

# Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

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
School name	The Wren
Number of students in school	857
Proportion (%) of pupil premium eligible students	26%
Academic year one of 3 years that our current pupil premium strategy plan covers	December 2022
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mr J Salberg Principal
Pupil premium lead	Miss C Mackay Leader of Culture
Governor / Trustee lead	Mrs J Cottee Local Governing Body Chair

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£219,163
Recovery premium funding allocation this academic year	£61,962
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£281,125

# Part A: Pupil premium strategy plan

## Statement of intent

*Each child, regardless of background will receive a world-class education and be **nurtured, challenged and inspired** to aim high.*

The Wren School believes all students, irrespective of their background or the challenges they face, have the ability to make good progress and achieve successes across the curriculum, and all have the capability to excel.

Narrowing the achievement gap between Pupil Premium (PP) students and non-Pupil Premium (NPP) students remains a key in our strategy.

We have a bold vision focussed on continued development and the knowledge that better never stops. We will always strive to improve and all staff aim to be the best they can be.

In order for our students to achieve the best outcomes we have the following key focuses in our PP strategy;

- Literacy for all, and improving the reading ages of Key Stage 3 students. We recognise that higher literacy skills allow students to work independently and without the ability to read fluently students struggle to access the whole curriculum.
- Identification of knowledge gaps for all students, particularly those who are disadvantaged, ensuring that all students see improved outcomes and attainment at the end of Key Stage 4.
- Support and invest in students social and emotional wellbeing. We recognise the significant effects of the pandemic on student wellbeing and mental health, and the need to support the whole family in dealing with this.
- Support improved attendance for all students, particularly those who are disadvantaged, knowing that high levels of absenteeism contribute to negative student progress.

Implementing whole school strategies allows all students including pupil premium to make progress.

## Challenges

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

Challenge number	Detail of challenge
1	Low literacy levels and reading comprehension of students is a barrier to accessing and making progress across the curriculum and must be tackled as soon as students arrive in school.
2	Learning has been lost due to COVID across all subjects. Lack of enrichment opportunities, increased levels of anxiety and SEMH issues have led to an increase in loss of learning through a pandemic.
3	Our observations of students and families suggest that wellbeing and attitudes to learning are not as strong in disadvantaged students as others.
4	Our data indicates that attendance of disadvantaged students is significantly lower than non-disadvantaged students.
5	Whole school attainment and progress is below national average.

## 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.

Intended outcome	Success criteria
Improved literacy levels and reading comprehension among disadvantaged students across KS3	Identify students whose reading ability is below the expected standard and consider the disparity of reading ability data in KS3 between disadvantaged students and their non-disadvantaged peers (NGRT). Once these students are identified a targeted intervention programme will be implemented. NGRT's take place in September and March allowing interventions to be reviewed.
Achieve and sustain improved attainment for all students, particularly our disadvantaged students	By the end of our current plan in 2024/2025, the attainment gap between disadvantaged students and all students will be less than 5points in Attainment 8 measures. The percentage of students achieving grade 5 and above in English and Maths will improve for all students by 2024/25. We aim for X% of all students achieving grade 5 and above in English and Maths. The difference between all students and disadvantaged students will be less than X%. (2022 results – E+M 5+ 24%, Disadvantaged 10%, LA 59%)
Students share a core set of values in all aspects of school life which will ensure all students' wellbeing,	Behaviour data highlighting the spread of praise across all students.

regardless of their background, is at the forefront of our school ethos.	Qualitative and quantitative data from student and parental voice will show improving and sustained positive levels of wellbeing.
Improve attendance, for all students, regardless of their background.	Data highlighting an overall increased attendance and an increase in parental engagement. Reduce the gap between our disadvantaged students and our non-disadvantaged students.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: £ 154,554

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of non-teaching Progress Leaders to support students and their academic development.	Progress Leaders support with students behaviour for learning, this approach is discussed by Simon Ellis and Janet Todd in their book <a href="#">Behaviour for Learning</a> . This approach has been used successfully in a number of schools. It enables Progress Leaders time to mentor students. According to the <a href="#">EEF</a> these interventions work best when occurring for 30 mins several times a week. The interventions focus is on improving students' social interactions these are more successful than those focussed on academic outcomes. At The Wren we are fully aware that students who are able to self-regulate their emotions and build positive relationships with peers perform better.	2, 3, 4
Employment of an EAL Lead to support our students. An increased number of EAL students, refugees and foreign nationals need supporting in school with English to access the curriculum.	We employ one member of staff who works successfully with new EAL students. Identifying the need and working collaboratively with all staff.	1,2,3,4,5

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Brilliant Club	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring-chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://thebrilliantclub.org/wp-content/uploads/2020/05/Annual-Impact-Report-2017-18.pdf">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring-chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://thebrilliantclub.org/wp-content/uploads/2020/05/Annual-Impact-Report-2017-18.pdf</a> The impact that learning metacognition and self regulation as referred to by The Brilliant Club as well as the peer mentoring approach	1, 2, 3, 4, 5
Fresh Start	This programme has been found by the EEF to have a positive impact on outcomes following their own trials beginning on 2016 <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start#:~:text=Phonics%20and%20Fresh%20Start%20following,Read%20Write%20Inc.">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start#:~:text=Phonics%20and%20Fresh%20Start%20following,Read%20Write%20Inc.</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1,2,3
Coachbright	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a> In terms of the impact that learning metacognition and self regulation as referred to by Coachbright as well as the peer mentoring approach <a href="https://www.coachbright.org/impact">https://www.coachbright.org/impact</a>	1, 2, 3
Departmental bidding for additional funding for intervention	Every department will use the funding to enhance the experience and opportunities of all pupil premium students. They will produce a rationale for their bid and an impact statement at the end of the academic year.	1, 2, 3, 4, 5
KS3 Reading Assistant	Regularly analysing reading data identifies students and cohorts that require support with their reading. An increased number of students will be able to access these interventions.	1, 2, 5

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

Budgeted cost: £ 26,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling for students	Improvement in motivation and resilience has been shown by improved attendance and effort in lessons from students who have attended sessions. Since the	2, 3

	<p>pandemic there has been a rise in the number of referrals.</p> <p><a href="https://www.youngminds.org.uk/about-us/reports-and-impact/coronavirus-impact-on-young-people-with-mental-health-needs/">https://www.youngminds.org.uk/about-us/reports-and-impact/coronavirus-impact-on-young-people-with-mental-health-needs/</a></p>	
Employment of an attendance administrator to support the improvement in attendance	<p>Regularly analysing attendance and absence data identifies students and cohorts that require support with their attendance</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	4
Seeking and offering alternative provisions	<p>To ensure students are not at risk of becoming NEET and to reduce the risk of permanent exclusions, external provisions are used to keep students engaged in education. The London assembly explores alternatives to exclusions and discusses specialist alternative provisions that are successful at supporting this group of students</p> <p><a href="https://www.london.gov.uk/sites/default/files/preventing_secondary_school_exclusions_report.pdf">https://www.london.gov.uk/sites/default/files/preventing_secondary_school_exclusions_report.pdf</a></p>	2, 3
Payment of contributions to curriculum trips and materials	<p>Applications to the Financial Hardship Fund allow students to meet additional curriculum entitlements.</p>	2, 3
Whole child support	<p>The School is open at 8am for a free breakfast for all students.</p> <p><a href="https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023">https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023</a></p>	3

**Total budgeted cost: £ 231,054**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the previous targets and internal data from last year.

Our internal assessment data during 2020/21 identified that disadvantaged students achieved lower attainment outcomes at the end of KS4.

Progress 8 Score **-0.07**

Attainment 8 Score **37.01**

Achieved Grade 5+ in English and Maths **24%**

### 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
Kicks	Reading FC
Motor Mechanics Training	Auto Skills Reading
Online tutoring	Tutor Doctor
Mentoring	RAW Mentoring