



Pupil premium strategy statement: Wren's Nest Primary School

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
Number of pupils in school	Time for Twos - Y6 → 537 REC - Y6 → 420
Proportion (%) of pupil premium eligible pupils	57% 240
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2022 (1 st published in 2021)
Date on which it will be reviewed	July 2024 (Will be reviewed annually)
Statement authorised by	Sarah Parkes
Pupil premium lead	Andy Snape
Governor lead	Jill Snow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£340,710 + £13,000
School-Led Grant Funding - NTP (remainder of funding distributed through spend of other identified actions)	£34,830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£388,540

Part A: Pupil premium strategy plan

Statement of intent

At Wren's Nest Primary School, we have always focused on meeting the needs of all of our children as individuals and it is central to our ethos.

Children who are eligible for free school meals (FSM) form the majority of our school population with 57% of our children being eligible for the pupil premium in 2022/23.

The school has a top priority to close the gap and diminish the difference between:

- a) the attainment and achievement of these children and that of *all children nationally* and**
- b) between our children eligible for the pupil premium and those *not eligible nationally*.**

We have used the Pupil Premium in a variety of ways to support this priority and remove the barriers to learning that many of our disadvantaged children face.

We have used information from the Education Endowment Toolkit to help us identify strategies that have been shown to have maximum impact, with four key strategies being:

- ✓ Early Years Interventions - Time for Twos, Nursery and Reception
- ✓ Small group tuition / one-to-one phonics sessions for targeted children
- ✓ Creating additional small booster sets for Literacy and Numeracy (reducing class size)
- ✓ Behaviour interventions, mentor support and enrichment experiences for vulnerable children

Providing quality first teaching to smaller classes/groups of children and meeting individual needs are central to the Wren's Nest Pupil Premium strategy.

This is in line with the EEF's recommended approach of using a range of strategies in the categories of 'Teaching, Targeted Academic Support and Wider Strategies.'

Using the approach suggested by Sir John Dunford (at our North Dudley Learning Partnership conference) we have identified barriers to learning, key desired outcomes and success criteria against which to measure our impact.

Actions for 2022/23

We have reviewed the provision and strategies that we implemented in 2021/22 and greatest impact was seen with early intervention in the EYFS and supporting children to develop phonics skills - the basic foundation block for learning to read and write. This supports one of our school key priorities to address standards in Reading and this is particularly important for our more vulnerable children.

In 2022/23 there is a particularly high number of children within Year 5 (72%), Year 6 (63%) and Year 6 (68%) who were eligible for Pupil Premium, and require an additional focus upon middle attainers. An additional teacher in each year group in KS2 have been used to increase the number of high-quality teaching sets in these year groups to ensure every opportunity is taken to improve English and Maths skills and to promote a high standard of behaviour.

In 2021/22, the Department for Education has provided ring-fenced grant funding directly to schools to support provision of school-led tutoring. The DFE states, "Schools will have flexibility to use this additional grant as they see fit in providing tuition support to pupils that can benefit most. Schools will have freedom to determine who is best placed to deliver tutoring support to meet their particular needs, including utilising existing school staff or others who are familiar with their school and pupil needs. Schools can exercise their discretion in determining which pupils are most in need of tutoring support, including using this grant to support tutoring for non-pupil-premium students, as they see fit."

This funding is continuing for the academic year 2022/23. As a school, this grant funding will support the delivery of additional Teacher-led tuition opportunities for targeted children, which will be delivered by staff the children know well, in addition to the staff knowing the children's individual needs and next steps in learning. Such interventions will support improving skills in both English and Maths, as well as part of the COVID recovery process.

In 2021/22, we have continued to ensure we are meeting the mental health needs of our pupils (COVID 19 has exacerbated this) and raising aspirations of parents. This is promoted through the provision of our Nurture Groups, access to Learning Mentors, Family Support work, Attendance Support in addition to promoting and leading Adult Education. This provision will continue into the academic year 2022-2023.

Challenges

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

No child is the same as another and all families are individual and at Wren's Nest we do not generalise or stereotype, however the barriers to learning for some of our children include:

Challenge number	Detail of challenge
1	Children have low self-esteem and a lack of belief and confidence in themselves. By raising self-esteem and confidence, children can succeed.
2	Low aspiration and low expectation. By demonstrating high expectations and aspirations for all learners through the learning ethos at Wren's Nest, children can reach their full potential.
3	Narrow life experiences. By providing a rich and wide variety of enrichment experiences, children broaden their knowledge of the world around them, gaining a deeper understanding and developing a wider and richer vocabulary. Providing such experiences also aids in raising aspiration.
4	Inter-generational unemployment within the family. High aspiration and future employment is part of the ethos for all at Wren's Nest, including our families.
5	Poor school experiences for parents resulting in parents feeling unable to support children's education at home. Relationships are built with families to break down barriers and lack of trust in the 'school system.' Families are well supported through a range of strategies to encourage their child's education in the home.

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.

We have identified key desired outcomes and success criteria. These desired outcomes have been a priority for a number of years, as influencing and changing aspiration and values takes time and persistent determination. We are proud to show significant improvements towards our success criteria:

Intended outcome	Success criteria
<p>Improving the attainment of children, making at least expected progress, including Early Reading, who are eligible for Pupil Premium</p>	<p>Records show:</p> <ul style="list-style-type: none"> ✓ Children start each school day fit, fed and ready to learn by accessing Early Birds Breakfast Club (approximately 130 children per day) ✓ All children have the opportunity to eat free breakfast in the classroom, in preparation for a full day of learning (Magic Breakfast) <p>Pupil Progress data shows:</p> <ul style="list-style-type: none"> ✓ Children make at least expected progress ✓ Children eligible for the Pupil Premium attain at least as well other children (reducing the in-school gap). ✓ Children eligible for the Pupil Premium close the gap between their attainment and the national attainment percentage for those children NOT receiving the Pupil Premium. ✓ children who receive additional, teacher-led tuition attain at least as well as their counterparts.
<p>Improving basic skills within the EYFS to counteract the very low levels of attainment on entry for disadvantaged children.</p> <p>(T42s - Historic baseline - Beginning 8-20 months)</p>	<p>Pupil Progress data shows:</p> <ul style="list-style-type: none"> ✓ By the end of the EYFS, there are a reduced number of children still working within the Nursery developmental band of Development Matters. ✓ By the end of the EYFS, there is an increase in the % of children attaining a Good Level of Development ✓ By the end of the EYFS there is an increase in the % of children attaining a the 'expected' level in Literacy and Maths ✓ Children eligible for the Pupil Premium attain at least as well other children ✓ Speech and Language TA supports children across school, but predominantly in EYFS - language development. Children have a good level of language skills to support their acquisition of Phonics and early Literacy.
<p>Improving and maintaining behaviour and attitudes</p>	<p>Behaviour tracking, data and records shows:</p> <ul style="list-style-type: none"> ✓ All children are supported so that they are able to have a positive attitude towards learning and they do not disrupt their learning or that of others. ✓ The positive impact upon progress and attainment of Learning Mentor and behaviour support. ✓ Case studies provide evidence of support to meet children's individual needs and overcome barriers to learning.

<p>Improving and maintaining attendance</p>	<p>Data shows:</p> <ul style="list-style-type: none"> ✓ Children who are eligible for the Pupil Premium attend school at least as well other children (no in-school gap). ✓ Children eligible for the Pupil Premium close the gap between their attendance and the national attendance percentage for all children. ✓ There are significantly less Pupil Premium children who are Persistent Absentees at Wren's Nest than the percentage nationally. ✓ A member from the Senior Leadership Team, Pastoral Team and Governing Body dedicated to supporting and promoting good attendance within school alongside Education Consultant, Emma O'Sullivan
<p>Widening experiences and extending opportunities</p>	<p>Records show:</p> <ul style="list-style-type: none"> ✓ Children have many opportunities throughout their education at Wren's Nest to widen their life experiences. ✓ We aim for all children to undertake at least 6 visits/experiences outside school per year. ✓ We offer a wide range of after-school clubs which are free of charge. ✓ Children's language is enriched by their experiences. ✓ Children's Cultural Capital and Personal Development is nurtured and fostered through a range of experiences including Music, Sport and competitions and The Arts such as theatrical experiences within school.
<p>As a school we break down barriers and create healthy and positive relationships with our families</p> <p>Parents/families are more able to support children's education</p> <p>Parents/families are supported to develop skills and gain employment</p>	<p>Records show:</p> <ul style="list-style-type: none"> ✓ Close and trusting relationships with adults supports parents to be informed and connected with their children's education. ✓ A comprehensive and flourishing adult education programme delivered in school supports parents to further their own education. ✓ Each year we strive to increase the number of parents that engage in programmes and courses (currently around 70 parents). ✓ Our Job seeking support from Family Support Workers aids parents to gain employment and we aim to help at least 15 parents gain employment each year.

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: £188,283

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for English inc Early Reading (60% of cost) Portal: £900 Development Days: £3,600	Pupil data demonstrates an exceptionally low, on entry baseline data within T42s and Nursery - key skills including Literacy.	1, 2
Phonics Reading Leader £11,130	Pupil data demonstrates an exceptionally low, on entry baseline data within T42s and Nursery - key skills including Literacy.	1, 2
Additional teacher in Y2 (targeted teaching of key skills) 0.6 FTE £21,954*	As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each child will receive will increase, improving outcomes for children. We have analysed the needs of our Year 2 cohort and have identified that 3 smaller sets - under 20 children - would allow teachers to increase the amount of attention each child will receive.	1, 2
Additional teacher in Y3 (targeted teaching of key skills) 0.6 FTE £22,741*	As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each child will receive will increase, improving outcomes for children. We have analysed the needs of our Year 3 cohort and have identified that 3 smaller sets - under 20 children - would allow teachers to increase the amount of attention each child will receive.	1, 2
Additional teacher in Y4 (targeted teaching of key skills) 0.6 FTE £22,430*	As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each child will receive will increase, improving outcomes for children. We have analysed the needs of our Year 4 cohort and have identified that 3 smaller sets - under 20 children - would allow teachers to increase the amount of attention each child will receive.	1, 2

<p>Additional teacher in Y5 (targeted teaching of key skills) 0.6 FTE £34,128</p>	<p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each child will receive will increase, improving outcomes for children. We have analysed the needs of our Year 4 cohort and have identified that 3 smaller sets - under 20 children - would allow teachers to increase the amount of attention each child will receive.</p>	<p>1, 2</p>
<p>Additional teacher in Y6 (targeted teaching for middle ability for key skills) 0.6FTE £37,903</p>	<p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each child will receive will increase, improving outcomes for children. We have analysed the needs of our Year 4 cohort and have identified that 3 smaller sets - under 20 children - would allow teachers to increase the amount of attention each child will receive. There will be a greater emphasis on children 'keeping up' and in particular, our middle attaining children.</p>	<p>1, 2</p>
<p>Learning Mentor support emotional well-being, develop self esteem and build resilience and self-regulation. £12,993*</p>	<p>Children lack resilience and self-esteem. Behaviour tracking, behaviour reviews and other records demonstrated key children who require specific intervention. Each learning Mentor has a year group responsibility - being the 'key person' for that particular year group - building on the attachment theory.</p>	<p>1, 2</p>
<p>Books and Phonics Resources £4,850</p>	<p>Children have limited access to high quality books and resources outside of school.</p>	<p>1, 2</p>
<p>Specialist Music Teaching £15,654*</p>	<p>Children have narrow life experiences. Children have limited experiences that broaden their knowledge of the world around them, gaining a deeper understanding and developing a wider and richer vocabulary.</p>	<p>1,2,3,4,5</p>

*60% contribution to costs

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

Budgeted cost: £70,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 teacher led tuition for targeted children*</p> <p>£20,898</p>	<p><i>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p> <p>Having analysed our cohorts of children through Pupil Progress data, we have identified that the Year 5 cohort need support to address gaps in both English and Maths. Due to COVID 19, through data analysis and pupil progress meetings, we have also identified that Years 5 and 4 has some gaps that could be effectively addressed through intensive tuition We have also identified the Year 5 and 6 cohorts as needing intervention and therefore will access NTP tutoring for Maths and English.</p>	<p>1, 2</p>
<p>Teaching assistant support for targeted EYFS intervention</p> <p>£19,852</p>	<p>Pupil data demonstrates an exceptionally low, on entry baseline data within T42s and Nursery - key skills including Literacy. Interventions provided include, social skills groups, NELI programme to support Early Language development.</p>	<p>1, 2</p>
<p>Phonics one-to-one intervention - 5 TA's delivering 2 hours per day</p> <p>£29,505</p>	<p>One-to-one tutoring catches children before they fall so all children learn to read the first time they are taught. It prevents the need for any later intervention.</p> <p>Although children are placed into homogeneous groups, the 'lowest' attaining groups have the widest variety of needs and are therefore the least homogeneous group of all.</p>	<p>1, 2</p>

	<p>In order that these children can receive the same carefully targeted RWI teaching as all the other groups of children, some may need one-to-one tutoring for 10 to 20 minutes a day - on top of their group session in the morning. Children practise the same Speed Sounds and read the same Ditty/Storybook that they have been taught during the morning RWI group session.</p> <p>One-to-one tutoring is introduced as soon as a child cannot make good progress in the 'lowest' attaining group. Children making progress in this group might not need tutoring. Vulnerable children in Reception receive tutoring as soon as they start Read Write Inc.</p>	
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*60% contribution to costs

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

Budgeted cost: £208,055

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of Nurture Group:</p> <p>KS1 £32,161*</p> <p>KS2 £25,581*</p>	<p>Social and Emotional Learning - a provision which targets social and emotional learning seek to improve children's interaction with others and self-regulation of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>The Nurture Group provision in Key Stage 1 and 2 also supports our most vulnerable children in having their needs met on an individual /small group basis, as well as allowing other children's learning not to be disrupted.</p> <p>The Key Stage 1 Nurture Group supports up to 12 children who have a range of needs and the Key Stage 2 provision - The Pod - supports up to 8 children with complex SEMH needs.</p> <p>These needs range from children with introvert behaviour to those with attention seeking, extrovert behaviour. It also caters for the needs of children who display low self-esteem and have difficulties associated with attachment and trauma. Most of our children have associated learning difficulties and poor concentration.</p> <p>The Pod is a provision that prevents permanent exclusion.</p>	<p>1, 3, 4, 5</p>

<p>Learning Mentor support for Vulnerable children £68,312</p> <p>(60% of cost of 5 Learning Mentors)</p>	<p>Learning Mentors work with our children to support individual needs. This ranges from behaviour support in school within the classroom setting, to grief and emotions coaching to the delivery of a range of therapies including therapeutic sand play, Lego therapy and Drawing and Talking programme. The Learning Mentors are a proactive escalation tool used right across the school and support the child in making the right choices in a variety of situations.</p> <p>Additional interventions might focus on the ways in which children work with (and alongside) their peers, teachers, family and community. These include : specialised interventions which are tailored to meet children's particular social or emotional needs.</p>	<p>1, 2, 3, 5</p>
<p>Breakfast bagels available for all children* in classrooms - promoting attendance and being ready to learn. £3,720</p>	<p>It is important that all children have the opportunity to start the day with full tummies, aiding them with readiness to learn. This is a basic need that, as a school, we need to meet. Offering hot bagels to each child as they come into school also supports attendance/ punctuality.</p> <p>This provision is supported by Magic Breakfast</p>	<p>1, 2, 5</p>
<p>Early Birds Breakfast club for 130 children* - promoting good attendance and ready to learn. £7,985</p>	<p>It is important that all children have the opportunity to start the day with full tummies, aiding them with readiness to learn. This is a basic need that, as a school, we need to meet. It is also important to us as a school that children start the day with positive interactions with adults and their peers alike - a smile, talk with their peers etc. Offering free Breakfast Club provision to all children also supports attendance/ punctuality.</p> <p>This provision is supported by Magic Breakfast.</p>	<p>1, 2, 5</p>
<p>Enrichment Programme to broaden children's life experiences * £9,600</p>	<p>Children lack experience of the wider world, limiting the richness and diversity within their vocabulary and language.</p> <p>By giving children the opportunity to experience a range of enrichment opportunities including trips/visits/visitors into school and Wow days at least 6 times per year, not only aids in broadening their knowledge and understanding regarding the world in which they live and the connections within it, but deepens and enriches their language and vocabulary.</p> <p>Children's Cultural Capital and Personal Development is nurtured and fostered through a range of experiences including Music, Sport and competitions and The Arts such as theatrical experiences within school.</p>	<p>2, 3, 5</p>
<p>F.S.W. to support vulnerable families £30,035</p>	<p>We define parental engagement as the successful involvement of parents in supporting their children's social, emotional welfare as well as their academic learning. It includes:</p>	<p>1, 2, 3, 4, 5</p>

	<ul style="list-style-type: none"> • Early intervention to support families in need - 'sign posting' to other agencies e.g. foodbank, charities for furniture, fuel vouchers (cost of living crisis) etc • Supporting Parenting within the home - offering Triple P course within school • Supporting Early Help cases and additional safeguarding cases • more intensive programmes for families in crisis. 	
F.S.W. supporting adult education & attendance (60% of FTE) £18,021	<p>We define parental engagement as the successful involvement of parents in supporting their children's social, emotional welfare as well as their academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as Literacy or Numeracy skills; • Raising aspiration by offering support in seeking employment - aid with CV writing, applications, job searches etc. • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; • Analysis of attendance and make contact low attenders, working with and supporting the family. FSW to complete First Day Call and support families to raise attendance / punctuality. 	2, 4, 5
Parent Support Adviser £6,340	Supporting families in a range of situations, particularly transitions to local high schools or a change in setting in a key part of our work at Wren's Nest. We support our families in building trusting relationships and links with other providers by facilitating appropriate meetings with someone with who they have a good relationship.	2, 4, 5
Tracksuit replenishment* £6,300	KS2 children have limited access to standardised tracksuits for outdoor PE lessons as well as when representing Wren's Nest Primary School in team sporting events.	3, 4, 5

*60% contribution to costs

Total Income - Pupil Premium and NTP fund: £388,540

Total budgeted cost: £466,593

Breakdown of cost:

Teaching: £188,283

Wider Academic Support: £70,255

Wider Strategies: £208,055

The remainder of the spend is supported by the main school budget: £78,053