

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2022-23 academic year 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	129
Proportion (%) of pupil premium eligible pupils	43 (33.3%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£50,455
Recovery premium funding allocation this academic year	£ 1,160
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	£51,615

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 will 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; teaching and learning 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. 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 nursery provision 'Little Wrens', established in September 2018, but also from several other settings. In the main school, class sizes vary from 18-29 pupils. School leaders regularly review and allocate staffing 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 (including impact of cost of living crisis), family circumstance and back-ground
- 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 strategies to enable them to cope with the challenges they may face
- 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 as well as 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.
6	Increased financial challenges for PP families and other families – energy / inflation impacting on the wider opportunities that they are able to access for their children. (from 2022-)

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. This continues in 2023-24. • 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 2023-24

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS specialist with experience of both teaching and managing nursery settings and YR, plans and leads curriculum and provision in nursery and YR, ensuring consistency and high expectations, supported by experienced TA (sharing delivery of interventions and quality first teaching)</p> <ul style="list-style-type: none"> - Objective Led Planning to target next steps for children within provision including language and communication focus in outdoor provision - Concept Cat and Word Aware - Provision maps in all areas include vocabulary and questions to extend speaking and listening - Vocabulary in and around provision for reference by adult and pupil - SaLT interventions <p>EYFS TA – 6 day training – ‘Grow your own TA’ programme</p>	<p>https://d2tic4wv0iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092</p> <p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils in EYFS</p> <p>Communication and Language approaches in the Early Years.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>Develop pupils’ speaking and listening skills and wider understanding of language (Strand 1 Improving Literacy in KS1)</p> <p>https://d2tic4wv0iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf?v=1635355219</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>
<p>6 hrs training/CPD for all staff following purchase of DFE validated SSP- Little Wandle Letters and Sounds Phonics – 1 new staff member</p>	<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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2 and 4</p>
<p>High quality teaching – review what it is? What does it look like at Wrenbury?</p> <ul style="list-style-type: none"> -2023-24: Metacognition - Y3 writing training (English lead) and dissemination to staff – and follow up half termly with teachers 	<p>High Quality Teaching</p> <p>https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2FEEF%20</p>	<p>2</p> <p>3</p> <p>4</p>

<p>Subject leader time x 1/4 day weekly for English lead to monitor, coach, team teach.</p> <p>Moderation of writing internal / with other schools</p>	<p>Pupils' writing can be improved by teaching them to successfully plan and monitor their writing.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>2</p> <p>3</p> <p>4</p>
<p>Teachers with strengths in teaching maths teaching Y1/2 class and Y5/6 classes in 2023-24</p> <p>Subject leader time x 1/4 day weekly for Maths lead to monitor, coach, team teach</p> <p>SL- attending Mathshub Specialist Knowledge training across 23-24 and disseminating to teachers</p> <p>YR and Y1 teachers attending Mastering number in YR and Y1 training across 23-24 and delivering 15 minutes maths sessions daily</p>	<p>https://d2tic4vwo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092</p> <p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p>	<p>2</p> <p>3</p> <p>4</p>
<p>SENDco / Vulnerable (inc PP) management time</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning</p>	<p>1-5</p>

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A proportion of the pupils who receive intervention / additional small group teaching and learning will be disadvantaged, including those who are high attainers:</p> <p>-Reading comprehension, SPaG (Y5/6), writing skills and maths consolidation targeted group work</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2 to 4</p>

-Little Wandle catch up sessions - Little Wandle Fluency - Precision teaching -IDL (subscription) -TTRS (subscription) -Numbots (subscription)	In YR, Y1 and 2, pupils identified as needing catch-up in phonics (end of unit assessments) will be given an extra session daily. 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.	
Booster / close the gap sessions	Y2 and 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: £ 2,834 + £2, 781 contingency

Activity	Evidence that supports this approach	Challenge number(s) addressed
myhappymind programme weekly @£504	Research based “43% reduction in CAHMS referrals; 67% decrease in pupils requiring SENDco support” 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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1 2 and 3
Wellbeing Lunch Clubs Weekly – 10 staff x ½ hr weekly	EEF – Social and Emotional learning	1 2 and 4
Senior Mental Health Lead funded training, dissemination – whole school staff training; and implementation	EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) Impact +4 months literacy progress	1 2
Children and Families Services – Attendance Team termly meetings	EEF – currently undertaking a rapid evidence assessment on attendance. Support for better attendance of pupils especially PP.	5
MeLSA support for individuals or small groups £2000 and supervision x 4 yearly £330	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

<p>Contingency fund to ensure funding for enrichment eg residential/ visits. £2,781</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified. At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Sir Kevan Collins - Chief Executive of the Education Endowment Foundation</p>	<p>6</p>
---	---	----------

Total budgeted cost: £ 51, 615