

The Wren School Pupil premium strategy statement 2018 2019

1. Summary information					
School	The Wren School				
Academic Year	18-19	Total PP budget	£134,000	Date of most recent PP Review	07-18
Number of pupils (7-11)	585	Number of pupils eligible for PP	144	Date for next internal review of this strategy	09-19

2. Attainment (GCSE results 2017)		
	Disadvantaged students (15 students)	Rest of the year group
% achieving 5A* - C incl. EM (9-4)	N/A	N/A
% achieving 9-4 in English / Maths	N/A	N/A
Progress 8 score average	N/A	N/A
Attainment 8 score average	N/A	N/A

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor literacy skills)	
A.	Attendance & Exclusions
B.	Literacy and positive learning environment supporting independent learning
C.	Low level of numeracy
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Lack of wider family engagement (attendance at parents evening)
E.	Low cultural capital

4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improve PP students' attendance and exclusion rate	Attendance to reach 95% + - Reduce the exclusion from 7.6 per student to under 6.4 days per student
B.	Sanctions for not completing EL are reduced and attendance in the wrap around care and use of the LRC by PP student rises.	- Reduction of the sanction points awarded to PP students reduces from 53% by 15% (Of the 1389 sanction points awarded for no EL, 732 were awarded to PP Students). - Attendance at the afterschool wrap around care improves for targeted students.
C.	Improve PP students' level of numeracy	- Progress in Mathematics to be in line with the rest of the school. The % of PP students reaching/exceeding their target grades should not differ by more than 5% from students who are not PP.
D.	Improve attendance of targeted PP students parent are careers at school events	- Record PP parent's attendance at events and collate their feedback.
E.	Improve cultural capital	- Greater Participation for curriculum day trips More PP students involved in extracurricular activities Higher PP involvement in school council & Wren Gurus Participation of PP students joining the staff for lunch

5. Planned expenditure

Academic year **2018 - 2019**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all (increasing it for all students including PP)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
A. Improve attendance of PP students	Employ an attendance officer to phone home students who are not in school each day.	If students and parents know all absences are followed up and where appropriate EWO intervention is used attendance rises. This has been used in other schools successfully.	Employment of Attendance office has taken place. She is now working with HOL, recording lates and contacting home.	HOL	Termly
A .Improved behaviour in school	Employment of HLTA/Behaviour support worker	Students who are not settled in lessons find it hard to focus, if students have a member of staff to help them to get it right in the first few minutes of the lesson and start to achieve they engage in the learning. If there is an issue then that student can be removed and the learning of the rest of the class can continue. This worked last year.	Running of the departmental safe rooms and staff the inclusion room appropriately	SL/HOL/ RJU	Termly
B. Literacy and positive learning environment supporting independent learning	Set up the Learning Resource Centre	Students will be able to use the resources a break time lunch time and afterschool. They will have access to computers and books to aid their learning and have a quiet working environment promoting independent learning. There will be staff to help if necessary.	Literacy leader will be based in the LRC ensure it is used productively.	SKE	Termly
C Improved level of numeracy for lower ability students.	Numicon training Staffing structure Class sizes	Numicon's multisensory approach to Mathematics has helped low attaining students improve rapidly. Additional staff in Year 10 to produce smaller teaching groups, resulting in students receiving individualised attention.	Identification of students following data collection. Monitoring progress over the year. (There will be 6 data drops over the year to measure the impact)	GBO/ MAD	3 Yearly reviews
A .Improved behaviour in school	New sanction and reward system for selected students	Last year this the sanctions used help to reduce the number of times students were removed from lessons. There is also an added incentive for students as they will be rewarded for positive behaviour.	Lead by OHA who will review the programme each ½ term – it will be clear from the number of sanction points if it is successful.	OHA/DZE	Termly
			Budgeted cost	£	60 000

Targeted support (for PP may include others) - trips					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Improve PP students behaviour for learning (focus, behaviour and homework)	Intervention following reports and close monitoring Measure impact of intervention using SISRA and Arbor	One to one meetings between members of staff, parents and students to discuss progress and ways of supporting students. Meetings were help successfully last year and parents were able to discuss how PP funding was being used to assist their child.	Training for staff taking the meetings Personal invites for parents/carers to encourage uptake	JJU	End of the Year
E Improve cultural capital	Improve participation on School trips	Rationale from research: some PP students lack cultural experience and consequently lack the ability to talk about these experiences.	Encourage students to attend cultural trips Monitor attendance	RJU	Every two terms
E Improve cultural capital	Work with the EEF to improve learning for PP students	Part of the EEF Research group to look at how Learning outdoors helps students learn and their motivation	Ongoing monitoring with the involvement of Sheffield university	AHO/ACL/ RJU	Each step of the project
			Budgeted cost	£	20 000

ii. Other approaches -					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Improve attendance of selected PP students	Vouchers to reward good attendance	Strategy was overall successful last year	End of term celebration assemblies will incorporate this.	HOL	Termly KS3 Every two terms KS4
Develop positive attitude towards school	Career Interviews Careers day	Engage students so they can see how the choices they make now effect the rest of their lives and related what they are learning now to future careers	New career adviser Drop down days Careers fair	SNO KKU OHA	Termly
Improve PP students behaviour for learning	Provide funding for equipment and uniform	Ensuring that PP students have the correct equipment for lessons and are correctly dressed for PE thus removing these barrier to learning	Teaching staff to monitor equipment and uniform for all students	Teaching staff SL	Twice a Year
Increase confidence and emotional wellbeing for student's	Outdoor Learning	"Greater well-being can equip pupils to achieve academically" House of commons Education & Health committees,2017	Work with the outward bound trust to create a course suitable for students of the Wren school	HOL & KS3L	Annually
Students arrive on time for school, and are ready to learn.	Breakfast club initiative starting term 3.	Last term a similar scheme was led by the PP Lead and he found it had a positive impact on punctuality and attendance.	Punctuality and attendance will be monitored throughout the term. Take up on breakfast will be recorded.	DZE	Termly
				iii Budgeted cost	£54 000
				Total budgeted Cost	£134,000

