



Wyburns Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023- 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 | 190 |
| Proportion (%) of pupil premium eligible pupils | 18% |
| Academic year/years that our current pupil premium strategy plan covers | 2023-25 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | March 25 |
| Statement authorised by | Mrs K Sansom |
| Pupil premium lead | Mrs K Sansom |
| Governor / Trustee lead | Mrs H Robinson |

Funding overview

| Detail | Amount |
|---|--------------------------|
| Pupil premium funding allocation this academic year | £50,925 (april 23-mar24) |
| Recovery premium funding allocation this academic year | £5,655 |
| LAC funding | £14,485 |
| 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 | £880,820.67 |

Part A: Pupil premium strategy plan

Statement of intent

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 | Core skills of reading including vocabulary and writing |
| 2 | Core skills of maths |
| 3 | Speech Language and Communication |
| 4 | Attendance |
| 5 | Wellbeing of pupils and families |

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 |
|---|---|
| Progress in reading to achieve national average in KS2 reading, writing and maths | Reading, writing and maths data Intervention tracking data |

| | |
|---|--|
| Achieve national average expected standard in PSC | Phonics tracking grid Phonics data |
| Ensuring children can communicate clearly and effectively | Environmental Checklist Intervention tracking data Observations |
| Improve attendance and readiness to learn | Attendance figures increase Attendance meetings |
| Supporting wellbeing of pupils and families | Wellbeing survey Learning Mentor Discussions Uptake of Extended Services Increase in participation of extra-curricular activities |

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: £44,043

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| New vocabulary documents for planning/ vocabulary of the week for each year group | Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF | 3 |
| Enhancement of our maths mastery approach We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) IMPROVING MATHEMATICS IN KEY STAGES TWO AND THREE | 2 |
| Emotional Support-delivery of Zones of Regulation | Social and emotional learning EEF | 4 5 |

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

Budgeted cost: £3,740

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

| | | |
|---|---|-----|
| <i>Intervention mapping for disadvantaged pupils falling behind age-related expectations-reading/ writing and maths focus</i> | One to one tuition EEF Literacy and numeracy catch-up strategies | 1 2 |
| <i>SLCN focused intervention (TalkBoost, WellComm, NELI)</i> | Nuffield Early Language Intervention EEF Oral language interventions EEF | 3 |
| <i>Focused interventions for wellbeing. Support from our Partnership Lead.</i> | Social and emotional learning EEF | 4 5 |

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

Budgeted cost: £4,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------------|
| Family and child support through Extended Services | State of the nation 2020 children and young people's wellbeing | 2, 3, 4 |
| <i>Continue to provide breakfast and after school club and subsidies</i> | Magic Breakfast EEF | 3, 4 |

Total budgeted cost: £51,783

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

| Aim | Outcome |
|-------------|-------------|
| Reading | 57% At exps |
| Writing | 65% At exps |
| Mathematics | 65% At exps |
| Phonics | 100% |