

Wren's Nest Primary School

Pupil Premium Strategy Statement Spending Plan for 2024/27



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 → 498 REC - Y6 → 424 Y1-Y6 → 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 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 Inclusive Attendance.
<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 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 £102,977*	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 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.	1, 2
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>	1, 2
<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>	1, 2

<p>Phonics one-to-one intervention - 5 TA's delivering 2 hours per day* £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>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>1, 2</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>	<p>1, 2</p>

<p>SEND provisions</p> <p>Rainbow £91,558*</p> <p>SS £136,481*</p> <p>LS £85,469*</p> <p>Cost - £313,508*</p> <p>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 - Time for Twos provision supports this ethos.</p> <p>SENDCO and Assistant SENDCO manage school-wide provision.</p>	1, 2, 3, 5
---	---	------------

*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
<p>Provision of Nurture Group:</p> <p>(Costed within SEND provision)</p>	<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

<p>Learning Mentor support for Vulnerable children* £107,825*</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>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>1, 2, 3, 5</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>	<p>1, 2, 5</p>
<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>	<p>1, 2, 5</p>

<p>Enrichment Programme to broaden children's life experiences *</p> <p>£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>	<p>2, 3, 5</p>
<p>Enrichment clubs and activities*</p> <p>(Before and after school)</p> <p>£2,500</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 includes 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.</p> <p>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.</p>	<p>1, 2, 3, 5</p>
<p>F.S.W. to support vulnerable families *</p> <p>£36,386</p>	<p>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:</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 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. 	<p>1, 2, 3, 4, 5</p>
<p>F.S.W. supporting adult education and Attendance*</p> <p>(Cost included above)</p>	<p>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:</p> <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; 	<p>2, 4, 5</p>

	<ul style="list-style-type: none"> 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. 	
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 communicate with families on a very regular basis.	1, 2, 3, 4, 5
Extended time in school - Easter Camp - Key skills for Year 6 children* £2,800	<p>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.</p> <p>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.</p> <p>Sessions are well attended - 47/60 (78%) children attended in April 2025.</p>	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 (\approx 47 %) and within 7 points of our non-disadvantaged cohort (71 %), effectively halving the national disadvantage gap (\approx 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.

This Pupil Premium review and strategy are structured to demonstrate clear alignment with the Education Inspection Framework (EIF). The four key judgement areas are addressed as follows:

- **Quality of Education**
Pupil Premium (PP) funding is deliberately channelled into high-quality teaching and a well-sequenced, ambitious curriculum. Additional teaching sets in KS2, early reading interventions, and small-group phonics ensure that disadvantaged pupils access the full breadth of the curriculum. Subject leaders monitor progress and adapt schemes of work so that PP pupils achieve outcomes at least in line with national expectations.
- **Behaviour & Attitudes**
Through proactive attendance support, a dedicated Family Support Worker, and half-termly behaviour reviews, we set a target of 94 % attendance for PP pupils by July 2026. In 2024/25, overall school attendance was 92.6 %, with PP pupils at 92.6 % (National average PP 88.8%). Behaviour incidents are closely tracked and have shown a downward trend, and there have been zero exclusions in the past academic year, ensuring uninterrupted learning for all pupils.
- **Personal Development**
Our strategy widens life experiences and builds cultural capital through free breakfast provision, residential visits, after-school clubs, and music and sports opportunities. Safeguarding education, relationships and health education (RSHE), and the promotion of fundamental British values—including democratic elections to the pupil parliament—equip pupils to thrive socially and morally.
- **Leadership & Management**
The governing body holds leaders rigorously to account for the impact of PP spending. A named PP governor meets termly with the PP lead, receives detailed data dashboards, and ensures that funding decisions are evidence-based and publicly reported on the school website in line with Department for Education requirements.

Pupil Premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Wren's Nest received £ 360,000 + £10,000 (National Tutoring Programme) pupil premium funding in 2024/25 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 54% of our children being eligible for the pupil premium in 2024/25.

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 2024/25 there is a particularly high number of children within Year 5 (56%) and Year 6 (65%) 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:

Intended Outcome	Evidence of improvements towards our success criteria.
<p>Improving the attainment of children, making at least expected progress, including Early Reading, who are eligible for Pupil Premium</p>	<p><u>Attainment of PP children at Wren's Nest</u></p> <ul style="list-style-type: none"> • At Wren's Nest, Pupil Premium children will always be a focus, due to our percentage of children being significant. We constantly monitor PP children to ensure there is no gap between them and Non-PP children. Teachers work hard to reduce the gap between PP and Non-PP children, although it 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 are also supported in a variety of ways. • To help us track PP children, we use a specially created document. This shows all of the interventions that PP children have had access to. It also tracks their data and progress, year on year. Below is an example of the tracker, showing the types of interventions that we include:

Example of data tracking:

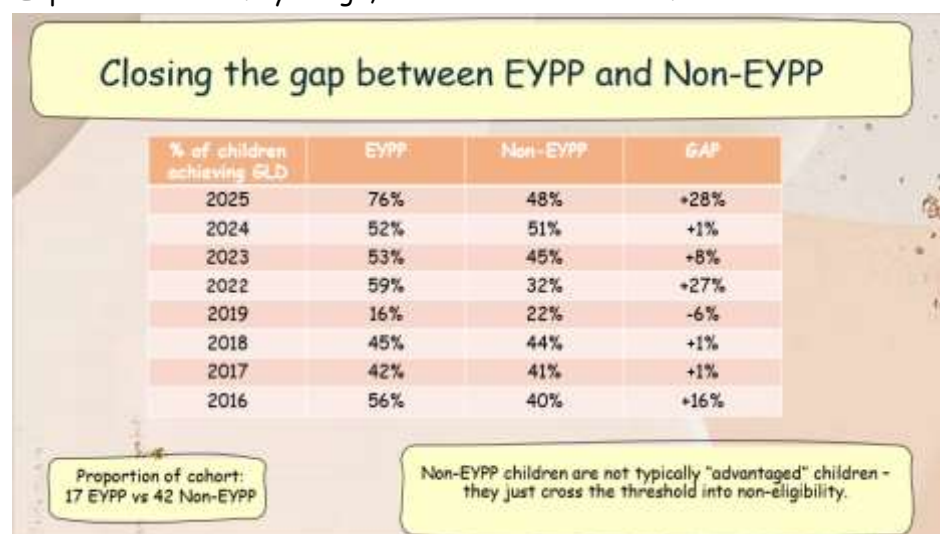
Pupil Premium Intervention Tracker - Year 6 2024-25													
Name	Surname	Reading End of Year 5	Reading End of Autumn	Spring	Summer	Writing End of Year 5	Writing End of Autumn	Spring	Summer	Maths End of Year 5	Maths End of Autumn	Spring	Summer
		GDS	GDS	GDS	GDS	GDS	GDS	GDS	GDS	GDS	GDS	GDS	GDS
		3w/TS	3w/TS	3w/TS	WTS	2w/TS	3w/TS	3w/TS	WTS	2w/TS	3w/TS	3w/TS	WTS
		EXS	EXS	EXS	EXS	GDS	GDS	EXS	EXS	EXS	EXS	EXS	GDS
		EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS
		2w/TS	3w/TS	3w/TS	WTS	2w/TS	3w/TS	3w/TS	WTS	2w/TS	3w/TS	3w/TS	WTS
		GDS	GDS	GDS	GDS	GDS	GDS	GDS	EXS	GDS	GDS	GDS	EXS
		TEXS	WTS	WTS	WTS	TEXS	WTS	TEXS	WTS	TEXS	WTS	WTS	EXS
		GDS	GDS	GDS	GDS	GDS	GDS	GDS	EXS	GDS	GDS	GDS	EXS
		EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS
		EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS
		GDS	GDS	GDS	GDS	GDS	GDS	GDS	EXS	GDS	GDS	GDS	GDS
		TEXS	WTS	WTS	EXS	WTS	WTS	WTS	EXS	TEXS	WTS	WTS	EXS
		3w/TS	4w/TS	4w/TS	WTS	3w/TS	4w/TS	4w/TS	WTS	GDS	GDS	GDS	GDS
		TEXS	TEXS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS
		EXS	WTS	TEXS	EXS	EXS	WTS	TEXS	EXS	TEXS	WTS	TEXS	EXS
		TEXS	WTS	WTS	WTS	TEXS	TEXS	TEXS	WTS	WTS	WTS	WTS	WTS
		EXS	EXS	EXS	GDS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	GDS
		EXS	EXS	GDS	GDS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	GDS
		TEXS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	EXS
		TEXS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	TEXS	WTS
		GDS	GDS	GDS	EXS	GDS	GDS	EXS	EXS	EXS	EXS	EXS	EXS
		WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS
		TEXS	WTS	TEXS	EXS	TEXS	WTS	TEXS	EXS	TEXS	WTS	WTS	EXS
		EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	TEXS	TEXS	EXS	EXS
		EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS
		GDS	GDS	GDS	GDS	GDS	GDS	GDS	GDS	GDS	EXS	GDS	GDS
		TEXS	TEXS	EXS	EXS	TEXS	TEXS	EXS	EXS	TEXS	TEXS	EXS	EXS
		EXS	EXS	EXS	GDS	EXS	EXS	EXS	GDS	EXS	EXS	EXS	GDS
		TEXS	WTS	TEXS	WTS	TEXS	WTS	TEXS	EXS	EXS	TEXS	TEXS	EXS
		GDS	GDS	GDS	GDS	GDS	GDS	GDS	GDS	GDS	GDS	GDS	GDS
		2w/TS	3w/TS	3w/TS	WTS	2w/TS	3w/TS	2w/TS	WTS	2w/TS	3w/TS	3w/TS	WTS
		WTS	WTS	WTS	EXS	WTS	WTS	WTS	EXS	TEXS	TEXS	WTS	WTS
		EXS	EXS	EXS	EXS	TEXS	TEXS	EXS	EXS	EXS	EXS	EXS	EXS
		EXS	EXS	EXS	GDS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	GDS
		TEXS	WTS	TEXS	GDS	TEXS	WTS	TEXS	EXS	TEXS	WTS	TEXS	GDS
		WTS	WTS	TEXS	GDS	WTS	WTS	TEXS	EXS	TEXS	WTS	TEXS	EXS
		TEXS	TEXS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS
		EXS	TEXS	WTS	WTS	TEXS	WTS	WTS	EXS	WTS	WTS	WTS	EXS
		EXS	EXS	WTS	WTS	TEXS	WTS	WTS	EXS	TEXS	WTS	WTS	EXS
		EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	TEXS	TEXS	TEXS	EXS

Example of intervention tracking:

Green shows an intervention that is happening or has happened.

[illegible]

- The tables of data below show the percentage of PP children who have achieved 'Expected' in each Key Stage, versus Non-PP children.



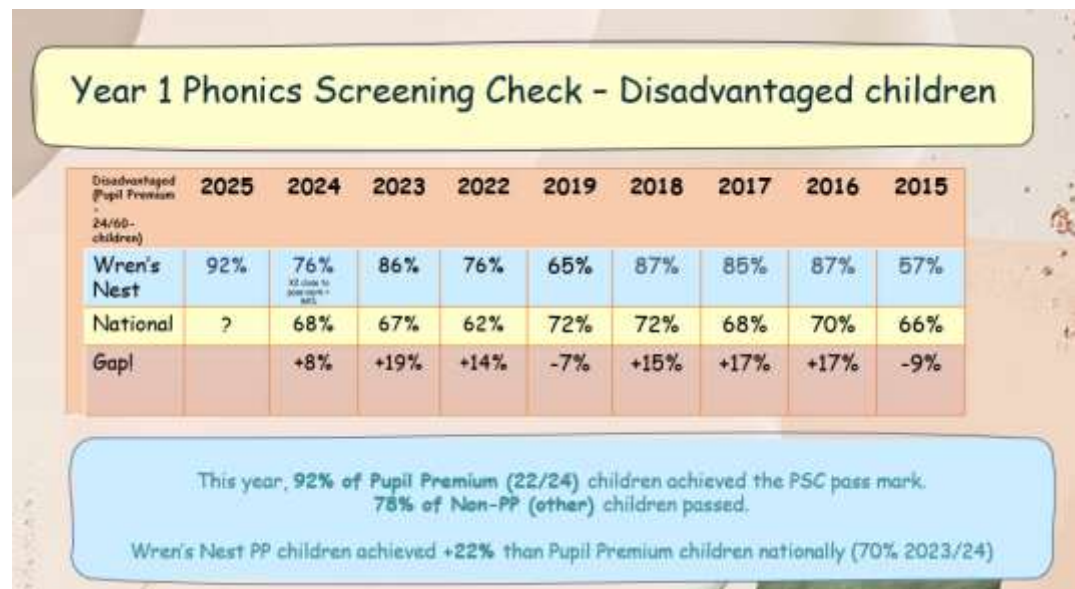
EYPP v. Non-EYPP

In 2024-25, in Reception, 28% more of EYPP children achieved GLD v. Non-EYPP children. In the cohort, 17 children were eligible for EYPP and 42 children were not eligible. The children who are Non-EYPP are not typically "advantaged" children - they just cross the threshold into non-eligibility.

In Reception, a key strategy to support disadvantaged pupils has been the development of a communication-rich environment focused on enhancing vocabulary, listening, and expressive language through high-quality adult-child interactions. This approach is grounded in evidence from the Education Endowment Foundation (EEF), which highlights early oral language development as having one of the highest impacts on long-term learning outcomes. To implement this, staff have received training in ELKLAN (Communication Friendly Setting) and WellComm to accurately identify and support children with emerging communication needs. Targeted language groups have been established for Pupil Premium (PP) children identified with speech and language delays, while talk-based activities are embedded throughout the continuous provision to promote communication and language use in everyday learning.

Another key focus is on developing early reading and phonics skills, with PP pupils participating in daily phonics sessions (Read Write Inc). Families are supported with home reading materials and guidance, while the classroom environment includes language-rich texts to encourage a love of books.

Phonics Screening Check



In Year 1, 24 children are PP and 92% of them passed the PSC. 78% of Non-PP children passed the PSC. In 2024, 76% of PP children passed the PSC, 8% above the national average of 68%. We currently await the national figures for 2025.

- End of KS1

Year 2 – PROGRESS of PP children vs <u>Non-PP</u> Expected or better progress			
	Reading	Writing	Maths
PP children	20/30 (68%)	17/30 (55%)	20/30 (68%)
Non-PP children	15/30 (50%)	14/30 (47%)	17% (57%)
Overall	44/60 (73%)	45/60 (75%)	42/60 (70%)

Disadvantaged pupils in Year 2 made stronger progress than their non-disadvantaged peers in all three core subjects:

- In Reading, 68% of PP pupils made expected or better progress vs. 50% of non-PP pupils.
- In Writing, 55% of PP pupils made expected or better progress vs. 47% of non-PP.
- In Maths, 68% of PP pupils made expected or better progress vs. 57% of non-PP.

This data shows a positive trend and suggests that targeted interventions, including small group support and high-quality phonics and reading provision, are having the intended impact on 'disadvantaged' learners. These outcomes contrast favourably with national trends, where disadvantaged pupils typically underperform relative to their peers.

In response to this data, in the following academic year, we will continue to maintain and embed successful strategies (e.g. phonics interventions, targeted reading groups, use of manipulatives in maths). As well as this, Wren's Nest continues to invest in staff CPD, particularly in adaptive teaching, inclusive classroom strategies, and high-impact feedback practices. Staff will continue to strengthen progress monitoring and ensure timely identification of PP pupils at risk of falling behind.

The Year 2 outcomes indicate that the school's Pupil Premium strategy is having a measurable and positive impact on 'disadvantaged' learners. Continued focus on quality first teaching, targeted intervention, and subject-specific development will ensure that this progress is sustained and improved upon in future years.

- Year 4 Multiplication Check

Year 4 Multiplication Check				
	Pupil Premium		Other (Non-PP)	
Average Score	2024	2025	2024	2025
	16	20	18	23
Children scoring 20+	18/37 49%	27/36 75%	13/25 52%	23/25 92%
Children scoring 25	8/37 22%	3/36 8%	7/25 28%	6/25 24%

Proportion of cohort:
36 PP vs 25 Non-PP

In the Year 4 Multiplication check, on average, Pupil Premium children at Wren' Nest scored 20/25. Our Non-PP children scored, on average, 23/25.

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. 4 more PP children scored 20+ on the test than Non-PP and 3 more child scored 25 (full marks) than Non-PP children.

- End of KS2

Year 6 - Progress of PP children v. Non-PP

Expected or better progress

	Reading	Writing	Maths
PP children	28/39 72%	26/39 67%	31/39 79%
Non-PP children	16/21 76%	15/21 71%	17/21 81%

Attainment

PP children	26/39 67%	28/39 72%	30/39 77%
Non-PP children	16/21	16/21	17/21

	76%	76%	81%
<p>In Year 6, the number of PP is 39 v. non-PP children at 21.</p> <p>Progress (expected or better)</p> <ul style="list-style-type: none"> Reading: 74 % of PP pupils (28 out of 38) made expected or better progress, compared with 80 % of Non-PP (16/20). Writing: 68 % of PP (26/38) vs 75 % of Non-PP (15/20). Maths: 82 % of PP (31/38) vs 85 % of Non-PP (17/20). <p>Attainment (meeting the expected standard)</p> <ul style="list-style-type: none"> Reading: 67 % of PP (26/39) vs 76 % of Non-PP (16/21). Writing: 72 % of PP (28/39) vs 76 % of Non-PP (16/21). Maths: 77 % of PP (30/39) vs 81 % of Non-PP (17/21). <p>The data shows that all pupils achieved strongly, with both Pupil Premium and non-Pupil Premium groups making good progress and reaching high levels of attainment across reading, writing and maths. While the Pupil Premium group's outcomes were fractionally lower, the difference is very small and well within the range seen in many year groups. This slight variation is likely to reflect a combination of individual circumstances and natural differences within cohorts rather than any single factor. Overall, the results demonstrate that Pupil Premium children performed extremely well and were only a few percentage points behind their peers. See Appendix for pertinent excerpts from the SEF 2026</p> <p><u>Breakfast Club</u></p> <ul style="list-style-type: none"> 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). <p><u>NTP programme</u></p> <ul style="list-style-type: none"> Throughout 2024-25, 112 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. 74/112 children targeted were Pupil Premium. This is 			

	<p>66%, a percentage proportionate to our whole school Pupil Premium percentage (54%).</p> <p><u>Precision Teaching</u></p> <ul style="list-style-type: none"> • 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. • 9 members of staff deliver Precision Teaching to 37 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 35 new words this year that they are able to read on sight; some children have now been discharged from the intervention due to completing the 300 HFW. <p><u>Easter Camp</u></p> <ul style="list-style-type: none"> • 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. 38 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.
<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><u>Closing the Gap</u></p> <ul style="list-style-type: none"> • 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 2024-25																									
Numbers	50.0	40.0	30	20	10	0	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180	190
All Pupils	50	40	30	20	10	0	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180	190
Boys	50	40	30	20	10	0	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180	190
Girls	50	40	30	20	10	0	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180	190
PPM	50	40	30	20	10	0	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180	190
Non-PPM	50	40	30	20	10	0	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180	190
All Pupils	50	40%	30%	20%	10%	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	110%	120%	130%	140%	150%	160%	170%	180%	190%
Boys	50	40%	30%	20%	10%	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	110%	120%	130%	140%	150%	160%	170%	180%	190%
Girls	50	40%	30%	20%	10%	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	110%	120%	130%	140%	150%	160%	170%	180%	190%
PPM	50	40%	30%	20%	10%	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	110%	120%	130%	140%	150%	160%	170%	180%	190%
Non-PPM	50	40%	30%	20%	10%	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	110%	120%	130%	140%	150%	160%	170%	180%	190%

- 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 a difference of just 5% between these groups. The biggest difference between EYPP and Non-EYPP groups is in 'Comprehension', at 17% difference. Children have already been highlighted as a target 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, 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.

Another key strategy used within EYFS involves play-based, targeted interventions to support specific areas of development. These include interventions to develop social and emotional skills, alongside small group pre-teaching and follow up work in literacy and maths. Fine motor development programs (e.g. Dough Disco) are also used to build writing readiness. These approaches have contributed to better self-regulation, improved fine motor control, and greater engagement in structured tasks.

To strengthen parental engagement, the school has prioritised early relationship-building through home visits, stay-and-play sessions, and open morning events. Parents are invited to attend workshops on phonics and maths, while communication is maintained through daily communication and our Open Door Policy. As a result, families—particularly those harder to reach—are becoming more confident in supporting learning at home, and improvements in attendance and parental involvement have been noted.

The impact of these strategies is monitored through baseline and ongoing assessments using the EYFS framework, WellComm screening, and phonics tracking (completed by HS). Termly Pupil Progress meetings help evaluate individual needs and successes, while

	learning walks, observations, and case studies are used to assess engagement and learning behaviours within the provision.																																																																																										
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, 57 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 91% 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 2024-25. <div><div></div><div>Behaviour Book Awards 2024-2025</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>59</td><td>100%</td><td>R</td><td>60</td><td>100%</td><td>R</td><td>60</td><td>100%</td></tr><tr><td>1</td><td>54</td><td>89%</td><td>1</td><td>54</td><td>93%</td><td>1</td><td>58</td><td>94%</td></tr><tr><td>2</td><td>52</td><td>90%</td><td>2</td><td>53</td><td>88%</td><td>2</td><td>53</td><td>88%</td></tr><tr><td>3</td><td>48</td><td>79%</td><td>3</td><td>58</td><td>94%</td><td>3</td><td>56</td><td>93%</td></tr><tr><td>4</td><td>54</td><td>92%</td><td>4</td><td>60</td><td>100%</td><td>4</td><td>52</td><td>86%</td></tr><tr><td>5</td><td>59</td><td>97%</td><td>5</td><td>55</td><td>90%</td><td>5</td><td>60</td><td>100%</td></tr><tr><td>6</td><td>41</td><td>67%</td><td>6</td><td>49</td><td>82%</td><td>6</td><td>45</td><td>75%</td></tr><tr><td colspan="3">Autumn Term Total: 367/420 = 87%</td><td colspan="3">Spring Term Total: 389/421 = 92%</td><td colspan="3">Summer Term Total: 384/423 = 91%</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	59	100%	R	60	100%	R	60	100%	1	54	89%	1	54	93%	1	58	94%	2	52	90%	2	53	88%	2	53	88%	3	48	79%	3	58	94%	3	56	93%	4	54	92%	4	60	100%	4	52	86%	5	59	97%	5	55	90%	5	60	100%	6	41	67%	6	49	82%	6	45	75%	Autumn Term Total: 367/420 = 87%			Spring Term Total: 389/421 = 92%			Summer Term Total: 384/423 = 91%		
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	59	100%	R	60	100%	R	60	100%																																																																																			
1	54	89%	1	54	93%	1	58	94%																																																																																			
2	52	90%	2	53	88%	2	53	88%																																																																																			
3	48	79%	3	58	94%	3	56	93%																																																																																			
4	54	92%	4	60	100%	4	52	86%																																																																																			
5	59	97%	5	55	90%	5	60	100%																																																																																			
6	41	67%	6	49	82%	6	45	75%																																																																																			
Autumn Term Total: 367/420 = 87%			Spring Term Total: 389/421 = 92%			Summer Term Total: 384/423 = 91%																																																																																					
Improving and maintaining attendance	<p><u>Attendance</u></p> <ul style="list-style-type: none">At Wren's Nest, Hannah Smith working in the role of attendance champion along side Tracey Cadman (FSW) and Jo Hill.As well as this, we work with Inclusive Attendance and NDLP monitoring attendance.																																																																																										

	<ul style="list-style-type: none"> • We work with a consultant from Dudley School Attendance and Education Support Service termly to look at school attendance and analyse data and provide targets for intervention strategies. • Nationally attendance for 2024-25 is: 93.1% • From 4th September 2024 to 19th July 2025 our whole school attendance was 92.6%. PP children attended 92.6% and national average PP was 88.8%. This shows that our PP attendance is much greater than the national average. 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. • Wren's Nest is implementing a two-year Attendance Improvement Plan in line with <i>Working Together to Improve School Attendance 2024</i>, fostering a school-wide culture aligned with our school vision, values and ethos. We are aiming to raise whole-school attendance to at least 94 % and Pupil Premium (PP) attendance to 94 % by July 2026. Daily monitoring, first-day calls school mobile, and swift home visits identify and address concerns early, while flexible meetings, and translated materials engage families. Positive incentives such as certificates and class rewards celebrate good and improved attendance. PP funding directly supports this work by part-funding the Family Support Worker, rewards, and by providing learning mentors and mental-health support. As a school we run one-to-one and small-group sessions, carry out home visits with the Designated Safeguarding Lead when necessary, and coordinate with external agencies so that well-being or safeguarding issues linked to absence are tackled quickly and pupils return to school safely. Governors review attendance and PP data each term to ensure impact and accountability.
Widening experiences and extending opportunities	<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. • 55% of Y6 PP children attended sports clubs and 23% 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.

	<ul style="list-style-type: none"> 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><u>Pupil Feedback and Participation</u></p> <p>Pupils are actively involved in shaping provision and evaluating the impact of Pupil Premium (PP) funding.</p> <ul style="list-style-type: none"> Pupil Parliament: Elected representatives meet regularly with senior leaders to discuss new clubs, playground improvements, and curriculum enrichment. Their feedback has directly influenced the expansion of after-school sports, the introduction of new reading materials, and the planning of residential visits. Focus Groups: Targeted focus groups of disadvantaged pupils provide qualitative feedback on tutoring, mentoring, and breakfast provision, ensuring interventions remain relevant and high-impact. <p><u>Equality and Inclusion</u></p> <p>Our Pupil Premium strategy is fully aligned with the Equality Act 2010 and the Public Sector Equality Duty, which require schools to:</p> <ol style="list-style-type: none"> Eliminate discrimination - PP funds are used to remove barriers for disadvantaged pupils, including those with SEND, EAL or who are looked-after/previously looked-after children (LAC/PLAC). Advance equality of opportunity - Additional tutoring, precision teaching, and subsidised enrichment ensure equitable access to high-quality learning and wider experiences. Foster good relations - Curriculum content and enrichment promote understanding and respect for diversity, reinforced through RSHE, assemblies, and celebration of different cultures and faiths. <p>This integrated approach ensures that pupil voice drives decision-making and that every intervention meets our legal and moral duty to provide equity, inclusion, and respect for all children.</p>
<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>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. 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.

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 62 parents have engaged with the programmes and courses on offer. This has included: Supporting your child with Maths, First Aid and a Communication Group.

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.






Parents' Evening attendance

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.

In the Autumn Term in 2024, 77% of parents attended face-to-face, with 23% receiving a phone call; in the Spring Term, 90% of parents attended face-to-face, with 10% receiving a phone call; in the Summer Term, 89% of parents attended face-to-face, with 11% receiving a phone call.

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.

The results from survey are shown below:

Family Survey March 2025					
					
My child is happy at school.	86%	14%			
My child feels safe at school.	86%	13%	1%		
The school makes sure its children are well behaved (in school)	83%	16%	1%		
School deals with the bullying quickly and effectively	87%	9%	4%		
The school makes me aware of what my child will learn during the year. The school website hosts this information.	91%	7%	2%		
When I have raised concerns with the school they have been dealt with properly	86%	13%	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.'

98%

1%

1%

					
The school wants my child to do well and has high expectations for them.	90%	8%	2%		
My child does well at this school.	90%	9%	1%		
The school lets me know how my child is doing - ea Parent Evenings.	94%	4%	2%		
There is a good range of subjects available to my child at this school.	92%	7%	1%		
My child can take part in clubs and activities at this school. This includes enrichment activities like WOW Days, Visitors, Trips Out etc	89%	9%	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%	6%	6%		
The school communicates regularly with families through a variety of ways- Parent Hub, Newsletters, Weekly Videos, Flyers etc	98%	1%	1%		
I would recommend this school to another parent or family.	94%	4%	2%		

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

- It is a very nurturing school where the children's happiness is important which is positive. All teachers are caring and friendly and helpful. My child feels loved, valued and cherished.
- You guys provide a happy, stimulating and interesting environment and curriculum. You care about them as individuals and know them really well. Thank you.

	<ul style="list-style-type: none"> • Since starting at Wren's Nest in November, we have seen such a change in our son - it has been amazing to say how much he has come on being at Wren's Nest. He is now toilet training and will wear a jacket all thanks to the support of the teaching staff. Thank you. • I am so glad my son is finally being assessed for his additional needs. I do wish it would have happened a lot sooner, but hopefully now he will get the support he needs to go on to high school. Mrs Donaghue, she has been a big help and keeps me updated with the SEND progress. • The teachers and Headteacher are very friendly. • No, I would like to thank all of the staff at this school for their hard work. Kind regards. • After school clubs every day would help working parents. • With my son's additional needs, the school has been outstanding in not only supporting my son, but us as a family. What a wonderful school! • My daughter gets on very well at this school as did my older children. I'll be very sad after many years, when my daughter leaves - our family will miss Wren's Nest very much. Wren's Nest have always dealt with any issue I have had quickly and efficiently. • Thank you for everything you do for both of my children, especially my son. • Amazing staff that go 'above and beyond' for everyone. Brilliant School. • My daughter had to move to Wren's Nest as we moved house last year. She is currently in Reception. At her previous school we were having problems with her not wanting to attend for a number of reasons. In the first week here, we started noticing changes in her just from being at Wren's Nest. She now loves school every morning, eats better and every morning greets her little friends and loves all the teachers and staff. We now have a happy little girl who loves going to school so thank you Wren's Nest School - highly recommended.
--	--

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

YOU SAID, WE DID...

<p>You said: "My daughter is very happy at school. She always talks about her friends and teachers. She says she learns all day long and tells me what she does all day. Thank you to all of the teachers and staff in giving the children the best education and knowledge to learn for the future. Thank you so much."</p>	<p>We said: "It is our pleasure. The team at Wren's Nest see that we are in a very privileged position to work alongside the children and families that we do. So, from us to you, thank you."</p>
<p>You said: "My child is happy at school. He is very happy and he's always ready to go to school on time. Thank you to all of the teachers and staff who helped him learn and give him a great education for the future. Thank you so much."</p>	<p>We said: "We are proud of our curriculum offer - we have created it to inspire and engage children in learning as well as being well-rounded citizens who are prepared for their future. We are always looking at ways of developing our offer so that children are well prepared for the next stage of their education. I am really pleased your child is happy to come to school and learn as well as wanting to be at school on time. That in itself is a life skill we teach children the importance of through our Attendance Programme. A great attribute for your child to hold for future success."</p>
<p>You said: "School is doing a tremendous job for my child's overall development. Thank you for your consistent hard work and dedication."</p>	<p>We said: "Supporting a child's overall development is a priority for us and we will continue to do just that. We want each child to leave Wren's Nest as a well-rounded citizen, who, if or when put in a situation, knows and chooses right from wrong."</p>

YOU SAID, WE DID...

<p>You said: "It is a very nurturing school where the children's happiness is important which is positive. All teachers are caring and friendly and helpful. My child feels loved, valued and cherished. You guys provide a happy, stimulating and interesting environment and curriculum. You care about them as individuals and know them really well. Thank you."</p>	<p>We said: "All children and their families are welcome at Wren's Nest. That's our whole school ethos. We care greatly about all of our families. Each one is valued and cherished and I am glad that is felt within the community. Thank you for such lovely feedback for the team."</p>
<p>You said: "Since starting at Wren's Nest in November, we have seen such a change in our child - it has been amazing to see how much he has come on being at Wren's Nest. He is now toilet training and will wear a jacket all thanks to the support of the teaching staff. Thank you."</p>	<p>We said: "No problem - it is our pleasure. We have a great team of families at Wren's Nest who support us, but also tell us when they feel we haven't got it quite right. We are really fortunate to have such an open relationship with our families. We will continue to support each child, however we can, to ensure they are happy and individual needs are being met."</p>
<p>You said: "Everything is just perfect for us. Thank you!!!"</p>	<p>We did: "We are pleased to hear that - we are not perfect by any means but will always do our best for our children and our families."</p>

YOU SAID, WE DID...

<p>You said: "We are very happy with the school and appreciate all of the effort put into creating a great learning environment for children. Thank you to all of the staff for their hard work and dedication!"</p>	<p>We said: "It is important we base our learning environment on the needs of all of our children. We are always looking for ways to improve and we make sure we keep up to date with new developments within the world of Education. Thank you for your on-going support - it is a pleasure to serve our school community."</p>
<p>You said: "I am so glad my child is finally being assessed for his additional needs. I do wish it would have happened a lot sooner, but hopefully now he will get the supporting needs to go on to high school. Mrs Donaghy, she has been a big help and keeps me updated with the SEND progress."</p>	<p>We did: "We are pleased too. Whilst it is not welcome news for our families, waiting lists for assessments are huge due to demand. We do our best in school and strive for a quick turnaround re assessments. We try to support the waiting time with other interventions in school or through other agencies where possible like The Nest and external agency involvement such as Reflections. We are sorry for the delay but are pleased that the assessment has been completed prior to a transition period. Our Assistant SENDCO is very supportive, as are the SEND team."</p>
<p>You said: "Brilliant school and amazing staff."</p>	<p>We did: "Thank you - we believe any Parent or Family recommendation is the highest form of praise."</p>

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 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 forthcoming academic year. (See Strategy Statement for 2025/2026.)

Summary – Wren's Nest Pupil Premium

Strategic Priorities 2025-28

- Sustain high-quality teaching across all phases, with a focus on early reading and maths fluency.
- Accelerate progress of disadvantaged pupils in phonics, reading and mathematics, aiming for outcomes at or above national averages.
- Improve attendance of PP pupils to at least 94% by July 2026.
- Strengthen personal development, enrichment and cultural capital opportunities to widen life experiences.
- Maintain strong safeguarding and mental-health provision to remove barriers to learning.

Spend & Impact Highlights 2024-25

- £370,000 Pupil Premium funding targeted at High Quality Teaching, Targeted Academic Support and Wider Strategies
 - Early Years interventions raised GLD for EYPP children by +28% compared with non-EYPP.
 - In Year 1, 24 children are PP and 92% of them passed the PSC. 78% of Non-PP children passed the PSC. In 2024, 76% of PP children passed the PSC, 8% above the national average of 68%.
 - KS2 - The data shows that all pupils achieved strongly, with both Pupil Premium and non-Pupil Premium groups making good progress and reaching high levels of attainment across reading, writing and maths. Overall, the results demonstrate that Pupil Premium children performed extremely well and were only a few percentage points behind their peers.
- Attendance: Whole school 92.6%, (PP 92.6%) vs. national 93.1% narrowing the gap

Next-Year Targets (2025-26)

- Raise overall PP attendance to at least 94%.
- Increase % of PP pupils meeting the expected standard in KS2 Reading/Writing/Maths combined to 75%.
- Reduce gap in Year 4 multiplication check average score to within 2 marks of non-PP peers.

	<ul style="list-style-type: none"> • Maintain 90%+ behaviour award rate for PP pupils. • Ensure 100% PP pupils access at least one enrichment club or visit. <p>Governance & Accountability</p> <ul style="list-style-type: none"> • PP Governor: Sarah Abbiss meets termly with PP lead and Headteacher. • Governors receive detailed data dashboards each term and record challenge questions in minutes. • Annual review and strategy update published on the school website by December each year. <p>Links to Full Strategy</p> <p>See the full Pupil Premium Strategy Statement 2025/26 for detailed actions, EEF evidence base, and three-year budget projections.</p>
--	--

A message from Bridget Phillipson



Dear Sarah,

Congratulations to you and your team on the excellent outcomes the disadvantaged pupils at Wrens Nest Primary School achieved at the end of the 2024/25 academic year. Your school's performance places it among the very best nationally, and this is a significant achievement.

This success reflects the dedication of your staff and the hard work of your pupils. It shows what can be achieved when ambition and commitment come together. Thank you for everything you do to give children the best possible opportunities to succeed.

Your school's achievements demonstrate what is possible, and I hope you will continue to share your experience and best practice with others. Even the strongest schools can go further. We encourage you to lead the way as a system leader - sharing effective practice, championing networks, supporting collaboration, and helping raise standards across the sector.

There are real opportunities available for you to support improvement for a wider group of pupils including through:

- engaging actively with [your region's RISE networks](#) and partnering with nearby schools and trusts;
- contributing to regional roundtables and professional communities to spread the approaches that are working in your context; and
- sustaining excellence by continuing to focus on disadvantaged pupils

Please pass on my thanks and congratulations to your staff and pupils. I look forward to working with you as we strive together to raise standards for all.

Your sincerely,

Bridget Phillipson

Secretary of State for Education

Excerpts from the SEF

Leaders have been quick to respond to funding provided for the school for Pupil Premium entitlement and previously, catch up funding. This includes small group tuition for this current academic year. As a result of core planning, this term, 135 children have been targeted through small group tuition after school, to support them in closing gaps in their learning. Governors hold leaders to account when sharing the rationale, the spending plan and the intended impact of funding within the school.

The Pupil Premium strategy has demonstrably accelerated outcomes and reduced inequalities over multiple years, and is a key driver of school improvement.

See evidence from IDSR

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	124	60%	46%	Above (sig+)	68%	-8	Not applicable	Not applicable
2025	39	64%	47%	Above (sig+)	69%	-5	Widening	High - FSM
2024	47	64%	46%	Above (sig+)	67%	-4	Narrowing	High - FSM
2023	38	50%	44%	Close to average (non-sig)	66%	-16	Not available	High - FSM

Governors demonstrate a deep understanding of the school's context and priorities, they triangulate evidence through visits, learning walks and direct pupil/parent feedback. They are well-informed with all refinements, including the Pupil Premium evaluation morning. Safeguarding oversight is rigorous, with a leading governor carrying out regular audits to ensure full compliance. Succession planning ensures sustainability of the leadership and continuity of the school.