able to support with homework and create a positive educational environment at home.	1,2,3 and 4.

External support organisations: THRIVE programme and PSHE to raise aspirations and to support social development	EEF Toolkit- Aspiration intervention	3,4,5
<i>Raising aspirations and careers support</i>	Aimed to motivate disadvantaged students to have a sense of belonging. Students will use this to improve attainment outcomes having a goal to work towards.	

Total budgeted cost: £ 187,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Between 2023 and 2025, outcomes for disadvantaged pupils have improved, with headline data indicating a narrowing in the attainment gap. Department for Education (DfE) published data shows that, on average, disadvantaged pupils' attainment increased between 2024 and 2025, reflecting the growing impact of targeted pupil premium strategies previously set out.

It is important to contextualise this data. In 2023, three pupils were admitted through the Fair Access Protocol and omitted from headline measures. When these omissions are considered, attainment among disadvantaged pupils was comparatively stronger, reinforcing the positive trajectory of attainment seen over time.

A key indicator of progress is Attainment 8, where official data shows an improvement for disadvantaged pupils in 2025. The average Attainment 8 score for disadvantaged pupils rose to 3.29, contributing to a reduction in the disadvantaged attainment gap compared with previous years.

Official Attainment 8 Data

Year	PP	NPP	Gap
2025	3.29	4.75	1.46
2024	3.21	5.15	1.94
2023	3.62	5.08	1.46

Although the gap remains, the reduction between 2024 and 2025 demonstrates the positive impact of sustained, strategic intervention and improved consistency in provision for disadvantaged pupils.

Further evidence of impact is seen in the proportion of disadvantaged pupils achieving Grade 4 and above in both English and Maths. While official data shows that the gap between disadvantaged and non-disadvantaged pupils widened between 2023 and 2024, this gap reduced notably between 2024 and 2025, reflecting improved curricular support and intervention.

In 2025, 13 pupils were omitted from performance measures, including five disadvantaged pupils. When these pupils are considered, the gap reduces significantly to 13.8%, with 58% of disadvantaged pupils achieving Grade 4 or above in both subjects. Case study evidence for these pupils is available and demonstrates strong individual progress and successful reintegration strategies.

Year	PP	NPP	Gap
2025	48.3%	69.6%	21.3%
2024	57.1%	83.6%	26.3%
2023	66.7%	76.6%	9.9%

This evidence highlights that, while challenges remain, recent strategies are beginning to secure improved outcomes and greater equity for disadvantaged pupils.

We recognise that attainment for disadvantaged pupils can improve further and are committed to accelerating progress across all year groups. Central to this is ensuring high-quality first teaching for every pupil, with particular emphasis on early identification and support from Year 7 onwards.

As pupils transition into the school, we maintain high expectations for all learners, including those who are disadvantaged. Barriers to learning are swiftly identified using pupil voice, primary school information and baseline assessment data, enabling tailored academic and pastoral support to be implemented promptly.

Our strong pastoral provision continues to be a key strength. Robust tracking and monitoring systems have been developed and refined over time, allowing the school to respond quickly to changes in need. This work is closely monitored by the Leader of Opportunities, Safeguarding Team and Year Leaders, ensuring clear accountability and consistency of support.

To further remove barriers to learning, we have ensured that disadvantaged pupils are fully equipped to access learning both in school and at home. This includes the provision of laptops for pupils who do not have access to suitable electronic devices, supporting independent study, homework completion.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Dare to Dream	Love Local Jobs Foundation