

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Wren's Nest received £ 404,490 pupil premium funding in 2023/24 to support a priority to raise standards of achievement for children who receive free school meals. Children who are eligible for free school meals (FSM) form the majority of our school population with 64% of our children being eligible for the pupil premium in 2023/24.

We have always focused on meeting the needs of all our children as individuals and it is central to our ethos.

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. Our effective use of the Pupil Premium and impact of this was recognised in our OFSTED 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."*

We have also 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 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.

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.

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:

- Low self-esteem and a lack of belief and confidence in themselves
- Low aspiration and low expectation
- Narrow life experiences
- Inter-generational unemployment within the family
- Poor school experiences for parents resulting in parents feeling unable to support children's education at home

We also 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 reviewed the provision and strategies that we implemented in 2022/23 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 2023/24 there is a particularly high number of children within Year 5 (63%) and Year 6 (67%) 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.

We are proud to show significant improvements towards our success criteria:

[illegible]

- **EYPP v. Non-EYPP**

Closing the gap between EYPP and Non-EYPP

% of children achieving GLD	EYPP	Non-EYPP	GAP
2024	52%	51%	+1%
2023	53%	45%	+8%
2022	59%	32%	+27%
2019	16%	22%	-6%
2018	45%	44%	+1%
2017	42%	41%	+1%
2016	56%	40%	+16%

Proportion of cohort:
25 EYPP vs 35 Non-EYPP

Non-EYPP children are not typically "advantaged" children - they just cross the threshold into non-eligibility.

In 2023-24, in Reception, 1% more of EYPP children achieved GLD v. Non-EYPP children. In the cohort, 25 children were eligible for EYPP and 35 children were not eligible. The children who are Non-EYPP are not typically "advantaged" children - they just cross the threshold into non-eligibility.

- **Phonics Screening Check**

Year 1 Phonics Screening Check - Disadvantaged children

Disadvantaged (Pupil Premium - 25/60- children)	2024	2023	2022	2019	2018	2017	2016	2015
Wren's Nest	76% <small>X2 close to pass mark = 84%</small>	86%	76%	65%	87%	85%	87%	57%
National	?	67%	62%	72%	72%	68%	70%	66%
Gap	?	+19%	+14%	-7%	+15%	+17%	+17%	-9%

This year, 76% of Pupil Premium children achieved the PSC pass mark.
86% of Non-PP (other) children passed.

Wren's Nest PP children achieved +9% than Pupil Premium children nationally (67% 2023)

In Year 1, 25 children are PP and 76% of them passed the PSC. 86% of Non-PP children passed the PSC. In 2023, 86% of PP children passed the PSC, 19% above the national average of 67%. We currently await the national figures for 2024.

- **End of KS1**

Year 2 - PROGRESS of PP children v. <u>Non-PP</u>			
Expected or better progress			
	Reading	Writing	Maths
PP children	28/33 85%	26/33 79%	29/33 88%
Non-PP children	24/27 89%	22/27 81%	26/27 96%
Attainment			
PP children	23/33 70%	13/33 39%	18/33 55%
Non-PP children	24/27 89%	18/27 67%	20/27 74%

At the end of KS1, the number of PP is 33 v. non-PP children at 27. When looking at the progress of these children, although the percentages show Non-PP children performing better, the number of actual children is higher. For example, in Reading 28 PP children made expected or better progress, v. 24 non-PP children; in Writing 26 PP children made expected or better progress v. 22 Non-PP children; in Maths 29 PP children made expected or better progress v. 26 Non-PP children. This shows that teachers work hard to ensure the PP children make the same, if not better, progress than Non-PP children.

For attainment, Non-PP children as a percentage look significantly higher than PP children. However, figures show that the number of children achieving 'Expected' is close. In Reading, 23 PP children achieved 'Expected' v. 24 Non-PP children; in Writing, 13 PP children achieved 'Expected' v. 18 Non-PP children; in Maths, 18 PP children achieved 'Expected' v. 20 Non-PP children. So, although the percentages show a significant gap, the numbers of children do not.

- **Year 4 Multiplication Check**

Year 4 Multiplication Check		
	Pupil Premium	Other (Non-PP)
Average Score	16	18
Children scoring 20+	18/37 49%	13/25 52%
Children scoring 25	8/37 22%	7/25 28%

Proportion of cohort:
37 PP vs 25 Non-PP

In the Year 4 Multiplication check, on average, Pupil Premium children at Wren' Nest scored 16/25. Our Non-PP children scored, on average, 18/25.

The table above shows the children scoring 20+ on the test and children scoring 25 on the test. It is important to look at the numbers of children difference as opposed to the percentage difference. 5 more PP children scored 20+ on the test than Non-PP and one more child scored 25 (full marks) than Non-PP children.

- **End of KS2**

Year 6 - PROGRESS of PP children v. <u>Non-PP</u>			
Expected or better progress			
	Reading	Writing	Maths
PP children	37/47 79%	36/47 77%	41/47 87%
Non-PP children	13/13 100%	13/13 100%	13/13 100%
Attainment			
PP children	29/46 63%	29/46 63%	29/46 63%
Non-PP children	7/13 54%	7/13 54%	10/13 77%

In Year 6, the number of PP is 47 v. non-PP children at 13. Similarly to Year 2 (End of KS1), it is important to note that even though the percentages show a gap, the numbers show that Pupil Premium children attain well. Across reading, writing and maths, 100% of Non-PP children make expected or better progress. In Reading, 37/47 make expected or better progress; in Writing, 41/47 make expected or better progress; in Maths, 37/47 make expected or better progress. This shows that PP children continue to make good progress, however, in this cohort the number of PP children is very high.

For attainment, in Reading and Writing, more PP children achieve 'expected' versus Non-PP children. In Maths, a high percentage of PP children achieve 'Expected'. with only 3 non-PP children not achieving 'Expected'. It is important to note the imbalance in Non-PP v PP for this cohort.

Breakfast Club

- Our 'Early Birds' breakfast club is extremely well attended, with around 105 children attending each day. This allows them to start each school day fit, fed and ready to learn. Early Birds is free of charge for parents and provides children with the opportunity to speak to known adults and their friends before the start of the school day. Early Birds is supported by Magic Breakfast, who provide breakfast for the children who attend.
- As well as Early Birds, all children have the opportunity to eat free breakfast in the classroom, in preparation for a full day of learning (again, supported by Magic Breakfast).

NTP programme

- Throughout 2023-24, 104 children have been targeted across school from Rec-Y6 for the National Tutoring Programme. This involves carefully planned after-school sessions, focusing on specific targets in each year group. For example, in EYFS and KS1 the focus was Early Reading skills. In KS2, children were targeted for Maths Skills, particularly Multiplication in Y3/4 and reasoning in Mathematics in Y5/6. 60/104 children targeted were Pupil Premium. This is 58%, a percentage proportionate to our whole school Pupil Premium percentage (57%).

Precision Teaching

- Precision Teaching is an intervention which targeted children take part in daily. It is a 1:1 reading/spelling session which lasts 10 minutes per child. The aim is to improve the amount of high frequency words a child can read or spell. Target: To work towards reading then spelling the first 300 High Frequency Words.
- We followed advice from the Dudley Learning Support Service and Educational Psychology Service who advised us that this was the most effective and quickest way to increase the amount of High Frequency words a child can read and spell. In turn improving a child's reading and spelling age, level of book and confidence and willingness to read.
- 10 members of staff deliver Precision Teaching to 49 children, of which, 36 are PP children. Every child who has taken part in PT over the year has gained words that they are able to read on sight. On average, each child has gained 38 new words this year that they are able to read on sight; some children have gained over 100 words throughout the year and 4 children have been discharged from the intervention.

Easter Camp

- During the last two days of the Easter Holidays, all of Y6 attended school for Easter Camp. This was 2 mornings of booster SATs practise to get the children ready to learn again following a 2 week break from the classroom. 47 children in Y6 are Pupil Premium (a high percentage compared to the whole school) and all of these children were targeted to attend school during these 2 days.
- Easter Camp is run by experienced teachers across school, who are able to focus sessions on closing gaps in children's learning and

particularly giving children who are PP the best chance to close the gap between them and their 'advantaged' peers.

Improving basic skills (specific focus on language development) within the EYFS to counteract the very low levels of attainment on entry for disadvantaged children.



Closing the Gap

- Throughout EYFS, teachers focus on 'Closing the Gap' in attainment from the baseline assessments on entry for a child. So, depending on when a child joins Wren's Nest will depend on when they are baselined.
- From these assessments, children are carefully monitored to ensure they make at least expected progress. However, we aim for accelerated progress for every child, because attainment on entry is typically very low, especially for Pupil Premium children.
- This year, interventions in Reception have focused predominantly on the PSED stand of the Early Years Framework. This is due to social skills being developmentally behind from the COVID-19 pandemic.
- The table below shows the gap between EYPP and Non-EYPP children:

EYFSP Data 2023-24

Numbers	GLD	LA&U	S	GM	FM	SR	MS	BR	C	R	W	N	NP	P&P	PCC	TNW	CWM	BI
All Pupils	31	35	36	39	35	36	36	36	34	33	32	38	38	32	32	32	31	31
FSM	13	14	15	18	15	15	16	16	15	14	14	14	14	13	13	13	13	13
Non FSM	18	21	21	21	20	21	20	20	19	19	18	24	24	19	19	19	18	18
All Pupils	60	52%	58%	60%	65%	58%	60%	60%	57%	55%	53%	63%	63%	53%	53%	53%	52%	52%
FSM	25	52%	56%	60%	72%	60%	60%	64%	60%	56%	56%	56%	56%	52%	52%	52%	52%	52%
Non FSM	35	51%	60%	60%	60%	57%	60%	57%	54%	54%	51%	69%	60%	54%	54%	54%	51%	51%
		-1%	-4%	0%	12%	3%	0%	7%	7%	6%	2%	-13%	-13%	-2%	-2%	-2%	1%	1%

- The data highlighted in the red box, shows the gap between EYPP and Non-EYPP children at Wren's Nest. It is clear that across the EYFS curriculum there is very little (if any) gap between EYPP and Non-EYPP children, with the exception of 'Number' and 'Numerical Patterns'. As a result of this, children have already been highlighted as a target for Maths in Year 1 in September 2025.
- As well as focused intervention groups for specific children, all children have received small group, focused, high-quality teaching for Phonics and Maths. They have received daily lessons in groups no bigger than 15, meaning that PP children have the opportunity to receive more 1:1 focus from their group teacher.
- As well as this, children in Reception have received Phonics teaching through RWI Phonics. They followed the advice of our consultant, Ruth Broadhead, to use the document 'Making a strong start in Reception'. By using this, children have come into Year 1 higher in Reading than they have ever been at Wren's Nest. This means that they will be in a really good position to move onto the Literacy and Language Programme in Year 2, when the time comes.
- All staff in EYFS have been trained to use Makaton as a way to communicate with those who find it more difficult. This includes children with SALT difficulties, as well as non-verbal children. It also helps to encourage those children who have entered EYFS at a lower






	level to begin communicating with staff, again closing the gap between the most disadvantaged children and their peers.																																																																																										
Improving and maintaining behaviour and attitudes	<ul style="list-style-type: none">Half termly behaviour reviews allow children to be supported so that they are able to have a positive attitude towards learning. Behaviour tracking, data and records show that all children are supported so that they are able to make good progress and they do not disrupt their learning or that of others.The learning Mentor team proactively support behaviour across school, where needed. This has a positive impact on children, as they are able to make good progress and therefore attainment.Each of the Learning Mentors has a case load of targeted children, most of whom are PP children. They complete specific interventions such as Sand Play, Chimp Management, resilience work, anger management, grief work; and group sessions, such as friendship group, 'Moving on' and 'Girls group'.From our PP tracker, 63 children from Y1-6 have worked with the LM team for an intervention this year. Not all PP children require a high level of LM intervention; however, the LM team are aware of the PP in their year group and ensure they keep a track of any needs that may occur.All children across school receive a reward each term for outstanding behaviour and attitude to learning. In the most recent behaviour book awards 90% of children received a behaviour book award. This shows that proactive behaviour management allows children to be free from disruption in their learning.The table below shows the percentage of children receiving behaviour book awards in 2023-24. <div><div></div><div>Behaviour Book Awards 2023-2024</div><div></div></div> <table><tr><th colspan="3">Autumn Term</th><th colspan="3">Spring Term</th><th colspan="3">Summer Term</th></tr><tr><th>Year Group</th><th>Number of books given out</th><th>%</th><th>Year Group</th><th>Number of books given out</th><th>%</th><th>Year Group</th><th>Number of books given out</th><th>%</th></tr><tr><td>R</td><td>55/59</td><td>93%</td><td>R</td><td>60/60</td><td>100%</td><td>R</td><td>60/60</td><td>100%</td></tr><tr><td>1</td><td>55/59</td><td>93%</td><td>1</td><td>54/60</td><td>90%</td><td>1</td><td>55/60</td><td>92%</td></tr><tr><td>2</td><td>49/56</td><td>88%</td><td>2</td><td>52/60</td><td>87%</td><td>2</td><td>54/60</td><td>90%</td></tr><tr><td>3</td><td>49/51</td><td>96%</td><td>3</td><td>60/60</td><td>100%</td><td>3</td><td>57/58</td><td>98%</td></tr><tr><td>4</td><td>53/59</td><td>90%</td><td>4</td><td>54/61</td><td>89%</td><td>4</td><td>54/61</td><td>89%</td></tr><tr><td>5</td><td>43/47</td><td>91%</td><td>5</td><td>47/58</td><td>81%</td><td>5</td><td>44/57</td><td>77%</td></tr><tr><td>6</td><td>43/52</td><td>83%</td><td>6</td><td>41/52</td><td>79%</td><td>6</td><td>46/57</td><td>81%</td></tr><tr><td colspan="3">Autumn Term Total: 347/383 91%</td><td colspan="3">Spring Term Total: 368/411 90%</td><td colspan="3">Summer Term Total: 370/413 90%</td></tr></table>	Autumn Term			Spring Term			Summer Term			Year Group	Number of books given out	%	Year Group	Number of books given out	%	Year Group	Number of books given out	%	R	55/59	93%	R	60/60	100%	R	60/60	100%	1	55/59	93%	1	54/60	90%	1	55/60	92%	2	49/56	88%	2	52/60	87%	2	54/60	90%	3	49/51	96%	3	60/60	100%	3	57/58	98%	4	53/59	90%	4	54/61	89%	4	54/61	89%	5	43/47	91%	5	47/58	81%	5	44/57	77%	6	43/52	83%	6	41/52	79%	6	46/57	81%	Autumn Term Total: 347/383 91%			Spring Term Total: 368/411 90%			Summer Term Total: 370/413 90%		
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	<ul style="list-style-type: none"> At Wren's Nest, we have a FSW, Tracey Cadman, who takes a lead with attendance and works with families whose attendance is significantly poor. As well as this, we work with an attendance consultant each week to plan and close the gap in attendance. Nationally attendance for 2023-24 is: 94.5% From 4th September 2023 to 19th July 2024 our whole school attendance was 92.8%. PP children attended 91.3% and non-PP children attended 93.4%. This shows that PP children broadly attend as well as non-PP children at Wren's Nest. This is due to the open-door policy that we hold at Wren's Nest, where families come first and we always welcome families in for a chat so that we can understand and work with them on attendance.
<p>Widening experiences and extending opportunities</p>	<p><u>Trips and visits</u></p> <ul style="list-style-type: none"> Children across school have the opportunity to widen their life experiences and education by undertaking trips and visits throughout the year. Some key trips this year have included: The Pioneer Centre in Y5, where children are taken on residential for three days to broaden their experiences and promote teamwork and build resilience. Llandudno Beach Trip in Y2, where children are given the opportunity to experience a beach, some of whom have never been to a beach. Strawberry Picking and Bluebell Wood visits – experiences that may not take place otherwise – enriching sense, vocabulary and creating awe and wonder During many trips, children's language is enriched by the experiences they undertake. <p><u>Clubs and Experiences</u></p> <ul style="list-style-type: none"> Children's Cultural Capital and Personal Development is nurtured and fostered through a range of experiences including Music, Sport and competitions and The Arts within school. 70% of Y6 PP children attended sports clubs and 51% of Y5 PP children attending. These children have represented Wren's Nest in various sporting competitions, as well as taking part in sport for fun. We also offer a wide range of before and after-school clubs which are free of charge. This includes boys boot camp, girls boot camp, netball, happy and healthy club and multi-sports club.
<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</p>	<p>Wren's Nest offers an 'open door' policy, where families are encouraged to come and speak to an adult they know and trust at any time. This year, we have continued to build trusting relationships with families and encouraged parents to be involved in their child's education.</p> <p>We have had:</p> <ul style="list-style-type: none"> Parent workshops in EYFS, encouraging Early Maths skills at home as well as in school.

<p>support children's education</p> <p>Parents/families are supported to develop skills and gain employment</p>	<ul style="list-style-type: none"> • Christmas Craft Mornings, including 'Carols around the Crib', where children performed to parents. • Sports Festivals, where parents came to watch their children take part in sports with their peers. • Football matches, where parents have supported their children whilst playing for Wren's Nest. • Gold attendance assemblies, where parents get to celebrate their children's excellent attendance. <p>As well as this, we have continued to offer a comprehensive adult learning programme. We have a FSW, Tracey Cadman, who promotes adult learning and family partnerships with Wren's Nest. This is delivered in school and encourages and supports parents to further their own education and learning. This year, over 60 parents have engaged with the programmes and courses on offer. This has included: Supporting your child with Maths, First Aid and a Communication Group.</p> <p>As well as educational courses, Tracey Cadman has worked alongside Rachel Matthews to deliver a well-being workshop for parents. This was initiated provide a safe space for parents to talk about their worries and problems.</p> <p><u>Parents' Evening attendance</u></p> <p>Attendance at Parents' evening is really important to us at Wren's Nest. We track who has attended Parents' Evening each term and ensure that all families attend Face-to-face appointments, where possible. To help keep parents up-to-date, for those who did not attend, teachers ensured that they phoned parents to update them on their child's progress.</p> <p>In the Autumn Term in 2023, 75% of parents attended face-to-face, with 25% receiving a phone call; in the Spring Term, 82% of parents attended face-to-face, with 18% receiving a phone call; in the Summer Term, 81% of parents attended face-to-face, with 19% receiving a phone call.</p> <p>During the Spring Term Parents' Evening, we asked parents to fill in a survey to ensure we are doing the best we can for their children. From this survey, we took on feedback from parents and ensured that they felt listened to and understood.</p> <p>The results from survey are shown below:</p>
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Family Survey March 2024					
	😊	😄	🙂	😐	?
My child is happy at school.	87%	10%	3%		
My child feels safe at school.	87%	11%	2%		
The school makes sure its children are well behaved (in school)	88%	10%	2%		
School deals with the bullying quickly and effectively	80%	15%	3%	2%	
The school makes me aware of what my child will learn during the year. The school website hosts this information.	86%	11%	3%		
When I have raised concerns with the school they have been dealt with properly	83%	13%	3%	1%	

Does your child have special educational need and/or disabilities (SEND)? (YES/NO)					
If yes, how strongly do you agree with this statement: 'My child has SEND, and the school gives them the support they need to succeed.'	97%	2%	1%		

					
The school wants my child to do well and has high expectations for them.	84%	15%	1%		
My child does well at this school.	88%	10%	2%		
The school lets me know how my child is doing - eg Parent Evenings.	91%	7%	2%		
There is a good range of subjects available to my child at this school.	84%	14%	2%		
My child can take part in clubs and activities at this school. This includes enrichment activities like WOW Days, Visitors, Trips Out etc	90%	8%	2%		
The school supports my child's wider personal development - teaching children about the wider world and about being a citizen of the future.	88%	11%	1%		
The school communicates regularly with families through a variety of ways- Parent Hub, Newsletters, Weekly Videos, Flyers etc	93%	6%	1%		
I would recommend this school to another parent or family.	87%	9%	2%	2%	

The results of the family survey were really positive and a few comments from parents are shown below:

- "School is doing a tremendous job for my child's overall development. Thank you for your consistent hard work and dedication."
- "I think you doing a great job. I love the Christmas Market and events for the school community and would support any extras that can be done to raise funds for the school."
- "Wren's Nest has a variety of activities in school to attract their pupils and that allows them to be in school more and not on social media. This is a good advantage for any parent to feel safe with their children in school. School also calls me if something happens to make parents aware of the situation so we can be involved when necessary. I will recommend Wren's Nest to anyone."
- "Time for Twos are lovely and more and M has settled very well. They are really welcoming and approachable too. M's development and learning is coming on so good now. Really pleased."

- "My child is happy at school. She is learning well, has made lots of friends and good progress. If I have any problems, I can speak to her teacher."
- "B is coming on very well. He has good relationships with his teachers and knows he can talk to them if he's unsure/anxious about anything. I can also communicate well with the staff."
- "Thank you for always being there when I need advice with my child's medical condition. This condition makes me worry about him, but I know at Wren's Nest he will always feel safe, and the help and support is always there for him."

As a result of this survey, we responded to parent feedback:





We have reviewed the provision and strategies that we implemented in 2023/24 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.

Where Greatest impact has been seen, these strategies will be adopted for the forth coming academic year. (See Strategy Statement for 2024/2025.)