

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	129
Proportion (%) of pupil premium eligible pupils	36 (27.9%) National 25.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024- 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2027
Statement authorised by	Rebecca Charlesworth
Pupil premium lead	Rebecca Charlesworth
Governor / Trustee lead	Rachel Bulkeley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,750
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	£55,750

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. As well as this, research conducted by the EEF could be reflected upon. 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. The EEF recognise high quality teaching to be the '*most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils.*' 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 following a needs analysis; which will identify priority classes, groups or individuals. 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 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 15-30 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, 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 and their place in it.

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 that a high percentage of our pupil premium pupils have social and emotional and well-being needs. This ranges from anxiety to bereavement to low self-esteem impacting on children being ready to learn.
2.	Assessments have identified that, at the end of 2023/24 47% of our pupil premium pupils did not reach the expected standard in writing by the end of the 2024 academic year compared with 62% of our non- pupil premium pupils.
3.	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps amongst some of our disadvantaged pupils. These are evident from Nursery through to KS2.
4.	A high proportion of our pupil premium pupils also have some form of SEND need and/ or have involvement with external agencies (eg; SaLT/ EP/ CEAT) which can provide further challenge to learning.

5.	Attendance. In 2023/24 our PP pupils did not meet our 95% attendance target, reaching 94.1% compared with 95.6% for non-PP.
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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. Where pupils have a significant SEMH need, they are swiftly provided with support which is proven to be effective in managing their needs.	- PP pupils are able to use the tools given to them to manage their feelings and emotions. This results in pupils feeling confident in school and ready to access learning. - Parent feedback/ questionnaire reports that children are making progress with the support they have received. - Pupil voice reports that children are making progress with the support they have received. - Teachers report that they see pupils able to use tools taught to them to support their SEMH.
2. There will be a marked improvement in pupils' writing attainment and progress (from their starting point) by the end of KS2. (in 2024 58% of disadvantaged pupils met expected writing standard nationally)	- KS2 writing outcomes in 2024/25 show that more than 85% of disadvantaged pupils will have made at least good progress from their starting point. - KS2 writing attainment gap between PP and non-pp is closing. - By the end of KS2, PP pupil achievement is in line with their peers in writing.
3. To improve oral language skills and vocabulary among disadvantaged pupils.	- Early intervention is swift in EYFS and pupils receive support quickly. - Language interventions are well embedded in the EYFS and assessments show progress against targets for pupils. - Pupils are accessing a range of experiences that allow them to rehearse and practice their skills in oracy. - Pupil voice continues to show understanding of key vocabulary within curriculum subjects. - Those pupils who require professional intervention are accessing this, with the additional support of school where appropriate. - There are highly effective home- school relationships in place which support language skills. This is evident through parent voice.
4. To achieve and sustain improved attendance for all pupils, particularly	Sustained high attendance demonstrated by: - 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 1%

our disadvantaged pupils.	- Attendance meetings held with Cheshire East show a positive impact on pupil attendance and, where appropriate, wellbeing.
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Activity in this academic year

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: £ 10,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education Psychology training whole school (Teachers and TAs) in 'Executive Functioning' £275	EEF: - Evidence shows that educators can implement approaches that benefit young children's self-regulation and/or executive function. The EEF's Early Years Toolkit finds that self-regulation approaches may also be effective in promoting - In the evidence, educators use different approaches to support self-regulation and executive function. Some require proactive and explicit teaching and modelling; others may arise from educators' observations of children's activities in the moment and others require educators to intentionally structure experiences for children to facilitate development during play, enabling them to practise and try out different strategies.	2, 3,4
TA training x 6 full day sessions x 2 TAs Cognition and Learning Communication and Interaction Social, emotional, mental health. Sensory and physical.	EEF: - Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. - Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. - Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.	1,2,3,4

Behaviour for learning Systems, Processes and Relationships £1440 – TA supply	Metacognition and self-regulation   +7 Very high impact for very low cost based on extensive evidence Peer tutoring   +5 High impact for very low cost based on extensive evidence Social and emotional learning   +4 Moderate impact for very low cost based on very limited evidence Behaviour interventions   +4 Moderate impact for low cost based on limited evidence	
6 hrs training/CPD for all staff following purchase of DFE validated SSP- Little Wandle Letters and Sounds Phonics £525	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	2
Oracy – Implementing talk strategies. Research schools network. (EEF supported) £350- supply	EEF: Oral language interventions EEF 1. On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. <i>The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</i> <i>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</i>	1,2,3
Supporting struggling readers and writers. Literacy Counts x 6 sessions £525 - supply	EEF: The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. ‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’	2,3,
Morning course – Focus, attention and ADHD. £200	EEF; ‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’	1,2,3,4

	Understanding pupils and their learning needs is essential if schools are to effectively support pupils to make progress, and is especially important for pupils with SEND. The evidence review for this guidance report (SEND EEF) found strong evidence that high quality teaching for pupils with SEND is firmly based on strategies that will either already be in the repertoire of every mainstream teacher or can be relatively easily added to it.¹ Teachers should develop a repertoire of these strategies that can be used flexibly in response to individual needs and use them as the starting point for classroom teaching for all pupils.	
X1 TA trained in MELSA (with regular supervision from EP service) to support pupils learning. £1500	‘The aim of MeLSA is to ensure that learning support staff have the psychological and evidence-informed expertise to enable those with whom they are working to become competent and independent learners. Ensuring that learning interactions are effective and informed by best practice has the potential to impact a significant number of learners in educational settings and is at the heart of the MeLSA training’ Taken from research paper: The Psychological Foundations of The Mediating Learning Support Assistant (MeLSA) Training Programme Dr Mary Stanley-Duke^{1,2}, Dr David Wright¹, Dr Ellen Cook¹, Dr Adrienne Reid¹, Dr Owen Cogan¹, Shaama Reese², Dr Ryan Bull-Beddows¹, Dr Lizzie Sims¹, and Dr Francis Graves³ ¹Bristol Local Authority ²Bristol University ³Private	
Whole school training and approach to metacognition and learning behaviours. Staff meetings/ training School Improvement partner key focus	EEF: 1. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. 2. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. 3. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content. 4. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives. 5. Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies. There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.	1, 2, 3

	'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	
Coaching for all teachers and TAs £3325	'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' (As part of DFE Pupil Premium Guidance)	
Allocated additional budget for further training for staff. £1000		

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

Budgeted cost: £41, 960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of TAs through school.	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) will be given additional sessions. This may be small group or 1:1 or both dependent on need. - 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. TAs will support identified pupils in class as part of high quality targeted teaching, and where appropriate, in intervention groups.	1,2,3,4
Little Wandle Phonics scheme books and resources (feeding into early writing) renewed and replenished	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.	2, 3

Annual subscription to Education Library Service (budget)	(good decoding/grapheme recognition feeds into good writing / spelling of words) Providing a rich resource of reading materials to support reading for pleasure and stimuli for writing.	
Booster / close the gap sessions	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. 1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. 2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. 3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. 4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. 5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects. Maths: Improving Mathematics in Key Stages 2 and 3 EEF	2,3,
Bi-weekly TA meetings to share training and best practice. RC also to summarise staff meeting training to ensure consistency of approach.	EEF Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.	1,2,3,4
My mind matters counsellor	National Library of Medicine:	1, 3,4

supporting pupils in school.	Longer-term effects of school-based counselling in UK primary schools - PMC ‘Our findings demonstrate that a one-to-one counselling intervention delivered to children in UK primary schools leads to improvements in children’s mental health above and beyond that observed in a matched comparator group of children. These improvements in mental health were maintained over a 2 year follow-up period.’	
Introduction of school dog – trained to support SEMH needs within school.	National Library of Medicine: The qualitative data analysis (Kuckartz) showed that the presence of a dog leads to an improved social climate, more social integration and to a change in social roles. Through animal-assisted pedagogy, a new social role is added to the classroom, where caring and bonding are prioritized. Social interaction and norms are influenced and stereotypical and individual roles can be changed. Therefore, animal-assisted pedagogy can be key to promoting social inclusion in the school environment. The dog being present creates a better learning environment, greater calm, discipline/respect, and cleanliness in the class, which makes it easier to concentrate. With respect to the individual level (own self and individual children), the well-being (firstly) resulting from animal-assisted education is most often attributed to a positive stimulation (26 respondents): The animal brings fun, joy, and motivation.	1, 4

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

Budgeted cost: £ 3450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>myhappymind programme weekly</i>	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):	1,3, 4

	EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) myHappyMind - NHS Innovation Accelerator	
<i>Wellbeing Lunch Clubs weekly</i>	EEF – Social and Emotional learning Impact +4 months literacy progress Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year	1, 3, 4
<i>‘Colour Monster’</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	1,3,4
<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>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.	All

Total budgeted cost: £ 55, 750

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This will detail the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

End of 2023-24 Teacher Assessment (Yr R - Y6)	Reading	Writing	Maths
Pupil premium	80%	45%	85%
Non-Pupil Premium	77%	63%	76%

Externally provided programmes

Programme	Provider
Times Tables Rock Stars	TTRS
IDL	IDL
Little Wandle Phonics / Fluency	Little Wandle Phonics
My Happy Mind	NHS commissioned

