



**Wren Park Primary School
Pupil Premium Statement
December 2022**

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 2022 to 2023 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	384
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Alex Buckley
Pupil premium lead	Alex Buckley / Nathan Bull
Governor / Trustee lead	Liz Hanson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,420
Recovery premium funding allocation this academic year	£32,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£86,420

Part A: Pupil Premium Strategy Plan

Statement of intent

Our Ultimate 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**
- **Support through targeted interventions**
- **Wide ranging experiences within and beyond the curriculum (ABOVE and BEYOND)**

Key Principles-Our Golden Thread

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	Poor communication, language and literacy skills
2	Lost learning and curriculum opportunities due to Covid Pandemic –poor progress in learning for some children.
3	Low prior attainment of children relative to year group expectations
4	Low self –esteem, lack of aspiration and passive attitude to learning

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
Reduced number of children not achieving Age Related Expectations (ARE)	PP Children achieving closer to the national average for all pupils (at each assessment point) and “at” the national average for PP children nationally.
Develop children’s reading including understanding of language and communication.	High % of children to achieve Age Related Expectations in CLL (FS), Y1 Phonics and KS1 and KS2 to be above National for PP benchmark groups.
Academic success to be sustained or improved through teaching opportunities appropriate for needs of the children.	PP children to have high levels of conversion rates from Expected- Expected / Greater Depth- Greater Depth between years. Reduction in PP children who are not at ARE.
Develop opportunities specifically for PP children to apply Communication, Language and Literacy skills through enhanced wider curriculum opportunities.	Children participate in PP intervention and create portfolio to celebrate and record their learning through a range of activities 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. *Note that additional budget has been allocated from school budget to support the Pupil Premium Grant to achieve our aims.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £73,356 (3 Fulltime Equivalent TA -£70,356, £3,000 Top-Up funding activities).

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).</p> <p>Diagnosed Pupil Needs from internal assessments.-Targeted academic support with reading, CLL</p> <p>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.</p> <p>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>1,2,3,4</p>

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

Budgeted cost: £Specific tutoring £5,040 (equivalent to 20 hrs / class) Accelerated Reader £5,214)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Accelerated Reader Introduction of Accelerated Reader Resource – whole school reading system accessible to PP children with additional targeted support for comprehension. (including Phonic support if needed). Targeted interventions as well as QFT using VIPERS- new / additional staff to attend in-house training.</p>	<p>EEF –Teaching and Learning Toolkit Evidence that:</p> <ol style="list-style-type: none"> 1. Reading Comprehension strategies alongside phonics is a crucial component of early reading instruction. 2. Identification of the appropriate level of text difficulty to provide appropriate context to practice skills, desire to engage with the text and enough challenge to improve reading comprehension. (Accelerated Reader is a tool for assisting with this objective). 3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Children can struggle with decoding words, understanding the structure of language used, or understanding particular vocabulary, which may be subject-specific. 4. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects. 5. In-house use of VIPERS (comprehension strategy) over previous observations of classroom practice indicate that this strategy effective when taught as specific comprehension activities. Children struggling with comprehension benefit with targeted work on VIPERS in a manageable and sequential manner. (Requiring well skilled, teaching and support staff). 	<p>1,2</p>
<p>Specific tutoring</p>	<p>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). Our belief is that these children will be best served by teaching staff who know the children,</p>	<p>1,2,3,4</p>

	<p>understand the curriculum and are quality assured and high quality.</p> <p>This funding is limited and will be used dynamically based upon emerging needs of children.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

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

ABOVE AND BEYOND ACTIVITIES £5,500 PROJECTED COSTS

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.</p> <p>(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, ongoing impact of Covid-19 (amongst others).</p>	4
<p>ABOVE AND BEYOND Introduction of half termly activities enriching wider-curriculum to:</p> <ul style="list-style-type: none"> Develop communication, language and literacy through quality experiences beyond the classroom. Broaden experience and aspiration learning about roles in the 	<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.</p> <p>The EEF research evidence support art intervention in its wider impact on academic progress. Our planned arts</p>	1,2,3,4

<p>community and career related learning.</p> <p>Arts intervention as part of one strand of this work (including art, music, dance, drama)</p>	<p>intervention will be underpinned by the objective to increase opportunities for Communication, Language and Literacy and thereby develop confidence which will transfer in to classroom learning.</p>	
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Total budgeted cost: £ 94,150- Pupil Premium Grant £86,420

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 2020 to 2021 academic year.

The Covid pandemic presented massive challenges to the continuity of education of children and our pre-pandemic plans had to adapt in light of the significant challenge.

At Wren Park we created a vulnerability tracking tool which identified children who may be at greatest risk to falling further off track academically, socially and emotionally during the national closure of schools. Within this we identified some PP children as being very vulnerable and we invited those children back into school as part of the Key Worker and vulnerable provision. Despite our communication around this not all PP children took up the offer (or needed it) but around 40% of the PP cohort did attend on a regular basis during national school closures. This enabled them to receive high quality teaching and opportunities to develop their basic academic skills but also the social contact which was needed to maintain positive attitudes and emotional health.

Upon return to school we supported all children including PP children with an enhanced and graduated provision of adult support within classrooms and catch-up interventions as well as increased ad-hoc support depending upon the emerging need of these children. Many needed additional pastoral support and confidence building as well as support with basic skills. The children who were not attending during times of school closure were offered additional support via telephone support from teachers and additionally differentiated activities if required. This telephone support extended to parents who we recognise as facing challenges

As a school we were (and still are) determined to minimise the impact on PP children. Although national assessments were cancelled we conducted

internal assessments using past national assessment materials. This was with the intent of identifying needs as well as progress.

Summary of attainment for Key Groups

*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. Our teachers are aware of the challenges faced by children in education and are skilled in supporting all children to thrive and develop their potential with the skills and resources they have.

EYFS

Good level of Development (GLD) All children	65%
PP Children (2 children from cohort of 54)	0% (not at EXS for Literacy and Maths strands but at expected for all other strands and ELG'S)
2019 national-all pupils	71.8%

**2019 is the latest nationally published data- pandemic has impacted upon national attainment of children but no reliable data set is available for comparison.*

Year 1 Phonics Check

All pupils (July 2021)- End of Y1	62%
All pupils (December 2021)-End of Autumn term Y2	80%
PP Children (3 from cohort of 54)	66% (2 out of three children)
2019 national- all pupils	68.6%

**2019 is the latest nationally published data- pandemic has impacted upon national attainment of children but no reliable data set is available for comparison.*

KS1 % at Expected

	RWM Comb	Reading	Writing	Maths
All Pupils	45%	60%	58.5%	53%
PP (cohort 4 pupils)	0%	50%	25%	0%
2019 National- All pupils	54%	67%	58%	67%

**2019 is the latest nationally published data- pandemic has impacted upon national attainment of children but no reliable data set is available for comparison.*

KS2 % at Expected

	RWM Comb	Reading	Writing	Maths
All Pupils	61%	81.5%	66%	74%
PP (cohort 3 pupils)	50%	50%	50%	67%
2019 National All pupils	63%	76%	70%	73%

**2019 is the latest nationally published data- pandemic has impacted upon national attainment of children but no reliable data set is available for comparison.*

Externally provided programmes

Programme	Provider
None accessed during national pandemic	N/A

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.



*Document to be reviewed at the end of February 2023