



# WREN PARK PRIMARY SCHOOL

## Pupil Premium

The pupil premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on children registered for a free school meal (or those who have been registered in the last 6 years); children that have been in care and children whose parents work in the Armed Forces.

### **Why has it been introduced?**

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 these children and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Whilst schools are free to spend the Pupil Premium as they see fit we are required to publish online information about how we have used the Premium.

Here at Wren Park, we strive to meet the needs of all of our learners through looking at our provision at all levels. We know that Quality First Teaching has the largest impact on our most disadvantaged learners and strive to provide this for all children.

It is also important to note that often all of the children in a class will reap some benefit from how the school spends its Pupil Premium: for example, if the money is used to fund an additional assistant, then at times the whole class would benefit not just the children in the Pupil Premium cohort.

At times within the child's education at Wren Park they may receive differing levels of additional support through Pupil Premium with some "lighter" support and "more intense" support based upon specific context and presenting needs of the child.

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 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.

- Provision of a Learning Mentor
- Small group targeted interventions
- In-class TA support
- 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.

- Lunchtime Club provision
- Lego Therapy
- Individual counselling
- Subsidy for uniforms, trips etc.
- Speech and language support

# Impact Key Stage 1 and 2 – 2018 / 2019

Wren Park Primary School Grouping: FSM Eligibility

Indicator	School FSM Eligible	Compared to	Gap
Reading >= EXS	100.0% (Cohort: 3)	85.7% School All pupils not 'FSM Eligible' (Cohort: 56)	+ 14.3% pts
		75.3% LA All pupils not 'FSM Eligible' (Cohort: 2,807)	+ 24.7% pts
		58.8% LA FSM Eligible (Cohort: 755)	+ 41.2% pts
Writing >= EXS	100.0% (Cohort: 3)	80.4% School All pupils not 'FSM Eligible' (Cohort: 56)	+ 19.6% pts
		70.2% LA All pupils not 'FSM Eligible' (Cohort: 2,807)	+ 29.8% pts
		52.7% LA FSM Eligible (Cohort: 755)	+ 47.3% pts
Maths >= EXS	100.0% (Cohort: 3)	78.6% School All pupils not 'FSM Eligible' (Cohort: 56)	+ 21.4% pts
		76.8% LA All pupils not 'FSM Eligible' (Cohort: 2,807)	+ 23.2% pts
		61.7% LA FSM Eligible (Cohort: 755)	+ 38.3% pts
Science >= EXS	100.0% (Cohort: 3)	100.0% School All pupils not 'FSM Eligible' (Cohort: 56)	+ 0.0% pts
		82.5% LA All pupils not 'FSM Eligible' (Cohort: 2,807)	+ 17.5% pts
		67.5% LA FSM Eligible (Cohort: 755)	+ 32.5% pts
RWM >= EXS	100.0% (Cohort: 3)	71.4% School All pupils not 'FSM Eligible' (Cohort: 56)	+ 28.6% pts
		65.6% LA All pupils not 'FSM Eligible' (Cohort: 2,807)	+ 34.4% pts
		48.9% LA FSM Eligible (Cohort: 755)	+ 51.1% pts
RWMS >= EXS	100.0% (Cohort: 3)	71.4% School All pupils not 'FSM Eligible' (Cohort: 56)	+ 28.6% pts
		65.3% LA All pupils not 'FSM Eligible' (Cohort: 2,807)	+ 34.7% pts
		48.5% LA FSM Eligible (Cohort: 755)	+ 51.5% pts

Wren Park Primary School (2459)

\*Cohort Size

Indicator	FSM Eligible: FSM Eligible						All pupils not 'FSM Eligible'					
	School (5)*	LA (767)*		NCER National (102,113)*		School (50)*	LA (2,582)*		NCER National (542,426)*			
		Gap	Value	Gap	Value		Gap	Value	Gap	Value		
Reading Exp+	40.0%	- 13.7pp	53.7%	- 18.0pp	58.0%	- 36.0pp	76.0%	- 33.0pp	73.0%	- 36.0pp	76.0%	
Maths Exp+	60.0%	- 1.4pp	61.4%	- 3.1pp	63.1%	- 20.0pp	80.0%	- 19.2pp	79.2%	- 21.6pp	81.6%	
GPS Exp+	80.0%	+ 19.5pp	60.5%	+ 16.9pp	63.1%	- 2.0pp	82.0%	+ 1.4pp	78.6%	- 0.8pp	80.8%	
Writing TA EXS+	80.0%	+ 20.4pp	59.6%	+ 16.8pp	63.2%	- 6.0pp	86.0%	+ 2.1pp	77.9%	- 1.3pp	81.3%	
Reading High SS	20.0%	+ 7.4pp	12.6%	+ 5.0pp	15.0%	- 2.0pp	22.0%	- 5.5pp	25.5%	- 9.2pp	29.2%	
Maths High SS	20.0%	+ 8.3pp	11.7%	+ 6.4pp	13.6%	- 14.0pp	34.0%	- 4.4pp	24.4%	- 9.0pp	29.0%	
GPS High SS	60.0%	+ 38.9pp	21.1%	+ 38.3pp	21.7%	+ 12.0pp	48.0%	+ 24.3pp	35.7%	+ 21.7pp	38.3%	
Writing TA GDS	20.0%	+ 11.0pp	9.0%	+ 10.2pp	9.8%	- 22.0pp	42.0%	- 1.3pp	21.3%	- 2.1pp	22.1%	

## **What does the data tell us?**

### **Data from end of previous academic year (2018/19) identifies:**

**Maths** – Pupil Premium children in KS2 are not in line with school and national non pupil premium children at Expected.

**Reading** - Pupil Premium children in KS2 are not in line with school and national non pupil premium children achieving Expected.

A greater % of Pupil Premium Children in KS2 in 2018/19 achieved the higher level of Greater Depth in Writing, Reading, Grammar, Punctuation and spelling as well as maths.

### **From internal evaluation as well as end of KS2 2019 data we have identified the following areas for priority development for the next academic year.**

**KS2 Maths** progress- through focus on problem solving and reasoning.

**Reading** particularly vocabulary and comprehension.

Wren Park Primary School – Pupil Premium Action Plan 2019-20					
Barriers to future attainment (for pupils eligible for PP, including high ability) – Based on Wren Park and National Outcomes					
Academic Year		2019-20		Total PP Budget	
Total Pupils	392	Number of pupils eligible for PP	36 (including 7 LAC)	Date for PP Strategy Review	July 2020
A	Range of social, emotional and behavioural issues which impact upon children’s capacity to be happy, secure and ready to learn successfully. (Positive and successful inclusion barriers)				
B	Some Pupil Premium children making slower rates of progress than Non Pupil Premium children (Nationally and compared to their Wren Park Peers)				
C	Low academic and social aspiration and limited experience and opportunities				
D	Absence rates being lower than National and Wren Park average				

Actions, Impact and Value				
Barrier Strand	Desired Outcome	Actions/Rationale	Impact/Lessons Learnt/future adaptations. Is it effective?	Cost
A	<ul style="list-style-type: none"> <li>Children to be supported with their social, emotional health therefore displaying positive attitudes and behaviours.</li> <li>Children to be calm and successful within all aspects</li> </ul>	<p><b>Provision of Learning Mentor</b> and Inclusion TA to provide pastoral support (Part time) based upon emerging needs of children. (Supported by best practice Gov.UK pupil premium funding and Education Endowment Trust Toolkit)</p> <p><b>Lunchtime Club Provision</b> for PP children who are vulnerable and lack social skills – nurture base (2xTAs)- Children to be successful in lunchbreak and calm upon start of afternoon with readiness to</p>		£8,100

	<p>of school resulting in positive learning behaviours.</p> <ul style="list-style-type: none"> <li>• Reduced “wasted lesson time” following play and break times.</li> </ul>	<p>learn. (Identified as previous barrier to learning and negative impact upon the learning of all children)</p> <p><b>Lunchtime specialist 1-2-1 support</b> for PP children who are at risk of exclusion (including a football club ran by Sports Stars)</p> <p><b>Lunchtime nurture Club- TA/ SLT for PP and vulnerable children</b></p> <p><b>Lego therapy provision</b> to develop effective listening and teamwork skills for children who struggle to work harmoniously with others.</p> <p><b>Individual Counselling from children’s counsellor</b> to children who are coping with significant barriers and traumas as well as anxiety.</p> <p><b>PSHE Provision-JIGSAW-</b> whole school to develop those skills of cooperation and understanding to improve relationships across school and including PP children who struggle with their relationships with their peers.- Build aspirations and positive mind-set and greater mindfulness and positive social and emotional health.</p> <p><b>SLT time to work with the PP children</b> of greatest need (approx. equivalent to 5 days across year supply cover to back fill)</p>		<p>£4,500</p> <p>£8,000</p>
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<b>B</b>	<ul style="list-style-type: none"> <li>Children to make progress which enables them to achieve Age Related Expectations and comparable to their peers nationally and within Wren Park</li> </ul>	<p><b>Provision of 1:1 and small group targeted interventions</b> reading comprehension and Maths (led by teachers and TA's- direct staffing costs and supply cover) – this approach is based upon previously successful practice within Wren Park and best practice identified in <a href="http://www.gov.uk">www.gov.uk</a> how schools are spending funding successfully. Research evidence of best practice from Education Endowment Fund,</p> <p><b>Specific Booster Group and Keep up interventions</b> based upon Teacher Assessment and tracking of children's progress against ARE.</p> <p><b>Phonics</b> in lower school supported by small groups effectively meeting needs of children. (Based on previous highly effective methods within Wren Park)- PP Children additional targeted phonic work.</p> <p><b>Termly PP Progress checker</b> teacher/child review.</p>		£42,000
<b>C</b>	<ul style="list-style-type: none"> <li>Children to receive a "corporate parenting approach" to encourage participation and engagement in a wide range of curriculum and extra-</li> </ul>	<p><b>SLT review of activities and opportunities</b> available within and beyond school which may support the needs <b>of individual PP children.</b> (Academic, social, creative and life experiences which might not otherwise be made available to these children due to family barriers including</p>		£2,500

	<p>curricular activities. Work with parents on identifying needs.</p> <ul style="list-style-type: none"> <li>Children to be encouraged to aim high and be confident in what they can achieve developing self-esteem and aspiration.</li> </ul>	<p>affordability). Subsidy for extra curricular activities if they address a child's unmet need (capped per pupil).</p> <p><b>Subsidy for clothing, equipment, trips, residential visits</b> depending on individual circumstance.</p> <p><b>Careers week- Y6</b> (2 days preparation and coordinating time of leading teacher).</p>		£2,000
<b>D</b>	<ul style="list-style-type: none"> <li>Children's attendance is high (above National and at Wren Park average)</li> <li>Parents are challenged and supported by school when attendance is a concern</li> </ul>	<p><b>Monitoring of PP attendance</b> and vulnerable learners. Rewards/ incentive for good attendance.</p> <p><b>Travel Subsidy and breakfast club subsidy</b> for families who have children whose attendance is a concern.</p>		£2,000
<b>Notes – Actions &amp; Emerging Opportunities / Future Considerations</b>			<b>Total Expenditure</b>	£64,600