



## 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 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                                       |
|--|--|
| School name  | The Wren                                   |
| Number of pupils in school   |  |
| Proportion (%) of pupil premium eligible pupils                                  |  |
| 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<br>Principal                  |
| Pupil premium lead   | Miss C Mackay<br>Leader of Culture         |
| Governor / Trustee lead  | Mrs J Cottee<br>Local Governing Body Chair |

### Funding overview

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



## 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) pupils and non-Pupil Premium (NPP) pupils 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 three 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.

This pupil premium strategy will be supplemented by additional programmes and activities funded by the recovery premiums which are detailed in our recovery plans.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Low literacy levels and reading comprehension of pupils is a barrier to accessing and making progress across the curriculum. In Year 7 57% of PP students have a reading age of one year or more below their actual age, in Year 8 this figure rises to 76%.  |
| 2                | Our assessments and observations show us that learning has been lost due to COVID, with learning gaps identified by subject leaders, and a loss of progress seen, across all subjects.  |
| 3                | Our observations of students and families suggest that wellbeing and attitudes to learning are not as strong in disadvantaged students as others. This can be seen when comparing Be Ready and Be Respectful grades disadvantaged students in Year 7 are on average 0.1 grades lower, in Year 8 are on average 0.8 grades lower, Year 9 on average are 0.3 grades lower, Year 10 on average are 0.2 grades lower and Year 11 on average are 0.3 grades lower than non-disadvantaged students. |
| 4                | Our data indicates that attendance of disadvantaged students is 5% lower than non-disadvantaged students.   |

## 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 pupils across KS3.  | Reading comprehension tests demonstrate improved comprehension skills among our disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny will evidence an improved literacy level.<br><br>For Year 1 we aim for all student in Year 7 & 8 to be tested and of those who are below their chronological age, 100% of them to improve. This means we expect to see this group of students increase their reading age by 13+ months over one year. |
| Achieve and sustain improved attainment for all pupils, particularly our disadvantaged pupils.   | 2024/25 key stage four outcomes demonstrate that disadvantaged students achieve;<br><br>30% 5+ in English & Maths GCSE<br>50% 4+ in English & Maths GCSE   |
| Achieve and sustain improved student wellbeing and their attitudes to learning for all students including those who are disadvantaged. | Be Ready & Be Respectful grades to be in line with NPP peers. Above a 3.0 and 3.1 respectively<br><br>Qualitative and quantitative data from student and parental voice will show improving and sustained positive levels of wellbeing.  |
| Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.   | Reduce the gap between our PP and NPP students.<br><br>Our aim for 2024/5 is to reduce this gap by a minimum of 2%.  |

## 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: £ 100,000



| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Accelerated reader used across KS3.<br/>One to one mentor used to assist with the reading programme.<br/>Training of staff and use of local library resources.</p>                          | <p>Research has shown that literacy and oracy have an impact on progress of all students. Evidence for impact report stated; EEF found Accelerated reader was effective for weaker readers as a catch-up intervention at the start of secondary school.<br/><a href="#">EEF Oracy</a><br/><a href="#">EEF reading interventions</a></p>  | <p>1, 2</p>                   |
| <p>Employment of non-teaching Progress Leaders to support students and their academic development.</p>   | <p>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.</p> | <p>3, 4</p>                   |
| <p>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.</p> | <p>We employ one member of staff who works successfully with new EAL students. We are looking to increasing the hours and create better systems and processes so more students can be assisted.</p>  | <p>1, 2 ,3, 4</p>             |
| <p>Employ a Pupil Premium Coordinator.</p>   | <p>To successfully run the three year programme there needs to be a significant amount of work as mentioned in the EEF document, "<a href="#">Developing an effective Pupil premium strategy</a>" In order to complete the cyclical plan and ensure our strategy in embedded within the school time will be spent using the evidence to implement and then monitor and evaluate our strategy.</p>  | <p>1, 2, 3, 4</p>             |
| <p>Training for staff to use "Low Stakes Testing" more frequently to improve assessment and feedback, and help identify and address knowledge gaps that have been built over time.</p>         | <p>Introduce low stakes testing to reduce anxiety and formal testing at KS3. This also enables more time for teaching. (<a href="#">A.Quigley research</a> for the EEF supports this use of assessment)</p>  | <p>2</p>                      |



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

Budgeted cost: £ 100,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| One to one tutoring after school.   | EEF clearly state this is of great benefit to students.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>   | 2                             |
| Oral language intervention introduced as part of the tutor programme this year. | EEF states there is evidence that this supports disadvantaged pupils catch up with peers. We have also experienced a positive response to this at School.<br><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                             |
| Small group tutoring after school.  | Government research, PiXL and other sources states targeted intervention for students has a positive impact on results.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>   | 2,                            |

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

Budgeted cost: £ 70,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Learning support mentors to work one to one or in small groups with identified students who need support when thinking about their own learning and their | EEF suggests mentoring while looking at metacognition & self-regulation has a high impact on learning for students. This year we have employed non-teaching Progress Leaders and a team of Learning Mentors who have the time to work with students and sign post students to learning support.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> | 2, 3                          |



|   |   |      |
|---|---|------|
| impact on others.   |   |      |
| Counselling for students.                                   | <p>Improvement in motivation and resilience has been shown by improved attendance and effort in lessons from students who have attended sessions. Due to the 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>  | 2, 3 |
| Seeking and offering alternative provisions.                | <p>To ensure students are not at risk of becoming NEET and to avoid 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 “Nest Egg” fund allow students to meet additional curriculum entitlements. Extra-curricular lessons for arts and performance are also funded in this way.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>   | 2, 3 |
| Whole child support   | <p>The School is open at 8am for a free breakfast for all students to ensure they start the day with a healthy meal, and the school site has a member of staff available to support students in the LRC until 6pm.</p> <p>Research states students who eat breakfast show improved learning skills and memory retention</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: £ 270 000**

## 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       |