

Pupil premium strategy statement



This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wyke Primary School
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	21.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 24
Date on which it will be reviewed	July 2025
Statement authorised by	E Birkett
Pupil premium lead	L Beales
Governor / Trustee lead	Elizabeth Ingham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,790
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	£62,790

Part A: Pupil premium strategy plan

Statement of intent

At Wyke Primary School, we are committed to ensuring that every pupil, regardless of their background or financial circumstances, has access to the highest standards of education. Our Pupil Premium Strategy aims to reduce barriers to achievement, increase participation in extracurricular opportunities, and improve outcomes for disadvantaged pupils.

We understand that disadvantaged pupils often face additional challenges in their education, both inside and outside the classroom. Our intent is to remove these barriers, ensuring that pupils eligible for Pupil Premium can:

- Achieve their full potential academically and personally.
- Close the attainment gap between themselves and their peers.
- Access a broad range of enrichment activities that develop their social, emotional, and cultural capital.

We know that research tells us that Quality First Teaching is fundamental to our strategy, focusing on those areas where disadvantaged pupils may need the greatest support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is for this reason that, as outlined, a large proportion of our pupil premium funding is spent on providing high quality professional development to make our great teachers even better.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Whilst their progress in Reading was good, 30% of our disadvantaged children were below ARE in Reading at end of 2023/2024.</p> <p>Observations, discussions and assessments of reading with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils is having an impact on reading progress. This are evident from Reception through to key stage 2 and in general, is more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Whilst their progress in writing was good, our disadvantaged learners do not write as well as their peers. This is indicated by our end of year teacher assessments. 49% of our disadvantaged children are below ARE in Writing at end of 2023/2024. This impacts on the rest of the curriculum and their ability to learn independently.</p>
3	<p>Whilst progress in Maths was mostly good, learners from disadvantaged backgrounds do not achieve as well as their peers. This is indicated by our end of year teacher assessments. 40% of our disadvantaged children are below ARE in Maths at end of 2023/2024.</p>
4	<p>We currently have 24% of disadvantaged pupils with additional SEND needs which has an impact on attainment in reading, writing and maths.</p>
5	<p>Attendance of disadvantaged pupils has been lower than their advantaged peers. Persistent absence is a particular issue with some – from the 2023-2024 data, 25% of our disadvantaged pupils had attendance of 90% or below.</p>
6	<p>Financial challenges mean that families are less likely to engage in activities such as museum visits, holidays and other trips to develop their cultural capital. The recent cost of living crisis has widened the 'experience' gap even further.</p>
7	<p>Our disadvantaged children are not as well represented in school groups as our non-disadvantaged children. For example, the 2024-2025 school council and eco council have only 3 representatives from across school who are disadvantaged learners. Therefore, they are not having their 'voices' as regularly heard or having impact on school development in the same way as our non-disadvantaged children are.</p>

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 in Reading and Phonics	Our ambition is that all of our disadvantaged pupils pass the Year 1 phonics check and leave KS1 as readers, ready to access the KS2 curriculum. We aim for KS2 Reading outcomes in 2024/2025 to show that attainment is as good as, or better than, the national average for disadvantaged pupils meeting the expected standard, and in line with their non-disadvantaged peers.
Improved attainment in Writing	End of key stage 1 and 2 Writing outcomes in 2024/2025 show that attainment is as good as, or better than, the national average for disadvantaged pupils meeting the expected standard, and in line with their non-disadvantaged peers.
Improved attainment in Maths	KS1 children to be secure, have firm foundations in their development of number sense and fluency in calculation, and be confident with number. KS2 Maths outcomes in 2024/2025 show that attainment is as good as, or better than, the national average of disadvantaged pupils meeting the expected standard, and in line with their non-disadvantaged peers.
Improved rates of progress for disadvantaged children with additional needs	By July 2025, disadvantaged children with additional needs will have made expected or above expected progress in reading, writing and maths.
Improved attendance of disadvantaged learners	By July 2025, overall attendance of disadvantaged learners is above 95%. By July 2025, persistent absenteeism for disadvantaged learners is below 10%.
Enhance the cultural capital of disadvantaged learners	By the end of July 2025, all disadvantaged learners will have attended an after-school club, been part of school trips and residentials and taken part in activities with visitors into school.
Increase in pupil voice opportunities for disadvantaged learners	School council, Eco council, sports teams and other groups will include disadvantaged learners from across the school Pupil voice opportunities will be used to share disadvantaged learners' views and ideas, and these will be shared with staff and other members of the school community

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: **£31,395**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide CPD for teachers, both in house and externally, to improve subject knowledge and pedagogical understanding. Teachers will be released from class and supply cover provided so they are able to attend CPD opportunities.	High quality first teaching has been proven to make the single biggest difference to outcomes for disadvantaged learners. Studies show that disadvantaged pupils benefit disproportionately from high quality teaching, compared to their peers.	1, 2, 3, 4
Provide the Curriculum lead and individual subject leaders with release time to develop their subject(s) across the school. This time will be used to monitor, evaluate and review the implementation of Curious City enquiries and ensure progression across the school.	High quality first teaching has been proven to make the single biggest difference to outcomes for disadvantaged learners. Studies show that disadvantaged pupils benefit disproportionately from high quality teaching, compared to their peers. A clear curriculum progression document for each subject which is shared with all teaching staff will support teachers to deliver the subjects. Feedback and support from the subject leader will further support staff to teach the subject with confidence. Monitoring and evaluations by subject leaders will be reported back to SLT and where appropriate the link governor.	1, 2, 3, 4
Teachers given release time to work with Ali Camp from Light Up Learning over three visits to school, to support the Curious City enquiry led curriculum for their year	High quality first teaching has been proven to make the single biggest difference to outcomes for disadvantaged learners. Studies show that disadvantaged pupils benefit disproportionately from high quality teaching, compared to their peers.	1, 2, 3, 4

group or for their subject area.	A clear curriculum progression document for each subject which is shared with all teaching staff will support teachers to deliver the subjects.	
<p>Use of a DfE validated Systematic Synthetic Phonics programme (Read Write Inc.) to secure stronger phonics teaching for all pupils. Read Write Inc. training for all classroom staff.</p> <p>Training for Phonics lead and for staff to ensure consistent delivery and improved attainment and progress in Phonics.</p> <p>Phonics lead appointed to mentor and coach staff, undertake assessments and plan for consistent delivery of daily RWI teaching. Phonics lead given release time from class to carry this out.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 4
<p>Following completion of her NPQLL, English lead to be given time to develop whole class Oracy approaches across the school.</p>	<p>There is a strong evidence base that suggests an oral language focus, including speaking and listening activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 7
<p>Fund the Pupil premium lead to manage and monitor the impact of the strategy through classroom walks, pupil voice, pupil progress meetings.</p>	<p>The EEF recommends a four-stage cyclical process for the successful implementation of the pupil premium strategy. It highlights the critical role that leadership plays. Dedicated time for this role ensures that this work can be done highly effectively.</p>	5, 7

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

Budgeted cost: **£15,697**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 1:1 or small group phonics sessions targeted at those children who are at risk of not passing phonics screening delivered by skilled teaching assistants trained in RWI coaching approach.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 4
1:1 or small group reading boosting for children struggling with reading fluency and/or comprehension skills. This could include vocabulary/word work linked to other curriculum areas.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 4
Small group and 1:1 Maths intervention to support development of number, fluency, arithmetic skills.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3, 4
Educational psychologist to provide Precision teaching training for all teaching assistants to support children with both English and Maths difficulties. Precision teaching intervention to be delivered 1:1 on a daily basis.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4
Speech and language Champion appointed to	Tuition targeted at specific needs and knowledge gaps can be an effective	1, 4, 7

work with Speech and Language therapist and deliver targeted support to individual children working towards their targets.	method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£15,697**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA support for children who may be experiencing emotional well-being difficulties.</p> <p>ELSA to be released for training and supervision delivered by Educational Psychology team.</p> <p>ELSA resources to be purchased to support delivery.</p>	<p>Research says that ELSAs have an important role in our society because their knowledge and skills help children and young people engage better in lessons and the school environment, which helps improve school attendance and behaviour in school.</p> <p>The EEF says that ELSA is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	4, 5, 7
<p>Senior Mental Health lead release time to develop mental health and well being strategy across the school.</p> <p>Work with Mental Health Support Team in Schools – whole school audit and action plan, CPD for staff, termly meetings, meeting with individual families, parent workshops, school workshops, special events.</p>	<p>By prioritising mental health support, schools create a safe and nurturing environment where disadvantaged pupils can overcome barriers to learning, build resilience, and develop essential coping skills. This investment not only improves their educational outcomes but also promotes long-term well-being, enabling them to reach their full potential and</p>	4, 5, 6, 7

	break the cycle of disadvantage.	
Provide subsidised access to extra-curricular activities in all year groups, e.g. trips, swimming, holiday activities, residential, music lessons	We know the emphasis placed on develop children's cultural capital. These opportunities are crucial for achieving this for our disadvantaged learners. These opportunities also support mental health and well being and the feeling of belonging.	5, 6, 7
Prioritise Pupil premium children for afterschool clubs provided by PH Sports and by staff.	After-school clubs play a vital role in supporting disadvantaged children by providing a safe, structured environment where they can engage in activities that promote personal development, social skills, and academic growth.	5, 6, 7
Subsidised breakfast club places offered to disadvantaged children who may be finding school attendance difficult.	A "Breakfast Club" aimed at supporting attendance for children can be an effective way to encourage regular school attendance while also offering a nutritious start to the day.	5
Uniform and resources	Providing uniforms for disadvantaged children is an essential step in promoting equality, reducing social stigma, and ensuring that all students have the opportunity to thrive in a school environment.	5, 6

Total budgeted cost: £62,790

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.

Of all disadvantaged pupils, 42% met ARE at the end of the year in Reading, Writing and Maths combined. This was an improvement on the previous two years attainment of disadvantaged pupils (2022-2023 37% and 2021-2022 12%). However, our data shows that 53% of our non-disadvantaged pupils met ARE in Reading, Writing and Maths combined at the end of 2023-2024 and so there is still an attainment gap that needs addressing.

In Reading, 65% met ARE or above, but 93% made expected or above expected progress (Non-disadvantaged learners 66% met ARE or above, 78% made expected or above expected progress)

In Writing, 47% met ARE or above, but 93% made expected or above expected progress (Non-disadvantaged learners 66% met ARE or above, 76% made expected or above expected progress)

In Maths, 60% met ARE or above, but 93% made expected or above expected progress (Non-disadvantaged learners 79% met ARE or above, 90% made expected or above expected progress)

Writing remains a significant area for development for our disadvantaged learners, and our non-disadvantaged learners, and is a focus for the whole school development plan as well as this strategy.

There is a significant difference in the attainment in Maths of our disadvantaged and non-disadvantaged learners. 3 of our disadvantaged pupils in year 4 completed the Multiplication tables check in June 2024 and only 1 of the children 'passed'. SLT and Maths subject lead will further analyse Maths for disadvantaged pupils to establish where the areas of weakness are and what needs addressing,

Of the 8 disadvantaged children in year 1 and 2 that completed the Phonics screening check in June 2024, 6 passed which we were very pleased with. One of the children who did not pass the screening was in year 1 and was exempt due to SEND, and the other was a child in year 2 who retook the assessment – progress had been made from the first attempt in year 1 but they still need support for their phonics and reading progress.

Within our EYFS cohort of 2023-2024 there were 2 disadvantaged children, one who did reach GLD and one who did not. The child who did not has now been recognised

as having SEND needs and so further support in school is now in place linked to SEMH needs, and with outside agencies involved and supporting the family.

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance Learning
Timestable Rockstars	Maths Circle
Language Angels	Language Angels
Charanga	Charanga Ltd

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we undertook a pupil premium review in October 2024 with Alan Geary, who is part of Pickwick Academy Trust. This was a positive experience as it encouraged us look closely at our disadvantaged children to ensure that our strategy reflected these needs.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with students and teachers in order to identify the challenges faced by disadvantaged pupils.

Our inclusion lead took part in various webinars and training on the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.