Pupil premium strategy statement 2025 - 2026

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	931 – Whole School 141 – Years 12 and 13 790 – Years 7 - 11
Proportion (%) of pupil premium eligible students	32%
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr J Salberg Principal
Pupil premium lead	Miss C Mackay Assistant Vice Principal
Governor / Trustee lead	Mrs J Cottee Local Governing Body Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£241,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£241,760

Part A: Pupil Premium strategy plan

Statement of intent

At The Wren, every child — regardless of background — will receive a world-class education. Our aim is to nurture, challenge, and inspire all students to aim high and achieve their full potential.

We believe that every student has the ability to make excellent progress and experience success across the curriculum. We are committed to ensuring that all learners, including those facing disadvantage, have the opportunity to achieve, belong and thrive.

Closing the attainment and achievement gap between **Pupil Premium** and **non-Pupil Premium students** remains a central focus of our strategy.

Our vision is bold and ambitious. We are driven by a culture of continuous improvement — guided by the belief that *"better never stops."* Every member of staff is committed to being the best they can be, so that every student can achieve the best possible outcomes.

To achieve this, our Pupil Premium strategy focuses on the following key priorities:

- **Literacy for All**
  Improving literacy and reading ages for all. Strong literacy skills are essential for independent learning, and without fluency in reading, students struggle to access the full curriculum. GCSE exams require an average reading age of 15y 7m.
- **Closing Knowledge Gaps**
  Identifying and addressing knowledge gaps for all students, particularly those who are disadvantaged. This ensures that every learner can make strong progress and achieve positive outcomes by the end of Key Stage 4.
- **Supporting Wellbeing and Mental Health**
  Investing in the social and emotional wellbeing of our students, recognising the importance of developing confidence, resilience, and a positive sense of self. We also work closely with families to ensure students are well supported in all aspects of their development and feel a sense of belonging.
- **Improving Attendance**
  Improving attendance for all students, particularly those who are disadvantaged. We recognise that consistent attendance is closely linked to positive progress and achievement, while persistent absence has a negative impact on outcomes.

Challenges

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

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1</td><td>Reading Ages - NGRT assessments show that a significant proportion of Pupil Premium students in year 7 have reading ages below national average. The average reading age gap was 8 months between Pupil Premium and non-Pupil Premium students.</td></tr>
<tr><td>2</td><td>Pupil Progress - Data shows us that the progress gap between Pupil Premium and non-Pupil Premium students remains with pupil premium students attaining lower than their non-pupil premium peers.
<table>
<tr><th>COHORT</th><th>ALL</th><th>PUPIL PREMIUM</th></tr>
<tr><td>Basics 9-4 %</td><td>59.7%</td><td>38.8%</td></tr>
<tr><td>Basics 9 – 5 %</td><td>40.9%</td><td>20.4%</td></tr>
<tr><td>A8 Total Attainment</td><td>44.87</td><td>33.19</td></tr>
<tr><td>ENGLISH 9 – 4 %</td><td>68.8%</td><td>46.9%</td></tr>
<tr><td>ENGLISH 9 – 5 %</td><td>53.2%</td><td>38.8%</td></tr>
<tr><td>MATHS 9 – 4 %</td><td>66.2%</td><td>53.1%</td></tr>
<tr><td>MATHS 9 – 5 %</td><td>49.4%</td><td>22.4%</td></tr>
</table></td></tr>
<tr><td>3</td><td>Attendance – Pupil Premium students recorded an average attendance of 86%, while non-Pupil Premium students achieved a higher average attendance of 91%. This difference highlights the need for targeted interventions to support Pupil Premium students in improving their attendance rates.</td></tr>
<tr><td>4</td><td>Well-being - we have observed an increase in the support required for families due to the rising cost of living. There is a continued need to provide enhanced support for students facing challenges related to anxiety, bereavement, financial stresses and low mood. This work also supports our aim to reduce suspensions, particularly for Pupil Premium students, through targeted pastoral interventions and early support. Addressing these issues is crucial to fostering a supportive educational environment for all students.</td></tr>
</table>

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 Pupil Premium students.	New Group Reading Tests (NGRT's) indicate that PP students have a reading age 7.5 months lower than their actual age in comparison to NPP students who have an average reading age 9.5 months above their actual age. Interventions will help reduce this gap. Every student to be tested on arrival (Year 7 and IYAD). Students to be retested in Year 7, 8, 9, 10 to allow interventions. All students to receive a level of intervention through tiered approach of The Wren Reading Strategy so reading ages of Pupil Premium students improve to be in line with chronological age.
Achieve and sustain improved attainment for all students, particularly our Pupil Premium students.	Reduce the gap between Pupil Premium and non-Pupil Premium students to within 5 points of A8 (Total Attainment)
Achieve and sustain improved attendance for all students, particularly our disadvantaged students.	Reduce the gap in attendance between our Pupil Premium and non-Pupil Premium students. Current data shows that Pupil Premium students have lower attendance than non-Pupil Premium students in all year groups. Identify Pupil Premium students who are persistently absent early and prioritise EWO work.
Improve well-being for students and families who are Pupil Premium students and families. Ensure that support is in place for all families.	Students to show improved results in well-being survey scores. Ensure support is in place for all Pupil Premium families who require support due to financial stress – ensure all families can access Financial Support Fund if needed. Through increased intervention see a 5% reduction in the 1+ suspension rate for FSM6+ pupils.

Activity in this academic year

This details how we intend to spend our Pupil Premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ *50,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
In class disciplinary literacy approach focussed on explicit teaching of vocabulary alongside structured opportunities for oracy.	EEF: Improving literacy in secondary schools. Disciplinary literacy helps to improve literacy, across the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 4-tiered approach as detailed in The Wren Reading Strategy Every student is allocated a pathway Age-Related expectations In-Class Action Intervention Bespoke Alternate	1, 2
Wren Reading Programme during tutor time for all Key 3, 4 and 5 classes.	GOV.UK: Supporting struggling readers https://www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school	1, 2, 3, 4
Quality First Teaching structured around a consistent adaptive teaching model with focus on checking for understanding to identify misconceptions and responding appropriately to quickly close gaps	EEF identifies states feedback should, clarify misunderstanding, address gaps in knowledge and give next steps https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	2, 3
Identifying gaps in learning for EAL admissions and where	Over one in five school children speak English as an Additional Language (EAL). Schools and teachers need to be better equipped for the realities of their multilingual classrooms, so that all students can achieve their full potential.	1, 2 ,3, 4

necessary responding with appropriate interventions. An increased number of EAL students, refugees and foreign nationals need supporting in school with English to access the curriculum.	https://www.bell-foundation.org.uk/our-work/with-schools/evidence/ Students who are identified at their point of admission as being unable to access the typical curriculum due to Significant barriers, such as language proficiency will be assigned the Bespoke Alternative pathway.	
Regular Low Stakes Assessments are used more frequently to improve assessment and feedback. To help identify and address knowledge gaps that have been built over time.	Introduce low stakes testing to reduce anxiety and formal testing at KS3. This also enables more time for teaching. (A.Quigley research for the EEF supports this use of assessment)	2

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
Literacy interventions including Buddy Reading with Wren Six students, small group interventions with Literacy Lead and Lexia programme and Phonics programme.	Interventions such as Lexia aim to improve reading skills and is developed by Lexia Learning systems. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia	1, 2, 3, 4
Targeted academic interventions for small groups identified by Curriculum Leaders from assessment data.	Government research, PiXL and other sources states targeted intervention for students has a positive impact on results. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3, 4

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

Budgeted cost: £ *140,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
WrenExtra optional sessions for all students to access additional learning opportunities.	All students have access to WrenEXtra opportunities which will help support their learning. Data shows that these sessions are attended by all students.	2, 3
Use of WPA – Educational Welfare Officer – Prioritising working with Pupil Premium students and their families whose attendance is less that 90%	Identifying different interventions to support attendance by the EEF https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	2,3,4
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 Behaviour for Learning. This approach has been used successfully in a number of schools. It enables Progress Leaders time to mentor students. According to the EEF 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.	3, 4
Counselling for students.	Improvement in motivation and resilience has been shown by improved attendance and effort in lessons from students who have attended sessions. https://www.youngminds.org.uk/about-us/reports-and-impact/coronavirus-impact-on-young-people-with-mental-health-needs/	2, 3, 4
Payment of contributions to visits and enrichment	Applications to the "Financial Support Fund" allow students to	2, 3

opportunities. Payment contributions towards school materials such as uniform and PE kit.	meet additional curriculum entitlements. Extra-curricular lessons for arts and performance are also funded in this way. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Whole child support.	The school is open at 8.15am for a free breakfast for all students to ensure they start the day with a meal. Research states students who eat breakfast show improved learning skills and memory retention https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023	3, 4
Provision of our SwapShop for all students to be ready to learn.	All students are ready to learn at The Wren, ensuring they have a pen, pencil and ruler. If they do not, they can attend the SwapShop without consequence.	1, 2, 3, 4

Total budgeted cost: £ *240 000*

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

This details the previous targets and internal data from 2024/2025.

1. **Pupil Premium Students**

Pupil Premium funding is allocated to schools based on the number of students who meet certain eligibility criteria, such as being from low-income families or having been in care. At The Wren, Pupil Premium eligible students represent approximately 33.25% (254/792) of the KS3/KS4 student population. 33.25% is not reflective of the number of students who are in economically disadvantaged families.

2. **Results**

This section will provide an overview of the GCSE performance of Pupil Premium Eligible students at The Wren, comparing it with both the rest of the school cohort and national averages. Key metrics for comparison include:

- **Attainment 8 Score**

The Attainment 8 measure represents the average grade across eight core subjects: English, Mathematics, three EBacc subjects, and three other subjects.

- **PP Students at The Wren**: 33.2
- **Non-PP Students at The Wren**: 50.3
- **National Average for Disadvantaged Students**: 34.9
- **National Average for All Students**: 45.9

- **Progress 8 Score**

Progress 8 measures students' progress from the end of primary school to the end of secondary school, accounting for the achievement of students relative to their starting point.

- **PP Students at The Wren**: -0.44
- **Non-PP Students at The Wren**: 0.28
- **National Average for PP Students**: -0.38
- **National Average for All Students**: 0.00

- **GCSE Pass Rate (Grade 5 or higher in English and Maths)**

This measure shows the percentage of students who achieved at least a grade 4 (C) in both English and Mathematics.

- **PP Students at The Wren**: 38.8
- **Non-PP Students at The Wren**: 69.5
- **National Average for PP Students**: 43.5
- **National Average for All Students**: 64.5

3. Analysis

- **Performance Gap Between PP and Non-PP Students at The Wren**

The data shows that PP students at The Wren have achieved an Attainment 8 score of 33.2, compared to 50.3 for non-Pupil Premium students, indicating a gap of 17.2. This gap is reflective of national trends where Pupil Premium students typically perform lower than their non-Pupil Premium peers.

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