



**Wren Park Primary School
Pupil Premium Statement
December 2024**

Wren Park Primary School Pupil Premium Strategy

What is Pupil Premium?

Schools in the United Kingdom receive an additional grant called the Pupil Premium Grant. This funding is different in each school depending upon the number of eligible pupils (children who qualify for Free school meals, are “Looked After” by Local authority or who have previously been “Looked After” or children whose parents serve in the armed forces).

Pupil Premium children are also referred to as disadvantaged. This does not indicate that children personally are disadvantaged but they may experience some disadvantage compared to their peers who are not Pupil Premium.

The grant is used to support Pupil Premium children with activities and interventions and staffing to reduce the disadvantage these children may face in education and to help them succeed in making academic progress.

The grant is for school to use on these activities, interventions and support rather than a specific entitlement (budget) for individual Pupil Premium children. Whilst some activities are targeted support for individual need many activities will have a wider impact beyond Pupil Premium children and be beneficial to many other children.

There are no specific activities outlined by the Government on which Pupil Premium funding should be allocated. Schools are free to decide on how best to spend this money. At Wren Park we use best practice evidence from research (such as studies from Education Endowment Fund) and internal information such as assessment data and knowledge of the Pupil Premium children and the challenges they face educationally.

This year school is in receipt of an additional grant (recovery premium) in light of disadvantages children are experiencing following the pandemic.

Our commitment to support Pupil Premium children is a shared experience involving staff, parents and governors. Our provision will evolve as we learn from what is working well and identifying emerging needs of these children.

Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Wren Park primary School
Number of pupils in school	372
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2021 following COVID Reviewed 2022 Reviewed 2023 Reviewed 2024
Date on which it will be reviewed	December 2027
Statement authorised by	Alex Buckley
Pupil premium lead	Alex Buckley / Nathan Bull
Governor lead	Liz Hanson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,680
Recovery premium funding allocation this academic year	£1,196
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£57,876

Part A: Pupil Premium Strategy Plan

Statement of intent

Our aim for disadvantaged pupils.

We aim to provide all our Pupil Premium children with a school experience that allows them to gain **confidence and achieve academic success**.

We will endeavour to support the children to build confidence in their **Communication Language and Literacy** as well as their **social and emotional skills**, which have been particularly affected through the pandemic.

We strive to provide an educational setting which encourages the children to be **ambitious in their lives** and to provide **experiences** that allow them to raise their **aspirations** and gain **knowledge about the wider world**.

Our greatest aim is to instil confidence in our Pupil Premium children and a sense of **curiosity** about the world by **having fun** in the safe and supported school environment. **Communication, Language and Literacy development is central to all our work.**

Provision

Through our current Pupil Premium plan we will work towards our aims by **providing children with:**

- **Quality First Teaching with adaptive teaching methods**
- **Adaptive support through targeted interventions**
- **Wide ranging experiences within and beyond the curriculum**
- **Supporting good attendance**
- **Support for SEMH**

Whilst children will be supported to achieve academically across the core and wider curriculum our focus is on Communication, Language and Literacy as this underpins academic, personal and social development paving the way for successful transition into next steps education, future career and adult lives.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health. Our observations have identified a proportion of our disadvantaged children have been impacted by societal issues reducing their ability to engage, be regulated, and become successful resilient learners.
2	Low attainment on entry to EYFS. Oral communication, language and literacy is an area of weakness for disadvantaged pupils. PSED is also an area of weakness on entry.
3	Attendance and Punctuality issues- Persistent absence is higher than national average for disadvantaged pupils.
4	Low self –esteem, lack of ambition and passive attitude to learning, lower cultural capital.

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
1. To achieve and sustain improved % of children working at Age Related Expected for all children. Increase number of disadvantaged children achieving Expected or better at KS2.	PP Children achieving closer to the national average for all pupils (at each statutory assessment point) and “at” the national average for PP children nationally.
2. Develop children’s reading including understanding of language and communication. Develop EYFS- PSED	High % of children to achieve Age Related Expectations in CLL (FS), Y1 Phonics and KS2 to be at or above national for PP benchmark groups. For EYFS PP to achieve in line with their peers in PSED.
3. To improve attendance for all children, particularly to engage in securing good attendance for PP children.	Overall percentage to be in line or above national with fewer persistent absentees. Disadvantaged attendance to be above national and with reducing gap from non-disadvantaged peers.
4. Develop opportunities specifically for PP children to apply Communication, Language and Literacy skills through enhanced wider curriculum opportunities. To build ambition and self-confidence.	Children participate in PP wider aspects of school including extra-curricular activities and increased school responsibilities building self- esteem and confidence in communication.

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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £47,796

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching – Enhanced provision of Teaching and TA personnel across all school PP and disadvantaged children. To support QFT as our universal offer and to assist with Targeted support (including small group and 1-2-1 tuition) with Reading and Communication, language and Literacy.</p>	<p>EEF Guide to Pupil Premium (tiered approach to school improvement –tier 1 and 2). Diagnosed Pupil Needs from internal assessments.-Targeted academic support with reading, CLL EEF –Oral Language interventions show high impact when spoken language is matched to learners developmental stage. Evidence supports additional progress over time in language and also children’s classroom functioning and reduced behavioural issues. Small group 1-2-1 evidence strength is high.</p>	<p>1, 2,3</p>
<p>Facilitate disadvantaged children accessing wider enhanced curriculum opportunities (in addition to those through the above activity). Top- up funding for children on an individual case by case basis</p>		<p>4</p>

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

Budgeted cost: £Specific tutoring £5,040 (equivalent to 20 hrs / class)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention and support given to children in small groups	EEF –Teaching and Learning Toolkit- small group tuition. Closer interaction between educators and pupils.	1,2
Specific tutoring	Use of teaching staff to have release time (supply cover required) for specific tutoring needs of children based upon staff expertise and assessments of their PP children. (As supported by National Tutoring Rationale).	1,2,3,4

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

Budgeted cost: £ 5,040 Pastoral support hours equivalent to 20 hours per class

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support – Enhanced provision of Teaching Assistants to provide “at source” support for children on a daily basis- engaging at times when children require this.</p> <p>*No learning mentor / family support worker but experienced staff. (Staff training to maintain and develop skills and awareness) – including Safeguarding training.</p>	<p>Well-being is well documented by NHS, NSPCC, KCSIE amongst many other sources as fundamental to enabling academic success and enabling Inclusion. Early identification of need leads to signposting or referral to additional services or in school provision.</p> <p>Behaviour intervention, well-being support, SEN identification and short /long term support for children experiencing Adverse Childhood Experiences (ACE’s) e.g bereavement, separation, domestic abuse, mental health of carers, (amongst others).</p>	1

<p>PP activities</p> <ul style="list-style-type: none"> • Develop communication, language and literacy through quality experiences beyond the classroom. • Broaden experience, engagement and ambition, access to clubs and visits 	<p>Although the EEF evidence base on opportunities building aspirations is currently weak. (In part because aspiration is abstract and difficult to measure) We firmly believe that providing opportunities which broaden oracy, confidence and knowledge will impact positively upon children having stimulus to write about, read more about and explore thus increasing academic opportunities and success. Whilst undertaking this aspect of our PP work we will be monitoring impact as part of a plan, do, review cycle. The EEF research evidence support intervention in its wider impact on academic progress.</p>	<p>1,2,3,4</p>
<p>Attendance Officer</p> <ul style="list-style-type: none"> • Engagement with families and children 	<p>Weekly, half termly and other regular reviews of attendance. To identify barriers to attendance and increase support for children and families.</p>	<p>3</p>

Total budgeted cost: £ 57,786

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.

Headline Data 3 Year Trends

EYFS GLD

Year	School %	Pupil Premium	National	Current Year Group
2022	66		65	3
2023	65		67	2
2024	73	66	66	1
3 Year Average	68		66	

Year 1 Phonics

Year	% Reaching Phonics Pass Mark		Pupil Premium		Current Year Group
	School%	National	School	Nat	
2022	69	75			4
2023	81	79			3
2024	85	82	75	68	2
3 Year Average	78	78			

Year 2 Phonics Cumulative

Year	% Reaching Phonics Pass Mark		Pupil Premium		Current Year Group
	School%	National	School	Nat	
2022	91	87			5
2023	91	89			4
2024	91	89	NA	NA	3
3 Year Average	91	89			

KS2 SATS

KS2 SATS

Year	Writing%	EGPS%	Reading %	Maths %	R,W,M Comb%
2022 school	72	94	89	83	61
Nat 22	69	N/A	75	71	59
2023 school	77	72	71	68	54
Nat 23	71	72	73	73	59

2024 school	77	91	88	83	72
Nat 24	72	72	79	73	61
School PP 24 – cohort of 9	56		78	56	33
Nat PP 24	78		80	79	NA
3 Year average school	74	86	80	78	62
3 Year average National	71	72 (2 year- no nat for 2022)	76	72	59

Summary of attainment

*Note due to small cohort of PP children we are using this information to inform teaching and learning and a “snap shot” rather than accountability measures for PP as data is not statistically reliable for meaningful analysis / trends. Behind every data set are children with specific needs and whilst the data presents questions and possible trends it is important that teachers understand the individual needs of their children and therefore able to deliver QFT and graduated support to best effect in minimising the social and academic disadvantage these children may face.

Disadvantaged Pupil Premium Data 2024

EYFS

School Good level of Development (GLD) All children	73%
School PP (Disadvantaged) Children (3 children from cohort of 54)	66% (2 pupils at EXS for Literacy and Maths strands) Pupils achieving 17, 14 and 9 of the ELG APS= 31
2024 national-all pupils	66%

Year 1 Phonics Check

School All pupils - End of Y1	85%
PP Children (4 from cohort of 54)	75% (3 out of 4 children) (68% National)
2024 national- all pupils	80%

KS2 % at Expected

KS2 % at Expected	RWM Comb	Reading	Writing	Maths
School All Pupils	72%	91%	77%	83%
PP (cohort 9 pupils)	33% - School 67% - National	78% - School 80% - National	56% - School 78% - National	56% - School 79% - National
2024 National All pupils	61%	74%	72%	73%

Externally provided programmes

Programme	Provider
White Rose Maths	White Rose Maths
Literacy Shed	https://.literacyshed.com
TT Rockstars	www.ttrockstars.com
Phonics Bug	www.phonicsbug.com
Kapow	www.kapowprimary.com
Developing Experts	www.developingexperts.com
Lego Therapy	Autism Bricks UK

Service pupil premium funding (optional)

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

Further information

Wren Park pupils will benefit from a range of the provisions below depending on their needs:

Universal Offer

The whole school approach encourages Quality First Teaching and high expectations for all.

- A rich and engaging curriculum including enrichment activities from outside providers
- Ongoing assessment opportunities to inform planning and next steps
- High quality staff and ongoing CPD for staff
- Academic support
- Support with emotional health and wellbeing – including whole school teaching of Jigsaw in PSHE

Targeted Support

Some children need provision that is additional and can be provided through in school and extra interventions.

- Individual targeted intervention
- Small group targeted interventions
- In-class TA support for inclusion
- Pastoral support

Specific and Specialist

A few children need to access specialist support for specific needs, for example speech and language therapy, family support work or Trauma and Attachment Key Adults.

- Additional support/ provision Subsidy for uniforms, trips etc.
- Speech and language support
- Lego Therapy
- Individual mentoring /counselling (sometimes by school staff or specialists if appropriate)

Where Next?



Should you require any more information or indeed have any ideas on how we can support Pupil Premium children further please do speak to Mr. Buckley or Mr. Bull.