

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Wrenthorpe Academy
Number of pupils in school	314
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-24, 2024-25, 2025-26
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Kate Stokes
Pupil premium lead	Lauren Penny
Governor / Trustee lead	Kate Stokes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,000
Recovery premium funding allocation this academic year	£0
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	£40,000

# Part A: Pupil premium strategy plan

## Statement of intent

At Wrenthorpe Academy, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

### Our context:

Wrenthorpe Academy is an average-sized primary school in Wakefield. Most pupils are of White British heritage. There are very few pupils for whom English is an additional language. The proportion of disadvantaged pupils is below average at 12%.

### Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 support
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health – pupils in distress find it hard to self-regulate which impacts on learning.
2	Gaps in reading, writing, maths and phonics – pupils are not working at age-related expectations or better. There are significant gaps due to the impact of lost schooling as a result of Covid-19
3	Speech, language and communication – pupils become frustrated as they are unable to communicate clearly with peers and adults. Progress in writing is impacted as the gap widens between themselves and peers.
4	Attendance - Pupils miss significant chunks of learning. Gaps widen and progress is negatively impacted across the curriculum.
5	Wider opportunities - Pupils do not visit places of interest out of school or have the opportunity to perform. This has an impact on their knowledge and understanding of the world.
6	Parental engagement - Parents unable to encourage and support learning.

## 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
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2.

Phonics	All pupils pass the phonics screen by the end of year 3
Attendance	Ensure attendance of disadvantaged pupils is at least 97%

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA employed to release curriculum leaders	Cover needed to support the development of subject leaders to develop and provide a broad and balanced curriculum.	2
RWI CPD	Each year, the academy is always working around helping those children who did not pass the PSC to catch up. Daily RWI intervention will help support identified pupils through daily 1:1 tuition.	2
Maths fluency & mental strategies CPD	Intervention is needed for children identified as struggling to keep up with their peers.	2
Clicker Training	Clicker allows SEN pupils and pupils who need further support to access writing independently	2
Science boxes/resources	There will be strong teaching in Science across the academy. Pupils' will have stronger scientific enquiry skills across the academy. Scientific vocabulary will be being accurately used by the pupils	1, 3

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fluency reading interventions	Additional fluency interventions across the academy is needed to support children in reading.	2
RWI intervention	RWI will support those pupils who have still not yet passed the PSC. RWI scheme will enable pupils to make progress towards the expected standard. Provide bespoke QR codes to utilise the Virtual classroom resources on the portal.	2
Bespoke interventions in Reading, Writing and Maths. Pupils make accelerated progress and this is evident in pupil progress meetings. Pupils are at least in-line with all other pupils nationally.	Bespoke interventions in Reading, Writing and Maths. Pupils make accelerated progress and this is evident in pupil progress meetings. Pupils are at least in-line with all other pupils nationally.	2
1:1/group interventions	1:1 interventions provide additional support for identified pupils, enabling them to make rapid progress and catch up with their peers	2
Y6 Boosters	Additional support for those children who are taking the end of KS2 test to ensure that progress is accelerated	2

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor	Number of behaviour incidents have decreased since employment and timetabling of ELSA.	1
Trust Attendance Officer	Aim is for attendance to be above national.	4
Free/subsidised Breakfast Club	Children who are hungry do not perform as well.	1,4,5,6

Subsidised visits	Some children from our community historically have not had the same life experiences as children from other areas. It is important that we subsidise trips so that our children can have the same life experiences as others.	5
Musical instrument tuition	Every child should have the opportunity to learn to play an instrument/perform in front of an audience.	5
ELSA	Since adopting the ELSA approach, number of behavioural incidents has increased as children are able to self-regulate and reflect.	1
Senior Mental Health Lead CPD	Children & staff have positive mental health and the ability to understand and manage their own emotions with increasing independence.	1

**Total budgeted cost: £ 40,000**

## 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 2022 to 2023 academic year.

Support and CPD from within the trust, external providers and SLT in reading, phonics, writing and maths. Both at Trust and Academy level.

Work in books is better quality, continuity in working policies, better planned lessons focussing on historic and future learning. Lessons are more progressive and tailored to the children's needs.

Reading and maths fluency lessons are timetabled in as well as arithmetic lessons.

Pupils achieving age related expectations in KS2 SATs: 78% reading, 73% maths, 87% writing, 64% combined (reading, writing and maths)

Pupil progress meetings with class teachers and SLT show that teachers are considering and overcoming barriers more effectively. Interventions are taking place in all areas of learning - evidence in books and pupil voice. Misconceptions being addressed at the time to reduce further gaps in knowledge. Phonics Tracker being used to support teachers' interventions.

Weekly meetings with EWO, attendance lead and HT/Safeguarding leads in place.

Early identifications made of any pupils at risk of becoming PA.

Attendance is celebrated in weekly assemblies. Attendance Officer has liaised with EWO on individual cases.

After school clubs offered to all year groups.

Children had the opportunity to attend a school visit for example, visits to Eureka, Murton Park and the local train station.

Y6 attended a residential at Kingswood where they experienced activities such as low ropes, abseiling, problem solving and raft building. They also experienced being away from home and organising themselves for the day which supported their life skills.

ELSA support is being applied for pupil who are struggling to self-regulate and reflect on their actions and emotions.

Friday celebration assemblies were held to encourage working towards our key values.

ELSA assessments have been completed by the Learning Mentor. Timetable is in place to support pupils needed SEMH support.

Pastoral support is in place so children can access support at the 'right time'.

All children in year 3 experienced African drumming lessons.

## 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*

<b>Programme</b>	<b>Provider</b>
TT Rockstars	Maths Circle

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*