# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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

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| Detail | Data |
| School name | Wyborne Primary & Nursery School |
| Number of pupils in school  | **431** |
| Proportion (%) of pupil premium eligible pupils | **20%** |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 years  |
| Date this statement was published | Oct 2024 |
| Date on which it will be reviewed | Sept 25 |
| Statement authorised by | James Searjeant |
| Pupil premium lead | Robyn Heath |
| Governor  | Pete Westlake |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £128,040 |
| 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 | £128,040 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| * Our aim is to use the PP funding to ensure that disadvantaged pupils achieve results in line with all pupils nationally and to close any in school achievement gap. The funding is intended to support children to develop positive learning behaviours and equip them with the skills and qualities to become happy, confident learners. We have high aspirations for all children and high quality teaching and learning is paramount in achieving this equality.
* In addition to high quality teaching, intervention, bespoke support for children and families through our pastoral team contribute to fully engaging these children in their learning.
* That use of PP to support extra-curricular activities including clubs, music tuition, outings and residential school journeys, will ensure inclusion and support the development of their cultural capital and for them to reach their full potential.
* We analyse academic data, emotional needs and design interventions that will enable the child to overcome identified barriers.

Our strategy will focus on the following key principles:* + Teaching is of the highest quality for all children
	+ Targeted academic support is provided for those in need
	+ The mental health and emotional well being of pupils is supported through our pastoral care team so that children can focus on their learning including working closely in partnership with parents/carers.
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## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Social and economic challenges experienced by families including poverty, housing, finance, family literacy, domestic violence, children’s health, parental anxieties and skills, complex family structures |
| 2 | PP children can have communication issues such as limited vocabulary particularly in the early stages of their education |
| 3 | Poor basic skills in reading, writing and maths |
| 4 | Access to wider opportunities/ clubs – PP children are more likely to have limited experiences outside of school |
| 5 | Attendance of Pupil Premium children |

## 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.

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| Intended outcome | Success criteria |
| Pupil Premium children achieve at least age- related expectations, in line with national outcomes.  | There is a clear improvement in the percentages of PP children achieving in line with national expectations and the gap between PP children and others will be reduced.  |
| PP children leave Reception well prepared for KS1 with a particular focus on vocabulary and reading skills.  | Good outcomes for PP children leaving Reception measured by the numbers achieving a good level of development. |
| All PP children have the opportunity to attend clubs, join trips and residential journeys and have equal access to broaden their experiences. | PP children are prioritised and offered funding support to attend clubs/ trips / receive additional tuition |
| Children are happy to come to school, are ready to learn and achieve to their potential. Pastoral Care supports overcoming emotional health and well-being barriers to learning, including pastoral care for their families.  | PP attendance is good/improving PP pupils achieve in line with expectations. |
| Our interventions, both academic and pastoral, are successful in overcoming barriers to learning. | PP children achieve in line with expectations. |

## 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: £14960

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD: CPD prioritised across school for all stakeholders.  | NPQ’s leadership ECT x 2 Support staff CPD related to specific needs of children  | 1, 2, 3. |
| TA support for every class – additional adult in Nursery to support language development. | Effective deployment of teaching assistants to support PP pupils can result in accelerated progress | 1,2,3. |
| Additional support provided by pastoral team via RBG Counselling Service to support increased caseload (emotional health and mental well-being).  | EEF cites counselling as an effective strategy | 1Counselling service |
| Inclusive Curriculum focus on equality of opportunities to access all areas of the curriculum for disadvantaged with SEND | Technology to assist alternative ways of recording (e.g. laptops, clicker sentences) | 2, 3 |
| PP children – school contribution to DFE Catch Up Funding  | Prioritised for support via Catch up funding | Extra tuition funding |

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

Budgeted cost: £ 80700

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted 1:1 and group support in planned interventions conducted by TAs.  | Pupil progress meeting outcomes | 2, 3 |
| Running extra-curricular clubs eg Maths, Debating | Based on past experience – internal data.  | 2 |
| Speech & Language | Targets set & Reviewed – clear progress | 2 |
| Educational Psychologist | Suggested approaches implemented into children’s personalised learning plans – reviewed following the graduated approach. | 1, 3 |
| Subsidies for extra-curricular activities and Residential trips in Yr 4 & 6 | Contributes to children’s broader experiences and cultural capital. | 4 |

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

Budgeted cost: £ 32380

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attendance Officer monitoring and reporting on attendance | Improved attendance = improved attainment.  | 3, 5  |
| School house development as Pastoral Hub | Improved environment for pastoral care – able to support children in a more conducive space = improved outcomes | 2, 3, 4  |
| Pastoral team to identify and engage with children in need of support (emotional health and mental wellbeing).  | EEF – wider strategies support children thriving and reaching potential. | 1 |
| Sports apprentice | Mental Health and fitness of children contribute to their well-being and readiness to learn. | 3, 4 |

**Total budgeted cost: £ 139304**

# 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 2023 to 2024 academic year.

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| **Attainment: Key Stage 2 Outcomes 2024** |
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| **Percentages of Expected +**  |
|  | **Reading** | **Writing** | **Maths** |
|  | 2022 | 2023 | 2024 | 2022 | 2023 | 2024 | 2022 | 2023 | 2024 |
| School DA | 42 | 36 | 63 | 52 | 43 | 58 | 33 | 36 | 37 |
| School Other | 71 | 85 | 78 | 74 | 67 | 78 | 68 | 77 | 70 |
| National DA | 62 | 60 | 62 | 55 | 58 | 58 | 56 | 59 | 59 |
| National Other | 80 | 78 | 79 | 75 | 77 | 78 | 78 | 79 | 79 |
| **Combined** |
|  | 2022 | 2023 | 2024 |
| School DA | 19 | 14 | 32 |
| School Other | 68 | 64 | 65 |
| National DA | 43 | 44 | 45 |
| National Other | 66 | 66 | 67 |

* **Reading** In 2022 and 2023, outcomes for Pupil Premium children in reading were significantly below outcomes for Pupil Premium children nationally. This gap closed entirely in 2024 and the school’s Pupil Premium outcomes in reading were higher than national with a disadvantaged gap of 12%, whereas nationall it was 17%.
* **Writing** Outcomes for Pupil Premium children in writing are generally in line with national outcomes for Pupil Premium children. There was a slight drop in 2023, but this improved again in 2024.For 2024 the disadvantaged gap was 18%, whereas nationally it was 20%.
* **Maths** Outcomes for Pupil Premium children in maths has been identified as an area of development for the school. We are reviewing our maths curriculum (White Rose) to identify if there are better suited curriculums for to support Pupil Premium children in maths. After school maths interventions were delivered over the past academic year for children in year 6 in preparation of SATS and children who were pupil premium were offered this support. More able maths clubs have also been offered.
* **Combined** Our combined outcomes for pupil premium children at the end of key stage have improved significantly this year. We can still see a large disadvantage gap (35%) however we are continuing to address this.
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|  | Yr1 Phonics – percentages of Working At |
|  | 2022 | 2023 | 2024 |
| School DA | 62.5 | 75 | 33.3 |
| School Other | 86.4 | 81 | 73.3 |
| National DA | 62 | 67 | 67 |
| National Other | 80 | 83 | 83 |

We had a high level of SEND in our 2024 Year 1 cohort, including 6 children with EHCPs. Many of these children on the SEND register were also pupil premium, which explains why a significantly lower number of children who are pupil premium achieved at in their year 1 phonics screening than in previous years.   |
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## Externally provided programmes

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| Programme | Provider |
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## Service pupil premium funding (optional) n/a

**We do not have any Service Children at Wyborne**

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| Measure | Details  |
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# Further information (optional)

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