



St Wilfrid's C of E School

At a Glance 2025-26



St Wilfrid’s Church of England Primary School is ambitious, nurturing and an exciting learning community. Using our Christian Values, children learn to be their best together and to shine as lights in the world.

School Context - September 2025 Our school is located in Haywards Heath and is one of 9 primary schools in the local area. Roll: 409 (mixed demographic with 47% boys and 53% girls) 10% of our children are EAL and 11% are entitled to FSM. SEND Support: 17% and EHCP: 1% The school is a Church of England Primary and our vision is: <i>for all pupils to grow through our school values, supported by staff, governors and the wider community. Rooted in the Christian Faith we will deliver a broad education of the highest quality, enabling all pupils to succeed.</i> As a school community, we aspire to develop life-long learners who have confidence to explore the world around them and to grow into independent individuals. We provide a safe family environment, inspired by Christian values, in which the flourishing of each individual enables the flourishing of all.				Pupil Premium 24/25 PP Funding approx. £75,480 Spending: £4,930 High Quality Teaching: Clever Mentoring and coaching for teachers, Connecting Steps and focussed support. £45,530 targeted academic support: TA deployment and professional development, additional phonics interventions, additional TA support in EYFS. £25,020 wider support: supporting attendance, play therapy, extra-curricular clubs, communication with families, wraparound care. Out of the 59 PP children in the school, 49% are SEND. Sports Funding 2024-25 Sports Funding approx. £19,490. Spending: £280 PE SOW subscription. £6,633 sports events and festivals. £3,540 Skip2BFit. £300 CPD. £2,624 updated playground fitness equipment. £6,113 updated equipment.				SDP objectives for current academic year 1) High Quality Teaching – Developing teaching strategies to present content, activities and interactions that activate children’s thinking in non-core subjects through questioning, embedding and adaptations, especially in Science, RE and PE. 2) Curriculum Plus – To have a deep and fluent knowledge and flexible understanding of the content taught in Reading, Geography and History and to develop the learning across the curriculum through a range of core experiences. 3) Achievements to Celebrate – To further build on the successes in the curriculum outcomes across each phase and celebrate the learning both in school and outside of school taking place. 4) Behaviour for Learning – To successfully develop behaviour for learning through integration of Thrive, staff training, Nest provision and the ‘Team Wilf’ approach. 5) Personal Development for all – Continue to embed the performing arts at St Wilfrid’s and develop the children’s leadership opportunities.			
Key Stage 2 2025											
Cohort = 63	Reading		Writing		Maths		Combined				
	2024	2025	2024	2025	2024	2025	2024	2025			
% EXS	68%	77%	72%	73%	67%	71%	58%	63%			
% GDS	332%	44%	27%	19%	27%	21%	13%	12%			
Analysis	The increase in combined in both EXS and GD is a result of high quality teaching in Y6 and an improvement in overall pupil tracking and interventions, especially in Reading, where we achieved above National in both EXS and GD outcomes. Writing at EXS increased slightly and these outcomes were supported by writing moderation by East Sussex. Although EXS outcomes for maths increased from last year, the figure is still below national and for GD. Boys performed better at EXS in maths but girls and boys achieved the same % for GD in maths. Next Steps: we have seen the success of the interventions we have put in place this year and we will look at introducing the breakfast club earlier in the year to support maths development, especially for the girls in the new cohort. Writing outcomes for boys will also need to be a focus.										
Year 1-5 2025											
Cohort = Y1-5	Reading		Writing		Maths		Combined				
	Exp+	GDS	Exp+	GDS	Exp+	GDS	Exp+	GDS			
Yr 1 - 60	69%	16%	67%	10%	68%	18%	63%	5%			
Yr 2 - 60	83%	43%	78%	17%	85%	40%	77%	17%			
Yr 3 - 58	81%	39%	64%	15%	81%	31%	64%	16%			
Yr 4 - 59	83%	30%	64%	25%	75%	35%	62%	20%			
Yr 5 - 56	79%	41%	71%	14%	75%	27%	68%	13%			
Multiplication - Yr 4		24-25 - 23% scored full marks (National 39%); Average score out of 25 was 19.1 (National 21.1)									
Analysis	GD outcomes remain a strength of the school overall. In Year 1, girls are outperforming boys in all three subjects. In Year 2, although all children are performing well, girls outperform boys across all three subjects, especially in reading. In Year 3, girls outperform boys as well. In Year 4, we see girls continue to outperform boys except in maths where they are even. In Year 5, we see boys outperforming girls in Reading at expected and maths at expected and GD. Next Steps: As the boys move into Year 2, we will need to focus on adaptations in place to support them making accelerated progress and in Years 4 and 5 next year, work will need to be done to improve writing outcomes for the boys. Also, in Year 5, additional interventions will be required for the girls to improve their maths outcomes.										
EYFS 2025											
Cohort = 55	% GLD		Writing		Reading		Maths				
	2024	2025	2024	2025	2024	2025	2024	2025			
GLD	77%	65%	78%	71%	87%	76%	88%	69%			
Analysis	Based on the data at the start of the year, the children achieved the target set. Boys outperformed girls in writing and maths with them both achieving the same in Reading. Of the 3 overall, Maths and writing were the lowest of the 17 EYFSP outcomes at 69 and 71 respectively. Next Steps: Review the upcoming changes to EYFS assessment guidance to support assessment of writing and how this will support us to achieve our target of 75%+ GLD.										
Phonics 2025											
	Year 1				Year 2						
	Cohort		School		Cohort		School				
All	60		82%		60		90%				
PP	9		44%		10		40%				
SEND	10		20%		10		40%				
Analysis	The impact of RWI provision continues to be seen as we maintain a phonics score above national, despite two children leaving the school who would have achieved the phonics score and gaining a child who was further behind in their learning, the interventions have been successful. Next Steps: Implement an additional DD with RWI to further support the teaching in the school, building on the continued success.										

Next Steps to achieve overall vision and mission (SDP and beyond)

In addition to the key objectives above, we will: expand the SDP to encompass the broader remit of the upcoming Ofsted developments, buidlign on these to shift the culture from what we offer to what we guarantee.