

Pupil premium strategy statement – Wybourn Community Primary and Nursery School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	423
Proportion (%) of pupil premium eligible pupils	71.3%
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)	2022 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Hannah Thornley
Pupil premium lead	Hannah Thornley
Governor / Trustee lead	Raymond Kinsella

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£442,520
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£442,520

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

More than two thirds of pupils at Wybourn Community Primary and Nursery School are eligible for pupil premium. We want every one of these pupils to be able to stand alongside children from other areas of the city as equals. We know that education is fundamental to improving life chances and 'Learning today, tomorrow and for life' is our school motto. Our goal at Wybourn is for children to leave primary school as proficient and confident readers, writers and mathematicians but also as curious, independent and motivated learners who are eager for the next stage in their education. We are ambitious; all staff at Wybourn work tirelessly to inspire children (and their families) and to show them the amazing world that is out there for them to explore. Developing the whole child is also key; children cannot learn unless their social and emotional needs are met. Therefore, we place equal emphasis on supporting our children and families to be healthy, resilient and compassionate so that they are able to rise to challenges in the future.

Our aim is to use Pupil Premium funding to help us to improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally. In order to achieve this goal, we will focus on ensuring classroom teaching is of a high quality, that lessons are motivating, relevant and challenging and that appropriate support is provided to ensure all children can access the learning and make good progress. Experiences that are not on offer to children at home will be provided at school and we will work closely with families to enable them to be partners in improving outcomes for their children.

We will focus on the key challenges that are preventing our disadvantaged pupils from attaining well (detailed below). Our approach will be responsive to common challenges as well as the bespoke needs of our children.

Challenges

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

Challenge number	Detail of challenge
1	Low starting points on entry to FS1 and high levels of SEND
2	Communication and language barriers (particularly in relation to vocabulary development)
3	Lack of readiness for school – hunger, tiredness, equipment, mind-set including lack of early reading experience
4	Attitudes to learning and low aspirations linked to poor parental experience of school and low levels of adult education
5	Home learning and living environment including adverse childhood experiences
6	Poor health which results in low attendance

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
Improve overall school attendance and reduce the percentage of persistent absentees. Attendance 2023-24 All pupils Wybourn = 92.5%, Sheffield = 93.9% Pupil Premium Wybourn = 91.4%, National = 91.9%, Sheffield = 91% Persistent Absentees 2022-23 All pupils Wybourn = 25.3%, Sheffield = 18.1% Pupil premium Wybourn = 30%, National = 28.1%, Sheffield 31.7%	Reduce the percentage of persistent absenteeism to within 3% of Sheffield (all pupils) and below 25% for persistent absenteeism for those with pupil premium. Adjust PP attendance target to above 92% for 24/25.
The gap between pupil premium children and non-pupil premium children will narrow Phonics 2023/24 – 54% Y1 PP = 56%	Children will embed basic skills (such as phonics, spelling patterns, reading fluency and number facts) which will in turn enable them to make good progress in all areas of learning.

KS2 2022/23 Combined – all pupils Wybourn = 48% Pupil Premium Wybourn = 47%, Pupil Premium national = 60% Reading – all pupils = 69% Pupil premium Wybourn = 67%, Pupil premium national = 62% Writing – all pupils = 57% Pupil Premium = 54%, pupil premium national = 58% Maths – all pupils = 61% Pupil Premium = 63%, pupil premium national = 59%	Children will be increasingly articulate. Increased modelling by staff means that children throughout school will speak in clear, coherent sentences. This will be reflected in their writing, The gap between pupil premium children and non-pupil premium children will reduce in all areas including phonics check, end of FS2, KS1 and KS2 end of key stage measures. The gap between national and school data will narrow in all key areas.
Children's well-being improves, both emotionally and physically – children will be ready for school each morning and ready for the next stage in education when they leave Wybourn.	Children have less frequent absences due to minor illnesses. School routines, positive relationships and supportive adults will enable all families to attend school and to arrive on time. Children understand their own emotions are able to use calming strategies to effectively manage their own reactions. All adults in school will be 'emotionally available', thus providing protective factors for vulnerable pupils. Children make healthy choices with regards to snacks and packed lunches. By attending a range of extra-curricular activities, children are active and have increased levels of fitness. Families participate in school life, alongside their children, ensuring learning in school is taken back into the home and community cohesion is enhanced.
To raise the aspirations of disadvantaged pupils by broadening their horizons.	Coverage and delivery of national curriculum is broad, inspiring and provides frequent opportunities for first hand learning. The curriculum is enriched through wider learning opportunities such as sports clubs, trips (inc residentials) and special weeks including a focus on health, careers and the Wider World.

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
Additional staff employed to ensure continuity of education (e.g. to cover staff absence)	Many years' experience working at Wybourn Community Primary inform this decision – relationships are key to the success of the school.	1, 3, 4
Training and consultancy work with The Chimp Program to embed Trauma Informed Practice and develop school Relationship Policy.	The L.A. have promoted this as part of the development of SEND and SEMH provision across Sheffield.	1, 2, 3, 4, 5
Employ an additional teacher and TA to enable us to split the Y5 cohort into 3 classes of 20.	High adult-child ratios known to have a positive impact on outcomes for children.	1, 2

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

Budgeted cost: £ 285,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through the employment of a TA for each class, the following to be part of every class' offer at Wybourn:	High adult-child ratios known to have a positive impact on outcomes for children.	1, 2, 3, 4, 5
Pre and post teach sessions	EEF study on effectiveness of TAs	

Daily reading for target pupils Additional small group phonics/spelling support/handwriting In lesson support Additional pastoral care for vulnerable pupils and families		
Employment of highly skilled Inclusion team (2 SENCos, Senior Learning Mentor, 2 Assistant Learning Mentors, 2 inclusion TAs) to provide wide range of services including: parental support and advice, learning support, counselling, liaising with outside agencies, DV support, behaviour support, attendance support, nurture. Particular focus on attendance of PP children including individual meetings with all PA families Autumn 2024.	Basic needs must be met for children to be ready to learn in school. Supporting the whole family enables us to influence the lives of children outside the traditional school day and for vulnerable parents to become effective parents. A lack of external services means that we need to offer a wide range of facilities 'in house'.	1, 2, 3, 4, 5, 6
Employ a specialist L3TA to work across KS1 and LKS2 to boost phonics and the teaching of reading for children who are falling behind in phonics.	Little Wandle requires immediate action following assessments (keep up and catch up sessions) to be effective	1, 2, 3
Easter School – 5 days provision for all pupils in Y6 provided by teachers and support staff to prepare pupils for SATS	EEF guidance on extended school time including holiday provision. Provision delivered by school staff who know the pupils and links to core learning.	1, 2, 4, 5
Forest School Teacher employed by the school – including training as this is a new member of staff in 2024/25.	EEF guidance on extracurricular activities and increasing engagement. Also links to increased time outdoors and health benefits of this.	1, 2, 3, 4

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

Budgeted cost: £57,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Equality of education is provided for all through heavy subsidising of school trips. All children (nursery – Y6) take part in a wide range of educational visits including residential in Y2, Y4 and Y6).	We know that many children from the Wybourn Community have very limited life experience. At our school we provide a range of experiences to counteract this and to show them the amazing world that is out there for them to explore. This raises aspirations for children and their families.	4, 5
Free fruit provided for all children in KS2 and nursery (KS1 children already receive free fruit).	Trialled during Healthy Week summer 2019 then rolled out during 2020/21. Extremely popular with children and families. Links to Healthy Child project and work to combat obesity.	3, 6
Tiered attendance approach linked to percentages of absenteeism. Includes continual data analysis, relationship building with families and individual support plans.	Statistics show that children with good attendance achieve better academic outcomes throughout school as well as good attendance providing protective factors to vulnerable pupils.	3, 6
Free family breakfast club offered to all.	Eating breakfast is proven to have a positive impact on children's learning. https://www.family-action.org.uk/ourvoices/2019/10/04/the-impact-ofbreakfast-on-learning-in-children/ Breakfast club provides a calm start to the day so that children are not hungry and are ready to learn.	3, 5, 6
Variety of events held over the year to build and maintain relationships with parents and develop cultural understanding between different groups. These will include craft	EEF guidance on communicating with and supporting parents. Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading or tailoring positive communications about learning, can prove actionable for schools.	5, 6

sessions, cooking, physical activity and sessions linked to curriculum areas such as reading and mathematics.		
Whole school take part in the Chimp Management Training Program – Y3 and Y5 as cohorts for work with children as well as all staff in school.	Following on from our work with Trauma Informed Schools UK and Positive Regard, we will be working in partnership with Chimp Management to further develop the understanding of staff, pupils and parents around brain development and links to thought and behaviour.	4, 5

Total budgeted cost: £442,520

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Intended outcome 1: reduce persistent absence and improve overall attendance
Success criteria - Reduce the percentage of persistent absenteeism to within 5% of Sheffield (all pupils) and in line with Sheffield (pupil premium)

Outcomes 2023-24 – achieved criteria for target set in 21/22.

All pupils Wybourn = 92.5% (+0.7% from 21/22) Sheffield = 93.4%

Pupil Premium Wybourn = 91.3% (+ 0.1% from 21/22) Sheffield = 91.9%, National 91.9%

Persistent Absentees 2022-23

All pupils Wybourn = 25.3% (- 5.1% from 21/22) Sheffield = 18.1%

Pupil premium Wybourn = 30% (-2.3% from 21/22) Sheffield = 31.7%, National = 28.1%

NB – criteria adjusted for 24/25.

Intended outcome 2: The gap between pupil premium children and non-pupil premium children will narrow

Success criteria - The gap between pupil premium children and non-pupil premium children will reduce in all areas including phonics check, end of FS2, and KS2 end of key stage measures. The gap between national and school data will narrow in all key areas.

Outcomes 2022/23

Y1 Phonics – 54% All pupils PP = 56% - gap for all pupils increased with national and previous year but pupil premium children outperforming non-pupil premium at Wybourn in this measure. NB only 41% of cohort achieved GLD at end of YR.

Y2 Phonics – 73% All Pupils gap increased compared to national and previous year. NB 40% pupils in this cohort have identified SEND, 4 with EHCPs who are now

KS2 2022/23

Combined – all pupils = 48% (up 6% from 21/22) Pupil Premium = 47% (up 15% from 21/22)

Reading – all pupils = 69% (up 4% from 21/22) Pupil premium = 67% (up 9% from 21/22)

Writing – all pupils = 57% (up 5% from 21/22) Pupil Premium = 54% (up 9% from 21/22)

Maths – all pupils = 61% (up 4% from 21/22) Pupil Premium = 63% (up 13% from 21/22)

Non PP pupils outperformed PP pupils in KS2 but the gap is very small (max 3% in any area). Writing is the limiting factor for KS2 attainment and this is a key area of focus for this coming year.

Employing an additional teacher and teaching assistant in Y4 enabled an extremely challenging cohort to make progress based on their KS1 outcomes. This is continuing this academic year, splitting the Y5 cohort in the same way will provide additional support for that group of pupils.

Employing an additional TA to focus on phonics catch up and releasing the key stage 1 leader to quality assure phonics teaching has led to increased consistency and upskilling of all staff. We will continue with this provision during 2024/25 to further develop this area.

Intended outcome 3: Children's well-being improves, both emotionally and physically – children will be ready for school each morning and ready for the next stage in education when they leave Wybourn.

Outcomes 2024/25

Work has continued to embed Trauma Informed and Relational Practice training. Our School Behaviour Policy has been adapted to become a Relationship Policy with a strong emphasis on building positive relationships with all members of our school

community. This policy has been re-drafted many times over the year to reflect learning and development.

A program of after school activities was offered to children from Y1 – Y6 with a focus on physical activity. Every club was fully booked and activities included cheerleading, athletics, cricket and football. Looking at how we measure children's fitness and fundamental physical skills is a priority for coming years.

A wide range of activities involving parents also took place over the year. These included reading workshops, science demonstrations, art sessions and opportunities to share the Cornerstones Curriculum. Pupils in nursery also welcomed parents for Halloween workshops and stay and play sessions. Parents are frequent visitors in school. The cultural make up of our school has radically changed over recent years (43% of pupils not white British) and we have had a specific focus on increasing community cohesion this year. A Diversity Council is in place and they have helped to organise a wide range of events including Diversity Day when parents and families were invited into school to take part in activities and share food from across many of our different cultures.

Intended outcome 4: To raise the aspirations of disadvantaged pupils by broadening their horizons.

Outcomes 2023/24

Considerable time has been spent this year on teachers becoming familiar with the Cornerstones Curriculum and adapting the content to meet the needs of our school community. Work has taken place to highlight key learning so that all staff are clear on end points and children are not overloaded. School reviews and internal monitoring show that the level of challenge and consistency across all subjects is good. Children have had the opportunity to take part in a wide range of visits including residential to Whirlow Farm, Thornbridge Outdoors and Whitby. A trip to Spain took place in May 2024 for 45 pupils in Y5/6 following the successful application for a grant from the Turing Scheme. This was part of an Erasmus twinning project and was extremely successful and was well received by pupils and families. We plan to repeat the trip in May 2026. The Brilliant Club was a new initiative for Y6 pupils to further raise aspirations. 12 pupils in Y6 took part in a series of sessions with a PHD student who coached them in philosophy and supported them to submit assignments. The project culminated in a trip to a university. Evaluation of the project showed an increase in the number of pupils considering university as a future destination. We are repeating the project this coming year.

Externally provided programmes

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

Programme	Provider
Little Wandle Letters and Sounds	Little Wandle Letters and Sounds
Times Tables Rock Stars	Times Table Rock Stars
The Chimp Management Program	Chimp Management Ltd

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

In planning this current Pupil Premium Spending Plan, we analysed last year's key areas and evaluated the impact of each of the specific areas. From this, we have come to the conclusion that the investment we have made in people and the settled approach to familiar staff for children is having a positive impact. It is important for us to raise the attainment of disadvantaged pupils to be more in line with national standards, particularly as the gap has grown with national over the past 2 years. We used the EEF Guide to Pupil Premium to tailor our approach. We are also taking part in the Strategic Leadership of Pupil Premium training which is being provided by our Local Authority. We will make any alterations to the plan based on this training as required.