

Pupil premium strategy statement – Wybers Wood Academy 2023 – 26

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	362
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2026 Year 1 of 3-year plan
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024 (completed)
Next review	September 2025
Statement authorised by	Janet Wood
Pupil premium lead	Teresa Rouse
Governor / Trustee lead	Janet Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71040
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£ 71040

Part A: Pupil premium strategy plan

Statement of intent

At Wybers Wood Academy our intention is that all children irrespective of their background or the challenge they face, make good progress and achieve high attainment across all subjects' areas and are active, socially responsible citizens of the future. Year-on-year we support all children to achieve that goal. To achieve this, we look at the barriers our children face to identify the key areas that we need to address. This is considered for the school as a whole and then cohort by cohort, considering individual need within this. In aiming to narrow the attainment gap between disadvantaged and non-disadvantaged children, we recognise that not all children who are socially disadvantaged are registered or qualify for FSM just as not all pupils who receive FSM are socially disadvantaged. Ultimately, we recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

High quality teaching is at the heart of our approach with a focus on areas in which disadvantage pupils require the most support. This has the greatest impact on children's learning: closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. We provide this, striving to close any identified gaps and challenging all children to reach their potential.

Our strategy includes pre-teaching and school-led interventions for all pupils to support maximum progress. All pupils in receipt of the pupil premium funding at Wybers Wood Academy are monitored by their class teacher and the PP lead. An overview is in place to include details of their attainment, strengths and interests, identified needs, learning adjustments, pastoral adjustments, identified targets and interventions.

Our approach is based on the individual need of the pupils and challenges they face.

To ensure the strategy is effective we will:

- Ensure all staff have the highest expectations for all pupils, regardless of their individual starting points.
- Continue to invest in effective CPD for staff.
- Ensure all pupils have access to the high-quality teaching and learning.
- Disadvantaged are challenged throughout their lessons in the work that they are set.
- Work closely with parents to identify barriers to learning early and then offer support, drawing on external support when needed.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Social, emotional and mental health</u></p> <p>Pupils in distress find it hard to self-regulate which impacts on learning. 34% of the group have emotional issues and access pastoral support due to situations at home which have a detrimental effect on their ability to concentrate/ apply themselves in lessons.</p>
2	<p><u>Gaps in reading, writing, maths and phonics</u></p> <p>Some pupils are not working at age-related expectations or better. 38% of PP pupils are on the SEN register. From their starting points, most PP pupils do not make significantly different progress from National non PP group. However, our challenge is to increase the % attaining at least National Standard</p>
3	<p><u>Speech, language and communication</u></p> <p>Pupils become frustrated as they are unable to communicate clearly with peers and adults. Progress in writing is impacted as the gap widens between themselves and peers.</p>
4	<p><u>Attendance</u></p> <p>Pupils miss significant chunks of learning. Gaps widen and progress is negatively impacted across the curriculum. Attendance in 2023-2024 for pupil premium children was 95.2% .</p>
5	<p><u>Wider Opportunities</u></p> <p>Some pupils do not visit places of interest out of school or have the opportunity to perform. This has an impact on their knowledge and understanding of the world.</p>
6	<p><u>Parent engagement</u></p> <p>Some parents/carers can struggle to encourage and support learning.</p>
7	<p><u>Pupils arrive at school unprepared for learning</u></p> <p>Some pupils do not have appropriate school uniform which negatively impacts on self-esteem and sense of belonging. Some pupils arrive at school hungry and are unable to concentrate in learning.</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
Quality First Teaching	All teaching staff, including early career teachers - RQTs - to be delivering high quality first teaching. Strong teaching in phonics. All pupils achieving better than national in PSC.
Quality targeted support	Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally. Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally. School counsellor to support learning behaviour strategies. Pupils to access support for home learning through online learning.
Social and emotional health	Pupils will be emotionally literate and have a range of strategies which they can utilise to support their self-regulation.
Reading writing maths	Achieve outcomes in-line with, or above, national average by the end of KS2. Gaps between disadvantaged and advantaged will be diminished.
Phonics	100% achievement
Attendance	Pupil Premium pupils will have good attendance at the academy (96% +).
Access to extra curricular activities, clubs and visits	Pupil Premium pupils will have attended a rich variety of extra- curricular events and clubs.
Parental engagement	Parents will be confident in approaching and engaging with the school. For all families/children who need to support to have this immediately and create links with further external agencies pr links in school.
Preparation for learning.	Pupils will have the equipment they need to participate in all aspects of learning.
Oracy skills	Pupils will be confident in communicating with their peers, adults and in speaking publicly. Pupils will have attended public speaking competitions.

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: £ 34,588

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff have the appropriate CPD to implement catch up plans and close gaps in reading, writing and maths through Quality First Teaching.</p> <p>Access all CPD opportunities. Regular walk throughs, RAG meetings, book looks to include a targeted PP element. Provision of additional teaching support to close the Covid gaps.</p>	<p>Evidence indicates that high quality teaching is the most important lever to improve pupil attainment, including disadvantage pupils.</p> <p>From previous experience we know from building teacher knowledge and pedagogical expertise , curriculum development and purposeful assessment is secure process to developing high quality teaching.</p> <p>EEF Toolkit “effective professional development plays a crucial role in improving classroom practice and pupil outcomes.”</p> <p>Effective Professional Development EEF</p>	<p>2</p>
<p>RWI Development days</p> <p>Purchase of new RWI books and resources.</p> <p>Designated budget allocation to CPD.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading.</p> <p>Fidelity to RWI and consistency are extremely important to the success of the programme.</p> <p>Appropriate CPD for all relevant staff to enable pupils to make accelerated progress in phonics.</p> <p>All pupil premium pupils are in line with all non-PP pupils nationally and the school target.</p> <p>Phonics EEF</p> <p>EEF Toolkit (‘Phonics toolkit strand)</p> <p>EEF Communication and Language</p> <p>EEF Improving communication and language and learning in the early years.</p> <p>Improving Literacy in Key Stage 1</p>	<p>2, 3</p>

	EEF improving literacy at KS1 DfE New Reading Framework EEF Teaching and Learning toolkit + 5 months /low cost	
HLTAs employed to release curriculum leaders to support monitoring and consistency and progress in their subject areas.	This will ensure that all middle leaders are given time to lead and motivate staff across the school. Ensuring recruitment and retention of teaching staff whilst also developing high quality teaching to the needs of all pupils. Evidence shows that effective PD for middle leaders is a balanced approach that includes building knowledge, motivation teachers, developing teacher techniques and embedding practice. Effective Professional Development EEF	2
ECT trainees and mentoring training.	Evidence shows that mentoring programmes for ECTs is highly effective in developing quality teachers and ensuring retention. All ECTs have a mentor and mentoring time. Support is given and observations are completed to ensure QFT. Effective Professional Development EEF	2
CPD – Training SEN, SEMH and Positive Handling	There is extensive evidence associated with developing teacher knowledge of SEN and associated childhood social and emotional skill to with improved outcomes at school and in later life e.g. improved academic performance, attitudes, behaviour and relationships with peers. Extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (improved academic performance, attitudes, behaviour, relationships with peers etc.) EEF Toolkit – social and emotional learning. Improving Social and Emotional Learning in Primary Schools / EEF	1

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

Budgeted cost: £18,226

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group intervention in reading.	<p>Reading comprehension strategies focus on the learners understanding of written text. Pupils learn a range of techniques when enable the to comprehend the meaning of what they read. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities and involve activities and texts that provide and effective, but not overwhelming, challenge.</p> <p>Reading comprehension strategies EEF Small group reading intervention shown to boost pupil ...</p>	2
Small-group intervention in maths.	<p>Intervention targeted at specific needs and knowledge gaps are effective methods to support low attaining pupils or those falling behind in small groups.</p> <p>Intervention will also include pre-teaching targeted needs and same day intervention.</p> <p>Improving Mathematics in the Early Years and Key Stage 1 Teaching Assistant Interventions EEF One to one tuition EEF</p>	2
Small-group intervention in writing.	<p>Writing interventions can have a positive impact on the children's writing skills. Approaches focus on genre writing skills, grammar, spelling and using the toolkit. Mark and feedback time used to secure improvement.</p> <p>Grammar for Writing EEF Small group tuition</p> <p>Improving Literacy in Key Stage 1 Improving Literacy in Key Stage 2</p>	2
Small-group intervention in phonics.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics intervention have been shown to be more effective when delivered as regular sessions.</p>	2

<p>Oracy interventions, 1:1, small group and whole class.</p>	<p>Oral language interventions can have a positive impact on the children’s language skills – approaches that focus on speaking, listening and a combination of the two show a positive impact on attainment.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 18,226

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All pupils come to school ready to learn. Uniform swap</p>	<p>Children feel self-conscious if they are not dressed in the same standard of uniform as the other children – this helps to ensure that they do not feel different and as parents can select uniform for free it supports all disadvantaged families.</p> <p>School uniform EEF</p>	<p>1, 4</p>
<p>All pupils attend regularly and on time. Embedding principles of good practice set out in the DfE’s Improving School Attendance advice. Bromcom training for relevant staff to develop and implement new procedures and internal attendance/support officers appointment to improve attendance.</p>	<p>EEF Toolkit “deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support” The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>EEF Research into Improving Pupil Attendance</p>	<p>4</p>
<p>Enrichment Provision PP Parents can access the PP virtual purse to support funding for all enrichment activities. Pupils have access to a wide range of activities within and beyond the curriculum experience to</p>	<p>The results of a six-year research study into the impact of school residential were unveiled at an event at the National Geographical Society in London. Improving students’ engagement with learning. 79% indicated that the residential has made them realise that what they had learnt at school was important to them. 82 %per cent of KS2 pupils said their teachers and lessons on the residential helped them to</p>	<p>5</p>

<p>enhance their cultural capital.</p>	<p>learn. 84%per cent of students said that because of the residential they got on better with peers. 78% felt more confident to try new things they would not have done before the residential.</p> <p>After-school clubs – the evidence suggests that after school clubs provide and important route for children to engage in activities outside of school.</p> <p>The evidence suggests that after school clubs provide an important route for children to engage in activities outside of schools. Report template long (nuffieldfoundation.org)</p> <p>Extending school time EEF</p> <p>Arts participation EEF</p>	
<p>Ongoing whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Ongoing monitoring shows that all children behave well and demonstrate high levels of engagement and enthusiasm for learning, however, we believe it is important to stay focused on this area to ensure consistency and achieve an outstanding approach towards learning behaviours.</p>	<p>1, 4, 7</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Wellbeing and SEMH support sessions delivered by learning mentors – these include</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p><u>Thrive</u></p> <p>Evidence shows that the systematic approach of Thrive which uses the early identification of emotional development needs in children has an impact on developing an accurate differentiated provision. This then enable and guides</p>	<p>1</p>

<p>lego therapy etc – we also link with Compass Go to deliver specific whole school assemblies and PODs on a needs basis.</p> <p>Learning mentors also run thrive support session at lunch time.</p> <p>Thrive CPD ongoing through the year.</p> <p>Resources for Thrive.</p> <p>Whole-school Thrive approach adopted by all staff. Targeted sessions (small groups and individual sessions) for Thrive with learning mentors.</p> <p>Children have positive mental health and the ability to understand and manage their own emotions with increasing independence however we believe SEMH is ongoing support and provision and support for children.</p>	<p>adults to work with children to help them build their resilience and resourcefulness and decrease the risk of mental illness.</p> <p>Thrive reinvigorates the learning provision and helps those children who are at risk of underachieving or exclusion to stay in school and re-engage with learning.</p>	
<p>Improve pupils' confidence in being able to speak clearly and coherently.</p>	<p>Implement robust speech and language programme using Launchpad for Literacy. Work in partnership with local SALT services to provide speech and language programmes in school. Continue to embed Oracy in the wider curriculum. Ensure younger children are accessing music-Charanga to support oral aural skills and development. Develop debating in order to give pupils opportunities to speak to a range of audiences. Children are encourage and support with small group workshops if they wish to enter local Speech Festivals. Children are support when creating their own Time to Shine assemblies with their teachers. 'Votes for Schools'</p> <p>Oral language interventions EEF Voice 21: Improving Oracy (re-grant) EEF</p>	<p>3</p>

<p>Developing parents' knowledge, skills and understanding in order to provide effective encouragement and support.</p>	<p>Providing pastoral support through Family Support Worker/Learning Mentor. Signposting and support to access universal and targeted services where appropriate. Drop in sessions monthly with educational psychologist- PP parents given priority. Parents invited into school to a range of events to enhance their confidence in engaging with school and staff. Seesaw access supported through school sessions when computer access is unavailable at home. Workshops for phonics, reading and maths to support with understanding children's curriculum and learning needs. Thrive drop-in workshops for parents whose children receive 1 to 1 support.</p> <p>Parental engagement EEF Working with Parents to Support Children's Learning</p>	<p>6</p>
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Total budgeted cost: £ £ 72,905

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Priority	Impact
1, 3, 4	<p>Support and CPD from EP, DoLs and SLT in reading, phonics, writing, maths and the wider curriculum. Both at Trust and Academy level.</p> <p>Work in books is of a high quality, there is a continuity and consistent in working policies.</p> <p>Lessons are more progressive and tailored to the children's needs.</p> <p>All classes using the T4W approach following CPD training for teachers and teaching assistants.</p> <p>Weekly CPD sessions in all areas are available to all staff during staff meeting times.</p> <p>Fluency sessions have improved reading further and this has been supported by Reading Plus.</p> <p>Small-group and 1:1 intervention in reading, writing, maths and phonics.</p> <p>Teachers and teaching assistants have continued to work alongside other agencies, subject co-ordinators, SLT and Dols to support pupils and this has upskilled all staff to be able support better in class.</p> <p>Middle Leaders/Subject coordinators monitoring evidence shows that there that has been an improvement in marking and feedback and consistency which also includes the developing and building knowledge, developing teaching techniques and embedding practice thereby ensuring quality first teaching.</p> <p>Interventions in small groups targeted at specific needs and knowledge gaps have been effective methods in supporting low attaining pupils or those falling behind.</p> <p>Intervention has also included pre-teaching targeted needs and same day intervention.</p> <p><u>End of KS2:</u></p> <p>Y6 reading data shows that at the end of KS2, PP children achieved in line with national headline figures at 72% expected standard and 18% achieved GDS.</p> <p>Y6 maths data shows that at the end of KS2, 73% of PP children achieved expected level in maths – the same as the national headline figure - and 18% achieved GDS.</p> <p>Y6 writing data shows that at the end of KS2, PP children achieved broadly in line with the national headline figure (71%).</p>

2	<p><u>Phonics 2024</u> Children who passed the PSC in Year 1 and 2</p> <table border="1" data-bbox="384 241 1023 421"> <thead> <tr> <th></th> <th>PP</th> <th>Cohort</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>4/5 80%</td> <td>56/59 95%</td> </tr> <tr> <td>Year 2</td> <td>7/7 100%</td> <td>55/55 100%</td> </tr> </tbody> </table>		PP	Cohort	Year 1	4/5 80%	56/59 95%	Year 2	7/7 100%	55/55 100%																
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5	<p>Pupil Premium children are able to access facilities and necessary IT equipment to support home learning.</p> <ul style="list-style-type: none"> • Home learning support is also available during lunch time. • Provision of electronic devices for all PP to use in school and at home. 																									
6,7	<p><u>Attendance</u></p> <table border="1" data-bbox="368 730 1434 994"> <thead> <tr> <th>23 – 24 Attendance</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> <th>Whole School</th> </tr> </thead> <tbody> <tr> <td>PP Attendance %</td> <td>95.9</td> <td>95.5</td> <td>94.9</td> <td>96.7</td> <td>92.5</td> <td>95.7</td> <td>95.2% (94.6% last year)</td> </tr> <tr> <td>Non PP Attendance %</td> <td>96.3</td> <td>96.2</td> <td>96.3</td> <td>96.1</td> <td>94.1</td> <td>97.2</td> <td>96.1%</td> </tr> </tbody> </table>		23 – 24 Attendance	Y1	Y2	Y3	Y4	Y5	Y6	Whole School	PP Attendance %	95.9	95.5	94.9	96.7	92.5	95.7	95.2% (94.6% last year)	Non PP Attendance %	96.3	96.2	96.3	96.1	94.1	97.2	96.1%
23 – 24 Attendance	Y1	Y2	Y3	Y4	Y5	Y6	Whole School																			
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8	<p>All EYFS children have been to Rand Farm linked to their curriculum. All Year 1 and 2 children have been to the Street Life Museum and The Collection to experience a Viking Workshop. They have also had a Dinostar Workshop, visited Cleethorpes Beach and taken part in the Singing Festival.</p> <p>All Year 3 and 4 children have been to Yorkshire Wildlife Park, taken part in a geography field trip to Cleethorpes Seafront, a Stone Age and Egyptian Workshop and a late-night stay at school. They have also taken part in Young Voices and Swimming (Y4 only).</p> <p>All Year 5 children have had several workshops and visits; transition Secondary Schools, 2-night stay in London (91% of PP attended) and a Roman Workshop.</p> <p>All Year 6 children have studied the Tudors and Stuarts and taken part in a PGL overnight outdoor pursuit experience (85 % of PP attended)</p> <p>Clubs are also monitored closely to ensure there is a high intake of PP children.</p>																									
9	<p>Behaviour, including learning behaviour, is very high. Pupils know how to behave and our high expectations.</p>																									
10	<ul style="list-style-type: none"> • 34% of the Thrive 1 to 1 children are pupil premium. • Children accessing Thrive room regularly are PP children. • Children receive a bespoke program to move their learning needs forward. • Designated adults working with children 1:1 on their personal program. • Other agencies involved: Young Minds and Compass Go. 																									

11	All teachers deliver weekly oracy lessons. Across the school oracy is also incorporated into all the lessons we teach.
12	Parent drop ins have provided pastoral support through Family Support Worker/Learning Mentor. We have signposted and supported access to universal and targeted services where appropriate. We have provided drop-in sessions monthly with SENDCO- PP parents given priority. Parents have also engaged in a range of school events this has enhance their confidence in engaging with school and staff: Time to Shine Assemblies, Parents Evening, School Performances, Easter Bingo. We have provided Seesaw access which has been supported through school sessions when computer access is unavailable at home. We have also provided workshops for phonics, reading, maths and RSE to support with understanding children’s curriculum and learning needs. All PP parents have attended the Thrive drop-in workshops for parents as well.

Externally provided programmes

Programme	Provider
Thrive Approach	www.thriveapproach.com
TT Rockstars	Times Tables Rock Stars – Times Tables Rock Stars (trockstars.com)
Seesaw (online Platform)	https://web.seesaw.me
Read Write inc	Read Write Inc. Phonics: reading at home - Oxford Owl for Home
Talk for Writing Pie Corbett	Outstanding Teacher Training - Talk for Writing (talk4writing.com)
Tapestry	Tapestry - Log In (tapestryjournal.com)
Reading plus www.readingplus.co	www.readingplus.co
Accelerated Reader	https://global-zone61.renaissance-go.com/welcomeportal/2247576