

SCHOOL PROSPECTUS

Welcome to Wimbish Primary Academy and an introduction to our school. Through this prospectus we hope that you will begin to gain an understanding of the enriching experiences and education that we can offer your child.

We have developed a highly motivated and enthusiastic team of staff who are dedicated to ensuring that every child is provided with a high quality, stimulating and challenging learning experience. This will help our pupils reach high standards, develop skills beyond the classroom and leave our school as achievers who value themselves and others.

We view parents and carers as partners in the educational process and appreciate your support in all aspects of school life.

We encourage you to arrange a visit to see our school at work and ask any questions that you may have. If you require any further information, please do not hesitate to contact our school office by email at office@wimbishprimary.org.



NICHOLA PICKFORD

Executive Headteacher



OUR VISION AND VALUES

Our school values: 'Nurture', 'Enrich' and 'Inspire' are at the core of everything we do at Wimbish Primary Academy. These values underpin our teaching and learning and provide an environment that prepares our pupils to be confident and happy citizens. We are committed to being aspirational for all those in our community.

We reflect and encourage a commitment to continuous improvement that will create an optimistic 'can do' attitude among pupils and staff. Wimbish benchmark's its practices against the very best in other schools to energise organisation, fuel ambition and stimulate improvement.

Our 3 Golden Rules that sit alongside our vision and values are:

- We Respect
- We Care
- We Learn

ABOUT THE SCHOOL



*“Open communication,
friendly and welcoming.
Always happy to offer
advice and support”*

-Parent of Wimbish

NURTURE, ENRICH, INSPIRE

Wimbish Primary Academy, part of [Anglian Learning](#), is located in the village of Wimbish in Essex. We are a small community with a big vision to nurture, enrich and inspire our pupils.

Our school provides for pupils aged 4 to 11 years. The school has a mixed catchment area, including the Carver Barracks, with bus transport available from here and other nearby locations.

We currently have 3 classes; Oak, Willow and Birch. Our class sizes are small, which allows us to have a high adult-to-child ratio. Some classes are mixed age, whilst others are straight year groups. Our class structure of mixed-age classes is carefully planned to accommodate our intake of 15 pupils. Pupils are taught as a whole class, in small groups and occasionally individually depending on the type of learning experience.

The school has incredible grounds of 5 and a half acres. This includes an orchard, allotment, playground, fields, pond, forest school in our own woodland and spring and summer meadows.

SCHOOL TIMINGS

Start	Lunchtime	Finish
8:30 am	11:45 am to 12:45 pm	3 pm

In addition to lunchtime, all pupils have a 15-minute break in the morning. Pupils in Early Years, Year 1 and Year 2 have planned access to the outdoor, secure environment throughout the day.

Infants are provided with a piece of fruit each day as their snack. Pupils in other years may bring a snack for playtime. This should be a piece of fruit or vegetable, a cereal bar or similar. Please note that due to serious allergies, Wimbish Primary Academy is a **nut-free school**.

To help keep our school sustainable, all children should bring a reusable water bottle each day filled with plain water. Bottles can be refilled during the day if needed.



ANGLIAN LEARNING

In 2023, Wimbish joined Anglian Learning, whose values perfectly reflect our own of Nurture, Enrich and Inspire. Anglian Learning is a highly successful multi-academy trust comprising of 16 schools in East Anglia.

Our members share the firm belief that successful learning communities are underpinned by ambitious vision, trust and strong inspirational leadership at all levels of the organisation; that excellence is not simply defined by Ofsted grades and league table positions; and that education can play a truly transformational role in the lives of children and contribute to the success and wellbeing of our wider society.

The vision for Anglian Learning is for our learners to be dynamic and empowered – who thrive and lead in their communities: locally, nationally and globally. Visit [our website](#) for more information.

With the support of the central team, we provide a unique and fulfilling education for all pupils.



ADMISSIONS

Admissions arrangements for children to join Early Years are coordinated through Essex County Council. Mid-year applications should be made directly to Wimbish Primary Academy. If you would like to join our school, please apply through the [application form on our website](#).

If you require assistance with completing the form, please [contact](#) the school office. Our admissions policy is available on our [school website](#).

You will be notified of your child's place at Wimbish by the end of April in the year your child is due to start school. We have an induction programme in the Summer term where new children are invited into the school for transition visits, and there are appointments for new parents and carers evenings.

The school year runs from September to August. All children are encouraged to start full-time at the beginning of the school year.



We have a liaison programme with Busy Bees at the Carver Barracks, alongside other local nurseries and preschool groups that run throughout the school year. Our reception teacher will liaise with each pre-school setting before your child starts at Wimbish to ensure a smooth transition.

Visits to our school by prospective parents and carers are welcomed and can be made by prior arrangement by [contacting the school office](#).

SCHOOL ROUTINES

A member of staff will be present at the front of the school at 8.30 am. Children travelling on school buses will be met in the morning and escorted by a member of staff and registered by a teacher. We take our commitment to the safety of our pupils seriously. During the school day, the school doors are locked and access to the school is through the main entrance, only.



A security system operates at the main entrance which includes CCTV. Access is gained at the main entrance by pressing the bell and waiting for the office staff to respond. Visitors entering the school need to sign in and wear a red visitor's badge.

At the end of the school day, staff will ensure that pupils are delivered to their identified adult at Oak's classroom door for Reception. All other pupils will enter and be collected via the front door. Pupils travelling home on the school bus will be registered by a member of staff and accompanied to the school bus. Playtime supervision is carried out by teachers and teaching assistants at break and lunchtimes.

SCHOOL LUNCHES

School lunches are prepared on-site by our catering company Innovate and meet the strict government-recommended nutritional standards. They provide a wide variety of high-quality, freshly prepared dishes packed with healthy ingredients. Three menus rotate weekly, with specially themed meals included throughout the year. Parents and carers are invited to view the menus on [our website](#).

We ask that packed lunches contain no chocolate bars, sweets or fizzy pop. The school will provide drinking water when required.

Pupils in Reception, Years 1 and 2 receive free school meals under the Universal Infant Free School Meals (UIFSM) scheme. For other year groups, parents and carers who believe their child is entitled to Free School Meals (FSM) should submit an application form which is available via the school office or on the [council's website](#).



SEND

Following the national Code of Practice, the school may identify certain pupils as having special educational needs. Needs vary from Gifted and Talented pupils, or pupils with disabilities, to learning or behaviour difficulties. These pupils can benefit from specialist help that is given in the classroom, but there can be occasions when individual or small group work is appropriate.

For some children, the school may need to involve other specialists in a formal assessment of special educational needs. When this happens, there is always prior consultation with parents and carers who will be involved in all assessment procedures, and who will be regularly consulted and kept informed of their child's progress.

Wimbish Primary Academy SENCo is Mrs Beecroft-Sullivan. More information and policies for our SEND provision can be found [on our website](#).

EXTRA-CURRICULAR PROVISION

During the school year, staff, outside coaches and members of the wider community run a variety of extra-curricular clubs for our pupils such as art, gardening, science and multi sports.

Pupils in Year 6 are given the opportunity to undertake road cycle training organised by the Local Authority.

T: 01799 599245

E: office@wimbishprimary.org

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School trips

We believe that every child in our school is entitled to enriching activities that will supplement the taught curriculum in school. Each class has at least one trip outside of school each year. As well as external trips, we welcome groups and visitors into the school. Year 6 attend a 4-night, 5-day residential trip to an outward bounds centre.

Secondary School Liason

We are partnered with [Joyce Frankland Academy](#), [Newport \(JFAN\)](#) through our multi-academy trust, Anglian Learning, creating a seamless transition between the two academies. Pupils are given the opportunity to visit JFAN, as well as colleagues from JFAN visiting Wimbish throughout the school year. There are transition days towards the end of the Summer term where pupils gain confidence and even look forward to the move having met new friends and become familiar with the new school setting.



Out of School Club

We operate our own breakfast club on-site. Places are bookable half a term in advance. Opening hours are 7.30 am - 8.30 am. Details are available via the school office.

Friends of Wimbish Primary School

We have a very supportive parents and carers group known as the Friends of Wimbish Primary School. They organise several fundraising events throughout the school year. If you wish to become a member, please contact the school's office on 01799 599245 for further information.

To help keep parents and carers up to date with all the inspirational activities at Wimbish Primary Academy, we post a weekly newsletter. Further updates are also shared to our official social media channels, [Facebook](#) and [X](#). To help get an idea of the day-to-day goings on at Wimbish, you can view our newsletter by [visiting our website](#), or by following us on social media.



Joyce
Frankland
Academy
Newport

CURRICULUM

The school aims to address the needs of all pupils with provision for support and challenge for all abilities. The curriculum in its fullest sense incorporates all the opportunities for learning provided by the school.

Our curriculum is planned to reflect the fact that children learn best through practical activities and real-life experiences. Tasks aim to be relevant to children's present and possible future lives. It includes specific key areas of knowledge as well as skills, concepts and attitudes that children will experience, and provides for different styles of learning.

There is a focus on more than simple mechanical aspects of learning to read, write and calculate. We creatively approach these subjects, encouraging knowledge and interest. All documents relating to Wimbish's enriching curriculum and any published [Ofsted reports](#) can be obtained via the school office or on [our website](#).



KS1 AND KS2

We teach a broad and balanced curriculum, following the National Curriculum of English, Mathematics, Science, Computing, Religious Education (RE), Design Technology (DT), History, Geography, Art, Music, Physical Education (PE), Personal, Social, Health Education (PSHE), Philosophy and Modern Foreign Languages (French in Key Stage 2).

English

All pupils will have experience in speaking and listening, reading and writing, grammar and punctuation and spelling and handwriting. English, whole class reading and phonics/spelling sessions are taught daily.


In addition to this, there are several opportunities to teach and focus on cursive handwriting within the week. Pupils are encouraged to communicate their ideas through speech, creative writing, poetry and reading. Whenever possible, a strong emphasis is placed on teaching English through a cross-curricular approach and upon the need to develop skills for reading.

Varied resources are employed to deliver the many facets of the English curriculum. We have invested significantly in a range of reading schemes. Rocket Phonics forms the basis for our phonics teaching. We actively encourage parents and carers to help at home with reading and use our home/school reading books to share ideas and comments to teachers. The school has a library that is for use by all our pupils.

Mathematics

We aim to use a practical approach to inspire pupils with mathematical concepts and skills relevant to the world they live in. This includes the ability to solve problems, understand numbers, shape and relationships and predict likely results.

A wide variety of apparatus and resources are used throughout the school. The pupils have a daily numeracy lesson which is supported by additional times tables, number facts and mental maths sessions. We follow the Mastery Approach to maths, deepening learning with extensive reasoning and justifying.

 *"Keep up the good work!"*
-Parent of Wimbish

Science

We follow our progression document to deliver National Curriculum requirements. Through these lessons, pupils are involved in practical investigations, individual and group skills of planning, decision-making and communicating results. As well as observing, classifying, recording, making and testing hypotheses, designing experiments and drawing information from evidence. These skills are vital to science-based activities but also have a much wider application.

Computing

Staff and pupils have access to computing resources in their classroom using our bank of Chromebooks. Specific skills are taught and used in pupils' work across the other curriculum areas. Each classroom is equipped with a computer and an interactive whiteboard. The school has invested in iPads to enhance further research and learning opportunities.

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Religious Education (RE)

The school provides Religious Education (RE) and a daily act of Collective Worship. RE is taught to all pupils (unless a parent and carer has exercised their right to withdraw their child) and follows the agreed RE syllabus recommended by the Local Authority. The Education Reform Bill encourages pupils to take part in a daily act of worship and that this should be “wholly or mainly of a broadly Christian character”. Pupils are also encouraged to have an awareness of, and sympathy with, other cultures and religions. We are also fortunate to enjoy regular visits from local ministers who take part in our Collective Worship.

PSHE

All pupils take part in PSHE sessions, which are based on the development of personal, social and emotional skills and the value of healthy living. The themes are differentiated and appropriate to each year group. Opportunities are given to work as a whole class, in small groups, and individually. Pupils also take part in circle time activities, which encourage the development of self-esteem, communication skills and problem-solving. Wimbish Primary Academy follows the PSHE Association programme of study.

Design Technology (DT)

DT’s curriculum encourages pupils to develop skills, knowledge and understanding of designing and making functional products based on the real world. We feel it is vital to nurture creativity and innovation through design and evaluate what has been created.

Geography

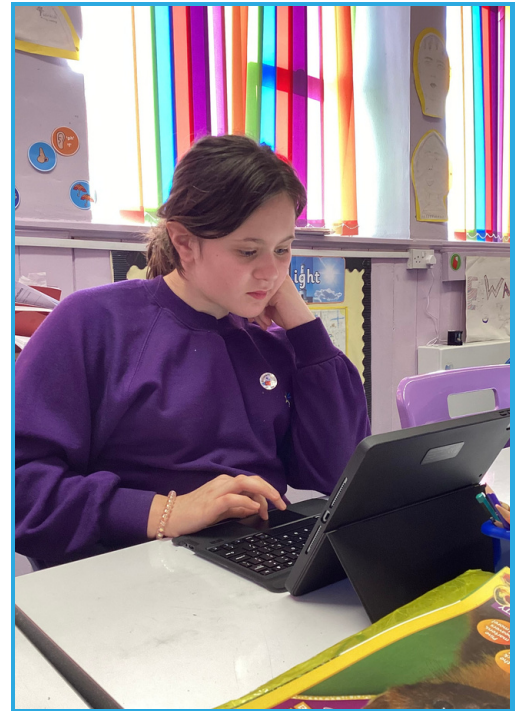
Pupils learn a variety of mapping and other geographical skills using maps, text and other materials. They also extend their factual knowledge of the local area and other areas of the world. Geography is also an important vehicle in developing a greater awareness in pupils of the richness and diversity of other cultures.

History

Using a variety of text material, historical artefacts, our locality, stories, poetry, pictures, festivals, the pupils’ own lives and historical personalities, we aim to develop in our pupils an awareness of a sense of past and present, fact and fiction, through the passage of time.

French

KS2 pupils are taught French regularly and we encourage the use of languages throughout the school day. For example, answering the register, or greetings.



Physical Education (PE)

Pupils experience all elements of PE: gymnastics, athletics, games, dance and swimming. In addition, all pupils are taught PE by a qualified sports coach and our Infants also have a session each week for dance, drama and music. PE is complemented by extra-curricular activities. The school participates in several inter-school events and competitions.

Art

Art provides pupils with a variety of experiences so they can learn specific skills and techniques using a wide range of materials. Their own sense of originality is valued and encouraged. We draw upon the expertise of local artists and galleries whenever the opportunity arises.

Music

Pupils are encouraged to listen to and make music through singing and using a variety of percussion and other musical instruments. This develops their skills, confidence and a wider appreciation of various types of music. Wimbish Primary Academy is proud to be part of [Music Mark](#), a UK-based charity that provides training and resources to help our staff deliver excellent practical and theoretical lessons for our pupils.

“

“Thank you for working hard to change our school. We can already see such positive changes in the school, we are kept informed and love the new format of the newsletter.”

-Parent of Wimbish

EARLY YEARS FOUNDATION STAGE (EYFS) CURRICULUM

The Foundation Stage is the first stage of the National Curriculum focusing on the distinct needs of pupils aged three in pre-school, to the end of the reception year in primary school.

Seven areas of learning and development must shape educational programmes in early years settings. All areas of learning and development are important and interconnected. Three prime areas are particularly crucial for igniting pupils' curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These are:

Communication and language

Development involves giving pupils opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development

Encourages young children to be active and interactive; and to develop their coordination, control, and movement. Pupils must also be helped to understand the importance of physical activity and to make healthy choices about food.

Personal, social and emotional development

Helps pupils to develop a positive sense of themselves, and others; to form relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their abilities.

As a school, we also support pupils in four specific areas, through which the three above prime areas are strengthened and applied:

Literacy

Encouraging pupils to link sounds and letters and to begin to read and write. Our school uses Rocket Phonics to guide our phonics teaching and once pupils have a secure phonic base, they will begin to progress through our reading book bands (our way of organising a range of reading scheme books). Pupils will be given access to a wide range of reading materials (books, poems, and other written materials) to inspire their interest.

Mathematics

Providing pupils with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and describing shapes, spaces, and measures.

Understanding the world

Guiding pupils to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design

Enabling pupils to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.



APPROACH TO EYFS CURRICULUM

The three prime areas reflect the key skills and capacities all pupils need to develop and learn effectively and become ready for school. It is expected that the balance will shift towards a more equal focus in all areas of learning as pupils grow in confidence.

Our staff considers the individual needs, interests, and stage of development of each pupil and uses this information to plan a challenging and enjoyable experience in all of the areas of learning and development. Planning is focused strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. See overleaf as to why this approach is important.

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WHY IS THIS APPROACH IMPORTANT?

Children aged three, four and five are constantly encountering new experiences which they try to understand. As they do so they explore the world around them, ask questions, extend their skills, develop their confidence and build on what they already know.

Well-planned play is central to pupils' learning in the Foundation Stage. That way learning is both challenging and nurturing. The indoor and outdoor 'classrooms' are organised to give pupils plenty of space to move around, to work on the floor and tabletops, individually and in smaller and larger groups.

Resources are well-organised and labelled so that pupils know where to find what they need and can be independent. This means adults can spend more time joining pupils with learning, extending their language and thinking and helping them to make progress.



CURRICULUM OPPORTUNITIES

Each area of learning and development is implemented through planned, purposeful play and a mix of adult-led and child-initiated activities. Play is essential for pupils' development, building their confidence as they learn to explore, think about problems, and relate to others. Pupils learn by leading their play, and by taking part in play which is guided by adults.

Wimbish Primary Academy pupils will have opportunities to learn through:

Playing and exploring

Investigating and experiencing things, 'have a go'.

Active learning

Concentrate and keep on trying if they encounter difficulties and enjoy achievements.

Creating and thinking critically

Develop their own ideas, make links between ideas, and develop strategies for doing things.

The role of the adult is crucial in supporting pupils' learning through planned and spontaneous play. Through this supported play children can explore, develop and use their curiosity and imagination to help them make sense of the world in a secure environment. They practise skills, build up ideas and concepts, think creatively and imaginatively and communicate with others as they investigate and solve problems.

Adults working in the Foundation Stage plan a wide range of opportunities for children to learn both indoors and outdoors. What they plan is based on what children already know about and can do. Plans recognise children's different interests and needs, with particular groups of children's learning needs and interests taken into consideration.

Sometimes they will plan time and resources for children to initiate and develop their learning. Both provide opportunities for children to learn to work together and share resources and the attention of adults.

Our Early Years classrooms are led by teachers who have a specialism in Early Years along with Early Years Practitioners and Teaching Assistants.

POLICIES AND PROCEDURES

SCHOOL UNIFORM

The school uniform is worn by all pupils in school (Reception to Year 6). Parents and carers are asked to support our uniform policy:

- White polo shirt
- School logo purple sweatshirt or cardigan
- Grey or black trousers, skirt/pinafore or shorts
- Purple and white gingham dress (Summer term)
- Plain black shoes or boots (no trainers or open-toe sandals)
- No jewellery other than a wristwatch, stud earring and/or religious jewellery
- No nail varnish or make-up
- PE kit is a purple polo t-shirt or round neck t-shirt, navy or black shorts and a suitable change of footwear (no football strips)
- A tracksuit for PE outdoors
- Hairstyles should be sensible

All pupils must be dressed sensibly for school. Uniforms bearing the school logo can be ordered from our uniform provider, Price and Buckland on the [school website](#).

All unbranded items can be sourced from other shops. All clothing should be clearly labelled with your child's name.

Jewellery is not allowed in school with the exceptions that are outlined above. Pupils will be asked to remove any unpermitted jewellery worn during the school day.

The school does not accept responsibility for loss, theft or damage to any personal items of property, clothing or jewellery.



"I like the headteacher and how she has communicated"

-Parent of Wimbish

BEHAVIOUR

We follow a therapeutic approach via a system of teaching of pro-social behaviours. We also have some rewards and when needed, protective consequences. Our policy can be found on the [school website](#). Consistent inappropriate behaviour is discussed with parents and carers and a range of procedures for reporting and dealing with bullying have been developed. The school's ethos encourages and rewards the positive aspects of the pupil's work and behaviour through the school's celebration assembly.

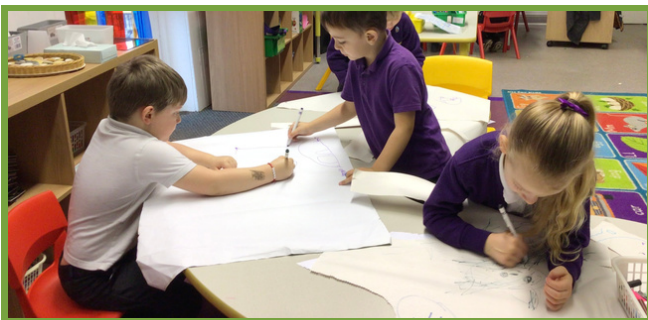
The executive headteacher and all the staff share responsibility for the pastoral care of the children in school. If the executive headteacher is unavailable, the executive deputy headteacher assumes responsibility and in their absence the assistant headteacher takes responsibility.

ASSESSMENT, MONITORING AND TARGETS

Teachers assess our pupils continuously from the time they start school, to when they leave. This takes the form of informal monitoring during lessons throughout the year and termly assessments in the areas of the curriculum covered. By statutory requirement, pupils are formally assessed at the end of each key stage, using Teacher Assessment in Y2 and SATs in Y6 during one week in May, the Early Years Baseline and Foundation Stage Profile for children in Early Years.

Child Consultations are held in the Autumn and Spring terms. The Autumn term meeting is to discuss how your child has settled into their new classes. The Spring term meeting gives you a chance to see how your child is progressing. In the Summer term, you will receive your child's end-of-year report. Should staff or parents and carers feel that there are issues to be addressed outside of these meetings then arrangements are quickly made to bring the relevant parties together to deal with any concerns.

HOMEWORK



Particularly with younger children, help given by parents and carers with their child(ren) reading is invaluable. This involves hearing them read at home, reading books with them if they cannot do this for themselves, as well as looking at, and discussing the book, its story and illustrations.

Encourage your child to talk about the books they bring home. Pupils may also be given other tasks such as reinforcing new words learnt or practising their multiplication tables.

These are valuable pieces of homework with which you can help your child. Pupils in Years 1 to 6 will also be set more formal homework. This is set for each half term.

SAFEGUARDING

We take the safeguarding of our pupils seriously. Parents and carers should be aware that the school will take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to any form of abuse, staff will follow Child Protection procedures and inform the relevant services. Our Safeguarding Policy can be [found on our website](#).

Designated Safeguarding Leads

Mrs Pickford
Mrs Butcher
Mrs Beecroft-Sullivan
Mrs Winfield

SCHOOL ATTENDANCE

Regular and punctual attendance is crucial to each child's educational development and we recognise our part in helping parents and carers to meet their legal obligations. If your child can not attend school because of ill-health, or for any other reason, parents and carers are asked to ring the school on the first day of their child's absence **before 8.45 am**.

We must investigate individual instances of unexplained pupil absence. These, along with other absences, will be classed as 'unauthorised absence' if the school is not satisfied with the reasons given for absence. We are also obliged by law to monitor and report late attendance at school.

Our aim is for all children to have attendance of 97% or better to enable them to make the most of all learning opportunities. Holidays taken in term time disrupt children's learning patterns and for this reason we do not authorise any holidays in term time. If families feel that they have no option but to remove their child for a holiday in term time they must notify the school via a leave of absence form which is available from the office.

SCHOOL ATTENDANCE CONTINUED

Upon application for any leave of absence, the executive headteacher may be required to speak to parents and carers about the importance of children being in school during term time. Unauthorised absence will be reported to the Local Authority who may decide to issue a warning letter or a fixed penalty notice per parent and carer, per child.

Information on individual attendance is reported to parents and carers on their child's Annual Report, which is sent out every year in July. Concerns throughout the year will be raised with parents and if necessary, the Education Welfare Officer will become involved to support with attendance issues.

MEDICAL MATTERS

All of the teachers and support staff in the school are qualified Paediatric First Aiders. In the case of your child becoming ill or having an accident whereby we need to inform, we will contact you immediately. We ask all parents and carers to provide us with emergency contact numbers. Pupils who have suffered from sickness and diarrhoea should not return to school until they have been cleared of symptoms for 48 hours.

CHARGING POLICY

The Education Act 1988 prohibits charging for activities during school time. We aim to provide a range of activities to enhance pupil's learning therefore from time to time, parents and carers will be asked to make a voluntary contribution towards the cost. No child will be excluded from an activity through an inability to contribute. However, neither will any child be expected to subsidise others. In the event of insufficient contributions being made, the activity may be cancelled. A copy of the Charging and Remissions Policy is available on our [website](#).

Full payment is required for children wishing to attend residential trips. Parents and carers who may require financial assistance should make an appointment with the executive headteacher or deputy headteacher.



COMPLAINTS PROCEDURE

We aim to develop a strong partnership with pupils, parents and carers and other stakeholders. If parents and carers have any concerns, generally, these can be dealt with in informal discussions with class teachers in the first instance. It is not the intention that all such concerns should be considered as complaints.

If there are concerns that cannot be dealt with informally, then parents and carers should raise these directly with the executive headteacher and these will be dealt with according to the Complaints Policy. A copy of this policy can be obtained from the school office or [from our website](#).

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PARENTS AND CARERS IN SCHOOL

We appreciate the assistance that some parents, carers and families can give us with classroom activities. Extra pairs of hands and ears are always welcomed with a variety of activities including mounting pictures, listening to pupils read, craft work and accompanying groups on external trips.

If you can help our community, please enquire at the school office for more details. We also welcome families into school for class celebration assemblies and other events.

PUPIL PREMIUM

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Schools also receive funding for pupils who have been looked after continuously for more than six months, and children of service personnel. More details of how the school spent this allocation and the impact can be found on the [school website](#).



We hope this prospectus has given you an insight into the nurturing, inspiring learning environment at Wimbish Primary Academy. Learn more about our day-to-day activities by following us on [Facebook](#) or [X](#), [visiting our website](#) or by arranging a visit by calling the office on 01799 599245.

We look forward to welcoming you to our wonderful community.