



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Wyburns primary School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	20% (38 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Years <ul style="list-style-type: none"><li>• 2025-2026</li><li>• 2026-2027</li><li>• 2027-2028</li></ul>
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Jo Sampson
Pupil premium lead	Holly Hasson
Governor / Trustee lead	Hina Robinson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	48500
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	48500

# Part A: Pupil premium strategy plan

## Statement of intent

At Wyburns Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers; irrespective of age, race, gender, disability, faith or religion, attainment or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of all pupils is monitored and we use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which promotes British values; championing respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. As an educationally inclusive school the teaching and learning, achievements, attitudes and well-being of every young person matters.

Addressing disadvantage is a priority for Wyburns Primary School. We pride ourselves on early intervention and understanding how disadvantage impacts on our learners using robust assessment methods. We use evidence based approaches, which are implemented effectively and consistently reviewed and evaluated. All staff have high expectations of all pupils, irrespective of background or barriers to learning. We are committed to meeting all pupils' pastoral, social and academic needs within a caring environment which impacts positive pupil outcomes. We pride ourselves on using an individualised approach. High quality teaching is at the heart of our approach. Our whole school approach will benefit all learners and have the greatest impact on closing the attainment gap for disadvantaged children. Targeted support will also be in place as well as wider strategies to support disadvantaged learners.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that children's core skills in phonics, reading and writing have been lower than subsequent years, and this has slowed progress as a result.
2	Assessments, observations, and discussions with teachers suggest that higher levels of adaptation in maths are required in order that all pupils achieve mastery, and expected levels of attainment as a result.
3	Assessments, observations, and discussions with teachers suggest higher levels of Speech, Language and Communication (SLC) needs when starting in Reception.
4	Our assessments and observations indicate that there are an increasing number of families that require additional wellbeing support.
5	Assessments and observations indicate that disadvantaged pupils are experiencing higher levels of Social, Emotional and Mental Health (SEMH) difficulties.
6	Observations and tracking show lower levels of attendance amongst disadvantaged pupils
7	There is a gender divide amongst our pupil premium children with boys far out performing the girls (23.5% Vs 9.5%)

## 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
Assessments meet national averages in the Year 1 Phonics Screening, and in Key Stage 2 SATS for reading and writing.	<p>New schemes of learning are implemented effectively.</p> <p>Intervention tracking shows effective positive impact when comparing against baseline assessments.</p> <p>Phonics, reading and writing data shows improved progress.</p> <p>Fidelity to the new phonics scheme maintained.</p> <p>Positive uptake in phonics workshops for parents.</p>
Key Stage 2 SATS results meet the national average in maths.	<p>New scheme of learning implemented effectively across the school.</p> <p>Children achieve mastery across the curriculum in all year groups.</p> <p>Marked improvement in children's maths related vocabulary and the application of this</p> <p>Intervention tracking shows effective positive impact when comparing against baseline assessments.</p> <p>Maths data shows improved progress.</p>
Children have improved SLC skills, and can communicate age-appropriately by the end of Reception and Year 1.	<p>Classroom environments are resourced effectively to support SLC – highlighted in environment walks.</p> <p>TalkBoost and Wellcomm interventions implemented consistently on both a whole class and small group basis.</p> <p>Interventions are tracked rigorously and show progress.</p> <p>Participation in class discussions improves.</p>
Families who need further wellbeing support are provided with support that is suitable and prompt.	<p>Engagement from parents and carers in initiatives to promote wellbeing increases.</p> <p>Active engagement from parents/carers in Team Around the Family (TAF) meetings where needed.</p> <p>Uptake in support from Pastoral Lead remains high.</p> <p>Wellbeing concerns by parents and staff are reduced.</p>
<p>Pupils who experience SEMH difficulties are supported appropriately through early intervention, so that they have improved regulation and, as a result, academic success.</p> <p>A whole-school culture that prioritises wellbeing is promoted and fostered.</p>	<p>SEMH interventions or support are implemented with high levels of engagement.</p> <p>Regular assessments of pupils' wellbeing shows improvement.</p>
Raise the attendance rate of disadvantaged pupils to be in line with or better than their peers.	<p>TAF meetings for those who are in need.</p> <p>Supportive SAM meetings where needed.</p> <p>Uptake in support from Pastoral Lead remains high.</p> <p>Attendance rates of disadvantaged pupils improve to meet or exceed the school's overall attendance target.</p> <p>Reduced persistent absenteeism among disadvantaged pupils.</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: £22000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Tailor a new and improved approach to phonics</i></p> <ul style="list-style-type: none"> <li>- Introduction and implementation of new scheme - Monster Phonics</li> <li>- Purchase of additional resources</li> <li>- Teacher release time for CPD</li> <li>- Parent</li> </ul>	<p><a href="#">Data shows that Monster Phonics Significantly Improves Results</a></p> <p>WPS have implemented Monster Phonics this academic year - please see research document above which informed our decision making to raise standards</p>	<p>1,3,5</p>
<p><i>Enhancement of our maths mastery approach</i></p> <p><i>We will fund teacher release time to embed key elements of guidance in school and to access CPD</i></p> <p><i>Introduction and implementation of Oak National Academy Maths Curriculum</i></p>	<p>The DfE non-statutory guidance has been produced in conjunction with National Centre for Excellence in Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EED guidance is based on a range of the best available evidence</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p><a href="#">Oak National Academy KS1 &amp; KS2 maths curriculum</a></p>	<p>2,3</p>
<p>Emotional support for pupils</p> <ul style="list-style-type: none"> <li>- Support from Pastoral Lead</li> <li>- Support from Student Social Worker               <ul style="list-style-type: none"> <li>o Release time for Pastoral Lead for mentoring purposes</li> </ul> </li> <li>- Zones of Regulation intervention</li> <li>- Support from qualified ELSA</li> <li>- ELSA Supervision</li> <li>- TPP refresher for all staff</li> </ul>	<p><a href="#">The future of pastoral care in schools: exploring whole-school trauma-informed approaches</a></p> <p><a href="#">Why Does my Child Need ELSA Support?</a></p> <p><a href="#">Social and emotional learning   EEF</a></p> <p><a href="#">Social and emotional learning strategies</a></p> <p><a href="#">The Zones of Regulation - Evidence of Effectiveness</a></p> <p><a href="#">Trauma Perceptive Practice (TPP)</a></p>	<p>1,2,3,4,5,6</p>

<p>Learning Support Assistant (LSA) support – additional hours, classroom support, targeted interventions, support in adaptive teaching approaches, modelling to pupils</p>	<p>Providing high-quality teaching, targeted interventions, and access to learning resources helps close the attainment gap for disadvantaged pupils.</p>	<p>1,2,3,4,5</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Intervention mapping for disadvantaged pupils falling behind age-related expectations-reading/phonics/writing and maths focus</i>	<a href="#">Literacy and numeracy catch-up strategies</a>  <a href="#">Precision Teaching</a>	1 2 3 4 5 6
<i>SLCN focused intervention (TalkBoost, WellComm)</i>	<a href="#">Nuffield Early Language Intervention   EEF</a> <a href="#">Oral language interventions   EEF</a>  <a href="#">TalkBoost in Schools</a>	1 2 3 4 5 6
<i>Focused interventions for wellbeing. Support from our Partnership Lead.</i>	<a href="#">Social and emotional learning   EEF</a>	3 4 5 6

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implementation of learning clubs and lunch time club</i>	<i>This provides a space for pupils who may not have a quiet area of the home, adequate resources or support to engage with their home learning.</i> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	1 3 4 5 6
Family and child support through Extended Services	<a href="#">State of the nation 2020 children and young people's wellbeing</a>	4 5 6

**Total budgeted cost: £48500**

# 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 2024 to 2025 academic year.

*We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.*

### **Disadvantaged attainment**

*Historic whole school data demonstrates that disadvantaged pupils were underperforming compared to non-disadvantaged pupils. The new school leadership team has implemented an informed plan for improvement.*

### **Oral language (EYFS)**

*Oracy continues to be a focus across the whole school and our approach aligns to the new oracy framework..*

### **Gender attainment**

*Across our school, our boys in receipt of Pupil Premium perform well in the core areas (reading, writing and mathematics) and our Pupil Premium girls perform well in reading and writing.*

### **Conclusion**

*The data demonstrates that there is a gender divide in achievement. The boys in receipt of Pupil Premium perform particularly well compared to the girls in receipt of Pupil Premium. The new leadership team have implemented an informed implementation plan to address the achievement gap between disadvantaged and non-disadvantaged pupils*

## Internal school data for the end of KS2

	Pupils eligible for PP	Pupils not eligible for PP
% achieving the expected standard in RWM	38%	52%
% achieving the expected standard in reading	25%	70%
% achieving the expected standard in writing	68%	65%
% achieving the expected standard in maths	50%	57%
% achieving the expected greater depth in RWM	13%	4%
% achieving the expected greater depth in reading	13%	30%
% achieving the expected greater depth in writing	13%	4%
% achieving the expected greater depth in maths	13%	26%

## 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