

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Wrenbury Primary
Number of pupils in school	133
Proportion (%) of pupil premium eligible pupils	37 (28%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Bessa Cador
Pupil premium lead	Rebecca Charlesworth
Governor / Trustee lead	Rachel Bulkeley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,660
Recovery premium funding allocation this academic year	£4,660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£52,660

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

At Wrenbury Primary we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become 'happy, healthy and hopeful' citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated based on need taken from a range of internal assessments (eg NFER/YARK; observations; discussions with child and parent; Colour Monster tracking); which will identify priority classes, groups or individuals for academic or enrichment support. Funding and resource allocation may mean that not all children receiving free school meals will be in receipt of pupil premium interventions at the same time.

School Context

Wrenbury Primary School is a smaller than average primary school, which has grown significantly in recent years. The roll and profile of each cohort is not stable due to the in-year growth in recent years. Children join school in reception mainly from our Governor run nursery 'Little Wrens', established in September 2018, but also from a number of other settings. Due to Covid and its impact on attendance at nursery settings as well as socio-economic factors, attainment on entry has been below national average. In the main school, class sizes vary from 22-29 pupils. School leaders regularly review and allocate staff-

ing according to pupils needs within classes/cohorts to ensure all needs are well met.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in the pupil’s ability to communicate effectively in a wide range of contexts
- Enable our children to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop the children’s knowledge and understanding of the world

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils and their families indicate social and emotional needs including significant wellbeing needs ranging from anxiety to bereavement to low self-esteem impacting on children being ready to learn.
2	Assessments of writing show that PP children in Y1-5 (current Y2-6) at end of 2020-21 were 14% below for ARE/above than that of non-PP children.
3	Assessments of maths show that PP children in Y1-5 (current Y2-6) at end of 2020-21 were 1% below for ARE/above than that of non-PP children.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps amongst some of our disadvantaged pupils. These are evident from Reception through to KS2.
5	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 0.4 - 3.1% lower than for non-disadvantaged pupils. Our assessments and observations indicate that poor attendance is negatively impacting some disadvantaged pupils’ progress in reading, writing and maths.

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
There will be a marked improvement in pupils' well-being.	<p>PP pupils gain in confidence and resilience. Demonstrated by greater engagement in school activities both academic, physical and artistic. Improved friendships and emotional management.</p> <ul style="list-style-type: none"> • 'myhappymind' data (survey outcomes) will show an improvement in wellbeing from our starting point in September 2021 through to July 2022 for PP pupils. • Entry and exits assessments completed for those who participate in ELSA interventions. • Children in class will have a higher percentage of positive days in school as recorded on their 'Colour Monster' charts. • There will be fewer referrals made to Early Help as families will be coping and have better wellbeing. • There will be fewer referrals to Parenting Courses as both children and parents will be better equipped to manage their feelings.
There will be a marked improvement in pupils' writing attainment and progress (from their starting point) by the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils will have made at least good progress from their starting point.
There will be a marked improvement in pupils' maths attainment and progress (from their starting point) by the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils will have made at least good progress from their starting point.
To improve oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance up to and including 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5% (95% + attendance), and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no more than 2%.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 8,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA maths training / CPD for all TAs	<p>Investing in professional development for teaching assistants to deliver intervention and to support learning within the classroom more effectively eg being able to identify misconceptions and how to address at point of need.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Developmental progressions show us how children typically learn mathematical concepts and can inform teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	3
Mixed age maths teaching Maths Hub (6 half days training and tasks)	<p>Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	3
6 hrs training/CPD for all staff following purchase of DFE validated SSP- Little Wandle Letters and Sounds Phonics	<p>Phonics has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Knowledge of the</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2
Training/CPD for literacy lead and to embed key elements of guidance in school : Chris Quigley – The Vocabulary Gap across the curriculum training; and purchase	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2 to 3

of resources to support teaching delivery.		
EEF – Learning Behaviours LA CPD/funded training We will fund teacher release time to train, disseminate and embed key elements of guidance in school	The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2 to 4
Training/CPD, dissemination and implementation on Speaking, Listening and Learning – A Whole School Approach – Literacy Counts (½ day training)	Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	2 to 4 (but across curriculum)
SENDco / Vulnerable (inc PP) management time	Weekly half a day management time for SENDco/ Vulnerable Pupil lead to focus on/with/for vulnerable pupils (SEND, PP) including monitoring of implementation of strategy and quality of provision plus additional half days to attend meetings (CP/CIN, EP consultations etc. and complete associated paperwork), including parent support. We will continue to ensure staff, children and families are able to access specialist support as necessary. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning	1-5

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

Budgeted cost: £ 40,508

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of TAs through Catch up premium and additional school budget to provide for school-led tutoring for pupils whose education has been most impacted by the pandemic. A proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF In YR, Y1 and 2, pupils identified as needing catch-up in phonics (end of unit assessments)	2 to 4

	<p>will be given an extra session daily.</p> <p>In Y1-6, progress meetings will determine children in need of support to close gaps and who will receive intervention in writing and maths and reading during school day. These will be delivered 1:1 or in small groups.</p>	
<p><i>Additional set of Little Wandle Phonics scheme books and resources (feeding into early writing)</i></p> <p><i>Annual subscription to Education Library Service (budget)</i></p>	<p>Due to the DFE Reading Framework published in Summer 21, new scheme – Little Wandle - purchased by FOWS. Our own audit undertaken in November 2021 looking at the quality of reading books used in Phonics, Guided Reading and home reading books has meant an investment in purchase of additional set of new books to support the EEF research and ensure all children have matched decodable books. Additional set of teaching resources purchased to support staff workload and quality, consistent delivery of phonics. (good decoding/grapheme recognition feeds into good writing / spelling of words)</p> <p>Providing a rich resource of reading materials to support reading for pleasure and stimuli for writing.</p>	2
NELI	<p>NELI has been evaluated in robust trials and has been shown to improve children’s oral language.</p> <p>Children assessed using NELI as having poor oral communication skills in YR will complete programme with trained TA.</p>	4
<i>Booster / close the gap sessions</i>	Y6 children will have Booster sessions after school (English and Maths); these children will have been identified through Pupil Progress Meetings in Maths, Writing and Reading.	2-4

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

Budgeted cost: £ 3882

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>myhappymind programme weekly</i>	<p>Research based “43% reduction in CAHMS referrals; 67% decrease in pupils requiring SENDco support”</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	1

	EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	
<i>Wellbeing Lunch Clubs weekly</i>	EEF – Social and Emotional learning Impact +4 months literacy progress	1
<i>The ‘Curriculum for Recovery’ extended to ‘Colour Monster’ daily</i>	In line with the British Psychological Society recommendations - Post Traumatic Growth Theory research highlights the potential for positive growth and development as a consequence of trauma and challenging experiences	1
<i>Children and Families Services – Attendance Team</i>	EEF – currently undertaking a rapid evidence assessment on attendance. Support for better attendance of pupils especially PP.	5
<i>ELSA support for individuals or small groups</i>	Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1
<i>Contingency fund for acute issues.</i>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £ 52,660

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.

At Wrenbury Primary we strive to meet the individual needs of each pupil in school. Just as with all our pupils, we recognise that some pupils need additional support to achieve their full potential, others need challenge and extension. Some children are making strong progress without the need for additional support / opportunities. We therefore use our Pupil Premium money to enable us to increase our provision, to ensure that each child's needs are fully met. Our progress figures over several years demonstrate good progress that has historically been achieved at Wrenbury and which has been continued over the last two years despite the challenges of the COVID-19 pandemic. At our termly Pupil progress meetings, we look at the individual progress of children for whom we are in receipt of Disadvantaged Pupils money, separately to the progress of other groups of children. Some children receiving Disadvantaged Funding are making good or outstanding progress compared to their peers where others are making less progress. In these cases, we look at how we can use additional funding to meet their needs and agree actions to ensure that for these children the gaps they have are diminishing.

End of 2020-21 Teacher Assessment	Reading	Writing	Maths
Pupil premium	69%	48%	66%
Non-Pupil Premium	67%	67%	69%

Externally provided programmes

Programme	Provider
Times Tables Rock Stars	TTRS
IDL	IDL