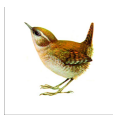


Wren's Nest Primary School

Pupil Premium Strategy Statement Spending Plan for 2024/27 (Including School-led grant funding - NTP)



Updated September 2025
Originally Published September 2024



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 à 498 REC - Y6 à 424 Y1-Y6 à 364 |
| Proportion (%) of Pupil Premium eligible pupils | 57% 206 (Y1-Y6) |
| Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended) | 2024-2025 2025-2026 2026-2027 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | July 2027 (Internal review will be by 31 st December each year). Next strategy update for website publication: by 31 st December 2025 |
| Statement authorised by | Sarah Parkes |
| Pupil Premium lead | Emily Vivash/Hannah Elsby |
| Governor lead | Sarah Abbiss |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil Premium funding allocation this academic year | £312,090 |
| Pupil Premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £312,090 |

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 2025/26. Wren's Nest is located in the top 10% of deprivation areas nationally.

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 Fund Toolkit as well as using the 'DFE Guidance for School Leaders - February 2024' to help us identify strategies that have been shown to have maximum impact, with four key strategies being:

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

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

In line with the 2025 Conditions of Grant, funding also addresses the needs of children with a social worker and those who have left care, ensuring these pupils are fully supported to overcome barriers to learning.

This is in line with the EEF's recommended approach of using a range of strategies in the categories of 'High Quality 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 2025/26

We have reviewed the provision and strategies that we implemented in 2024/25 and greatest impact was seen with early intervention in the EYFS and supporting children to develop phonics skills - the essential 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 2025/26 there is a particularly high number of children within Year 5 (65%) 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 continuation of high standards of behaviour.

In 2024/25, we have continued to ensure we are meeting the mental health needs of our pupils (COVID 19 has exacerbated these needs) and raising aspirations of parents. This is promoted through the provision of our Nurture Groups and Specialised SEND provision, access to Learning Mentors, Family Support Work, Attendance Support in addition to promoting and leading Adult Education and Well-Being including 'Craft and Chat' sessions as well as 'Move it or Lose it' sessions for our families. This provision will continue into the academic year 2025-2026.

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 as well as developing a child's Cultural Capital. |
| 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 families 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. |
| <p>Improving basic skills (specific focus on language development) within the EYFS to counteract the very low levels of attainment on entry for disadvantaged children.</p> <p>(T42s - Historic baseline - Beginning Birth - 3 band)</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 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. ✓ Communication-Friendly status promotes accelerated language and vocabulary development. |
| <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 |

| | |
|--|---|
| | <p>their learning or that of others.</p> <ul style="list-style-type: none"> ✓ 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. |
| Improving and maintaining attendance | <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 Inclusive Attendance. |
| Widening experiences and extending opportunities | <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 both inside and outside school per year. ✓ We offer a wide range of before and 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. (See Intended Enrichment Planner) |
| <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. ✓ Activities such as 'Craft and Chat' and 'Move It or Lose It' sessions to promote well-being. |

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.

High-quality teaching (for example, CPD, recruitment and retention)

Budgeted cost: £261,047

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| CPD for English inc Early Reading* Portal: £1000 Development Days: £2,900 | Pupil data demonstrates an exceptionally low, on entry baseline data within T42s and Nursery - key skills including Literacy. | 1, 2 |
| Phonics Reading Leader* £51,293 | Pupil data demonstrates an exceptionally low, on entry baseline data within T42s and Nursery - key skills including English and Early Reading. | 1, 2 |
| Additional teacher in Y4 (targeted teaching of key skills) 0.6 FTE £51,488* | 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 (impacted by COVID) 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 Y5 (targeted teaching of key skills) 0.6 FTE £24,100* | 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 (impacted by COVID) 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 2 teachers in Y6 (targeted teaching for middle ability for key skills) 0.6FTE | 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 out- | 1, 2 |

| | | |
|---|---|-----------|
| £102,977* | comes for children. We have analysed the needs of our Year 5 cohort (impacted by COVID) and have identified that 4 smaller sets - under 14 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. | |
| In-House coaching for CPD from Leaders responsible for Curriculum Development (Cost included in teaching element above) | On-going, in-house CPD for staff supports their confidence and personal development in delivering of the curriculum and relevant subject knowledge to excite and engage children in their learning. | 1, 2, 3 |
| Learning Mentor supports emotional well-being, develops self-esteem and builds resilience and self-regulation.* (cost included in section 3) | 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. | 1, 2 |
| Books and Phonics Resources* £7,250 | Children have limited access to high quality books and resources outside of school. | 1, 2 |
| Specialist Music Teaching £20,039 * | 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. | 1,2,3,4,5 |

*57% contribution to costs

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

Budgeted cost: £133,015

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Group, teacher led tuition for targeted children*</p> <p>£10,000</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 and Year 6 cohort need support to address gaps in both English and Maths.</p> <p>Due to COVID 19, through data analysis and pupil progress meetings, we have also identified that Years 3 and 4 have some gaps that could be effectively addressed through intensive tuition.</p> <p>We have also identified the Year 5 and 6 cohorts as needing intervention and therefore will access small group tutoring for Maths and English.</p> <p>We will offer the programme to all year groups based on needs of children identified through pupil progress meetings and internal data analysis.</p> | <p>1, 2</p> |
| <p>Teaching Assistant support for targeted EYFS intervention*</p> <p>£16,827</p> | <p>Pupil data demonstrates an exceptionally low, on entry baseline data within T42s and Nursery - key skills including Literacy.</p> <p>Interventions provided include, social skills groups, NELI programme, WELCOM, Widgit and Makaton 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>£35,118</p> | <p>One-to-one tutoring catches children before they fall behind, 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.</p> <p>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> | |
| <p>Precision Teaching £7,562</p> | <p>Precision teaching is a structured teaching method that's designed to improve the accuracy and fluency of reading, spelling and maths. The main goal of precision teaching is to target and improve specific skills within an intervention.</p> <p>Precision teaching is used with children with SEND who might need additional support. It's a highly focused, evidence-based intervention.</p> <p>Precision teaching is carried out on a one-to-one basis between a teacher and a learner. Each intervention session lasts 10 minutes and takes place daily.</p> <p>Precision teaching is designed to get learners to think quickly until they're able to recall the spelling of a certain word almost instinctively. This is why this form of structured teaching intervention is so fast-paced and repetitive - children will learn to read or spell words until they become fluent and confident. They only move on to a new skill once they've mastered the skill on which they are currently.</p> | 1, 2 |
| <p>SEND provisions Rainbow £91,558* SS £136,481* LS £85,469*</p> <p>Cost - £313,508* SEND Funding income - £250,000</p> | <p>Data demonstrates that 28% of our school community are identified as having a SEND (National - 18%). SEND provisions within school cater for children's needs through excellent teaching. With these provisions, there is flexible grouping as well as explicit instruction, a range of cognitive and metacognition strategies used as well as well-scaffolded learning opportunities. Early identification of need is key to accessing the correct support for each child. This strategy is well adopted at Wren's Nest</p> | 1, 2, 3, 5 |

| | | |
|--|---|--|
| | - Time for Twos provision supports this ethos. SENDCO and Assistant SENDCO manage school-wide provision. | |
|--|---|--|

*57% contribution to costs

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

Budgeted cost: £188,066

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Provision of Nurture Group: (Costed within SEND provision) | <p>Social and Emotional Learning - a provision which targets social and emotional learning seeks 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 for 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 Nurture Group supports up to 20 children who have a range of needs including 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>This provision also prevents permanent exclusion.</p> | 1, 3, 4, 5 |
| Learning Mentor support for Vulnerable children* £107,825* | <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> | 1, 2, 3, 5 |

| | | |
|---|--|------------|
| | <p>The Nest is a provision also run by an ELSA trained Learning Mentor and team - this intervention takes the core essence of the Nurture Group but is implemented in a less structured form. The aim of this provision is support reducing the number of children requiring Educational Psychology in school as well as supporting children and families during their wait time for CAMHS. We are hoping that over time, the intervention may lesson the need for a CAMHS referral. It supports children with school based avoidance, anxiety related behaviours, Early SEMH tendencies as well as other individual needs that requires something additional to make their time in school successful and happy.</p> | |
| <p>Breakfast bagels available for all children* in classrooms - promoting attendance and being ready to learn. £3,920</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> | 1, 2, 5 |
| <p>Early Birds Breakfast club for 130 children* - promoting good attendance and ready to learn. £7,100</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> | 1, 2, 5 |
| <p>Enrichment Programme to broaden children's life experiences * £20,000</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, Mini First Aid and the Arts such as theatrical experiences within school.</p> | 2, 3, 5 |
| <p>Enrichment clubs and</p> | <p>At Wren's Nest, we provide a wide range of before and after school clubs to cater for a vast range of interests. This in-</p> | 1, 2, 3, 5 |

| | | |
|--|--|---------------|
| activities* (Before and after school) £2,500 | cludes but are not limited to 'Inside Out' - Managing Feelings Club, Lego, Arts and Crafts, Life Skills, Choir, Running Club, Boot Camp for girls and boys, Guitar Club and Playground Games. We provide these clubs free of charge to families as we believe the importance of developing children's wider interests is essential in growing children's personal development as well as their Cultural Capital, thus increasing engagement in learning. | |
| F.S.W. to support vulnerable families * £36,386 | We define parental engagement as the successful involvement of parents in supporting their children's social and emotional welfare as well as their academic learning. It includes: <ul style="list-style-type: none"> • Early intervention to support families in need - 'sign-posting' to other agencies e.g. foodbank, charities for furniture 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. | 1, 2, 3, 4, 5 |
| F.S.W. supporting adult education and Attendance* (Cost included above) | We define parental engagement as the successful involvement of parents in supporting their children's social and emotional welfare as well as their academic learning. It includes: <ul style="list-style-type: none"> • Approaches and programmes which aim to develop parental skills such as English and/or Maths skills; • Supporting Parental well-being through a variety of activities such as 'Craft and Chat' and 'Move It and Lose it.' • 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 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 £2,735* BC | Supporting families in a range of situations, particularly transitions to local High Schools or a change in setting is 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 whom they have a good relationship. | 2, 4, 5 |
| Parent Hub and website communications £1000 | We provide a high level of parental communications with our families. This supports our drive for improved academic outcomes as well as building lasting relationships with our families. Parent Hub and the school website are both used to communic- | 1, 2, 3, 4, 5 |

| | | |
|---|--|---------|
| | ate with families on a very regular basis. | |
| Extended time in school - Easter Camp - Key skills for Year 6 children* £2,800 | This is an extension of core teaching time which foster academic benefits as it is linked to the specific needs of the children who attend. 10 teachers deliver 4 hours of specific and tailored teaching related to core knowledge within both English and Maths as well as building confidence and reliance. Sessions are well attended - 47/60 (78%) children attended in April 2025. | 1, 2 |
| Tracksuit replenishment* £3, 800 | 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 |

*57% contribution to costs

Total Income – Pupil Premium: £312,090

Total budgeted cost: £582,128

Breakdown of cost:

Teaching: £261,047

Wider Academic Support: £133,015

Wider Strategies: £188,066

The remainder of the spend is supported by the main school budget: £270,038

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|--|-----------------|
| Literacy and Language | RML |
| Phonics | RML |
| White Rose Hub materials and resources | White Rose Hub |
| TT RockStars | Rising Stars |
| Cracking Comprehension | Rising Stars |
| Spelling Programme | RML |
| Edukey Provision Mapping | |

Further information (optional)

At Wren's Nest we recognise the increasing challenge that our disadvantaged children face, and we are committed to removing the additional barriers to learning which are there for our children who encounter deprivation. We use the Pupil Premium funding over a range of strategies which focus on raising attainment and removing barriers to learning.

OFSTED recognised the success of our strategies during the inspection in March 2022:

"Leaders have designed an ambitious curriculum. It is broad and extensive. They have thought carefully about the sequencing of learning in each subject. Teaching is well matched to the intended curriculum."

"Leaders do not give up on anyone. They work hard to keep pupils engaged in their learning, including those who struggle to manage their behaviour. These pupils receive a highly effective support programme in the school's dedicated specialist units."

"Pupils demonstrate a consistent readiness and eagerness to learn. Leaders manage behaviour extremely well, particularly for those pupils with SEND who are at risk of exclusion."

"Leaders' provision for pupils' personal development is exceptional. This is notwithstanding the restrictions imposed by the pandemic, and the barriers and challenges many pupils face. Staff encourage pupils to recognise and respect differences in lifestyles and cultures. There is a very strong focus on fundamental British values. Pupils spoke proudly how they voted democratically for their ministers in the 'pupil parliament'. They have also raised funds for their local food bank. They are mature in their discussions of relationships, sex, and health education."

"Leaders are passionate about their school, ensuring that pupils attend regularly. They have very high aspirations for their pupils to succeed, which pupils themselves embrace."

It also is important to note, that 'other' children at Wren's Nest are not typical in terms of advantage with 'other' children nationally. These children still face challenges, and most are from lower income families – families who earn just over the threshold which would allow them to be eligible for Pupil Premium funding. However, they too are also supported in a variety of ways as stated within this strategy statement.

Addendum – September 2025

Annual Publication & Review

This strategy will be updated and re-published on the school website by 31 December 2025, and annually thereafter, in line with the Department for Education's Conditions of Grant (2025-26).

Monitoring and Governance

- The Pupil Premium Lead provides termly impact reports (progress, attainment, attendance and wellbeing measures) to the Curriculum and Standards Committee of the Governing Body.
- Governors formally challenge and hold leaders to account for the effective use of the grant at each termly meeting, with minutes recorded.

Support for Children with a Social Worker / Previously Looked-After

In line with the 2025 Conditions of Grant, Wren's Nest uses Pupil Premium funding to benefit all pupils facing disadvantage, including:

- pupils currently or previously supported by a social worker, and
- children who have left care.
- Strategies such as mentoring, nurture provision and enrichment are accessible to these pupils according to need.

Headline Comparison: Wren's Nest vs. National 2025

(National 2025 estimates: Disadvantaged \approx 47% RWM combined, Non-disadvantaged \approx 69%)

| Measure | Wren's Nest PP | Nat. Disadv. | Wren's Nest Non-PP | Nat. Non-Disadv. |
|---------------------------|-------------------|-----------------|-----------------------|---------------------|
| Reading (expected+) | 67 % | \sim 63 % | 76 % | \sim 79 % |
| Writing (TA) | 72 % | \sim 69 % | 76 % | \sim 83 % |
| Maths | 77 % | \sim 63 % | 81 % | \sim 80 % |
| GPS (grammar/punct/spell) | 80 % | \sim 66 % | 81 % | \sim 82 % |
| Combined RWM | 64 % | \sim 47 % | 71 % | \sim 69 % |

Summary

In 2025, 64 % of disadvantaged pupils at Wren's Nest achieved the expected standard in reading, writing and maths combined. This is 17 percentage points above the national disadvantaged average (\sim 47 %) and within 7 points of our non-disadvantaged cohort (71 %), effectively halving the national disadvantage gap (\sim 22 pp). Maths outcomes are particularly strong (77 % PP vs 81 % non-PP), while reading remains a relative priority (67 % PP vs 76 % non-PP). These outcomes demonstrate the impact of our small-group teaching, early language interventions and enrichment programme.