

Pupil premium strategy statement – Wenlock CE Academy

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	323
Proportion (%) of pupil premium eligible pupils	35.8% 112
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Olivia Burke
Pupil premium lead	Carly Oliver
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,505
Recovery premium funding allocation this academic year	£16095
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£177,600

Part A: Pupil premium strategy plan

Statement of intent

Our aim for our disadvantaged children is for them to flourish and achieve in line with our non-disadvantaged children. We want all children to leave Wenlock with an eagerness and with the knowledge and key skills to develop themselves as a learner. The curriculum is designed to ensure the children are confident and fluent readers, to be able to use mathematical skills to solve problems and have a broad understanding of the world.

We want to equip the children to be able to be a light in the world and become positive members of our community. They will have opportunities to share their views and be leaders within the school. We want our disadvantaged pupils to have the same experiences and opportunities as their peers. These opportunities should inspire and encourage them to achieve to their full potential.

We aim to break down the barriers that exist for many of our disadvantaged pupils but recognise that these barriers also exist for other pupils not eligible for funding. We want to be able to support all pupils and their families. We will ensure we monitor progress carefully, work closely with our parents to provide the support they need through our work with the family worker and pastoral support.

Challenges

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

Challenge number	Detail of challenge
1	Access to high level language and vocabulary
2	Lack of educational opportunities
3	Lack of parental engagement- parent information evenings, homework support
4	Low prior attainment
5	Need for additional pastoral support – cost of living issues, emotional support

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
1. Access to high level language and vocabulary	
PP children to have access to read regularly to an adult within school when they may not have the opportunity to at home	Increased % of PP chd reading regularly in school (priority readers) and the chd making progress from their baseline
PP chd to have access to a wide range of books to read within the school and local library	PP chd to have access to the local library and use this to read a range of books. Chd to be actively using the school library for AR books and reading for pleasure.
Quality first teaching	All chd to receive lessons and learning following the principles of quality first teaching to ensure all chd are learning and making progress
2.Lack of educational opportunities	
Range of aspirational and educational trips	Support to pay for a range of trips including residential trips and trips to develop cultural capital
Contribution to whole school educational licences	All chd to have access to a range of online websites to support reading (Lexia) and times table knowledge (TTRS)
Access to in school booster/tutoring sessions	PP will be invited to additional small groups to support learning in maths and English. PP chd included in the SHINE programme
Educational activities within school	The school will offer all pupils the opportunity to participate in a range of curriculum enrichment
Opportunities to attend a range of extracurricular clubs	School clubs are open to all pupils in a range of topics to develop their wider learning outside the classroom Funding is available for paid sports clubs to enable PP chd to attend
3. Lack of Parental engagement	
Family learning sessions with targeted families invited	Sessions to support families to help their chd at home with their learning e.g reading and maths
Drop in sessions	Parents of PP and SEND parents able to drop in to receive support and understand how to support their child
4. Low prior attainment	

CPD/ staff training	Range of topics covered by internal and external staff to support teaching staff to deliver lessons that are engaging and supporting pupil progress
Pupil progress meetings	Regular meetings with class teachers and SLT to monitor and review attainment and the support in place to improve progress. This will focus on barriers to learning and plans to address these
Interventions/ fast feedback sessions	All chd to have the opportunity to small group sessions with a ta to address misconceptions and support learning regularly.
5. Pastoral support	
Social skills/ SEMH small group works	Targeted small group sessions to deliver a range of support including Zones of regulation and My hidden chimp delivered by the Family worker/ pastoral support Nurture intervention
1:1 support sessions	short meetings with individual chd who have been identified as needing mental health check ins or emotional support from the family worker
Parent sessions	Family worker to deliver sessions to parents providing guidance and support with current issues e.g financial support, emotional and mental health guidance

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: £ 110100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD – quality first teaching in staff meetings</i>	EEF guide to pupil premium	1,4
<i>Recruitment of family worker and pastoral support</i>		5
<i>PP Co ordinator</i>		

<i>Talk for writing training – whole school</i>	1
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 47500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School led tutoring – including Yr 6 boosters</i>	EEF guide to pupil premium	4
<i>Small group 1:1 feedback</i>	EEF teaching and learning toolkit	4
<i>RWI group</i>		4
<i>School licenses- Lexia, TTRS</i>		4
<i>Nurture Group</i>		5

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

Budgeted cost: £ 20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Aspirational Trips</i>	EEF guide to pupil premium	2
<i>Parental support sessions</i>	EEF teaching and learning toolkit	5,3
<i>School clubs</i>		2

Total budgeted cost: £ 177,600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Through whole school CPD teachers gained a deeper understanding of strategies to support quality first teaching. Teachers used their CPD in adaptive teaching to carefully plan activities and learning to support all pupils to make progress in lessons.

Trips – children across the year groups got to take part in trips to Ufton Park, Duxford and Celtic Harmony.

RWI – children from across the school attended RWI sessions and fast track tutoring sessions. This supports the teaching of early reading and encourages children to use strategies to help them read independently.

Pastoral – the family worker worked closely with many families and individual children to support them. They delivered sessions of the intervention ‘My hidden chimp’ and zones of regulation which were used by pupils within lessons. Parents were able to drop in and discuss where they needed support with both home and academic issues.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
RWI phonics programme	Ruth Miskin training
Speech and language programme	Elkan
Nessy	Nessy learning
Maths tutoring	Third space learning

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

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