

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2021 to 2022 academic year) 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 as part of our Academy Improvement Plan and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	<b>Wrenthorpe Academy</b>
Number of pupils in school	<b>314</b>
Proportion (%) of pupil premium eligible pupils	<b>9.87% (31 pupils)</b>
Academic year/years that our current pupil premium strategy plan covers	<b>2021 – 2024 (3 year statement)</b>
Date this statement was published	<b>September 2021</b>
Date on which it will be reviewed	<b>September 2022</b>
Statement authorised by	<b>Headteacher</b>
Pupil premium lead	<b>Mrs J Coyle</b>
Governor / Trustee lead	<b>Mrs A Glover</b>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£40,935</b>
Recovery premium funding allocation this academic year	<b>£4,495</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<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	<b>£45,430</b>

# Part A: Pupil premium strategy plan

## Statement of intent

We intend to use the additional funding to support and complement our Academy Improvement Plan so that all groups of children (including those identified as disadvantaged) aspire to achieve at least end of year expectations and make at least good progress from their starting points.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Lower than average attendance and poor punctuality</b> for some pupils has the potential to minimise the impact of regular high quality teaching.
2	<b>Emotional and Social factors</b> – some children experience complex home and social issues which have the potential to act as barriers to learning.
3	<b>Limited parental engagement</b> – for a number of reasons, some parents may not engage well with school which tends to limit the support that children receive at home
4	<b>Lower than expected starting points</b> – COVID 19 has negatively impacted on the starting points for some children
5	<b>The impact of Covid 19 has limited the amount of CPD staff have completed</b> – this academic year there has been a lack of CPD designed to continue developing good classroom practice to maximise the opportunities for all children to access high quality teaching and learning experiences and make at least good progress

## 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
The quality of teaching and learning experiences will continue to improve across school Children will have good and improving attendance at school and are punctual	All children will make good progress from their starting points All children will show improved standardized scores over time

Children will make good progress in Reading, Writing, Maths and Phonics from their starting points – an increased % of children will meet the expected and higher standard by the end of KS2	
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## Teaching

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff will receive high quality CPD opportunities to ensure all children receive high quality teaching experiences:</p> <ul style="list-style-type: none"> <li>• READING Staff will receive high quality training: RWInc (Subscription to RWInc), Literacy in the Early Years Training, Launch Pad for Literacy Training and Focussed Strategy Teaching to aid Reading Comprehension</li> <li>• WRITING Staff will receive high quality training: Writing exemplification standards, Writing Teaching Sequence and Effective Marking and Feedback</li> <li>• MATHS Staff will receive high quality training: the mastery approach, the maths teaching sequence, effective use of manipulatives, effective marking and feedback and planning effectively to ensure gaps in understanding are addressed.</li> <li>• GEOGRAPHY Staff will take part in one full day training in effective planning and teaching of the Geography Curriculum – how to engage and interest all children</li> </ul>	<p>The <b>EEF</b> recommends, after extensive research, that additional training for teachers to improve classroom practice has the most impact on improving pupil progress and achievement</p>	<p>3, 4 and 5</p>
<p>Purchase of Resources to facilitate teaching and learning:</p> <ul style="list-style-type: none"> <li>• Purchase Y2 RWInc books and individual Comprehension books</li> <li>• 70 Lexia licences to further support progress in literacy</li> <li>• Additional EYFS outdoor literacy provision</li> <li>• Additional library books and display items for new reading areas across school</li> <li>• Additional Geography Resources to supplement planning and varied teaching experiences</li> </ul>		

## Targeted academic support

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher employed (one full day each week) to cover planned lessons – this allows the class teacher to deliver targeted interventions to identified children in the class	The EEF maintains that children make most progress when supported in small groups by their teacher	3, 4 and 5
Additional TA employed to deliver targeted Reading intervention to identified children who do not benefit from home support		

## Wider strategies

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Planned school activities that require a parental contribution are supported are funded by school (After School Clubs and Class Trips for example)	The EEF states that children who have good attendance at school tend to achieve higher than those that do not and that children who can take advantages of the full school offer are more likely to achieve higher than those children who do not	1 and 2
Rewards for improved attendance and for excellent attendance are purchased		

**Total budgeted cost: £ 45,000**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020/2021

#### Pupil Premium Results for Key Groups 2020/21

**Year 1 Phonics** (in-school test using 2019 test) **ONE CHILD** PASS 100%

**Year 2 children** (2019 SATS papers)

	EXPECTED STANDARD			GREATER DEPTH	
	Number of children	% PASS		Number of children	% PASS
Reading	5/7	71%	Reading	1/7	14%
Maths	5/7	71%	Maths	1/7	14%

**Year 6 children** (2019 SATS papers)

	EXPECTED STANDARD			GREATER DEPTH	
	Number of children	% PASS		Number of children	% PASS
Reading	8/9	89%	Reading	2/9	22%
Maths	5/9	56%	Maths	2/9	22%