

Pupil premium strategy statement – Wenlock CE Academy

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	329
Proportion (%) of pupil premium eligible pupils	34.6% 114
Academic year/years that our current pupil premium strategy plan covers	2024-25 2025-26 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Olivia Burke
Pupil premium lead	Carly Oliver
Governor / Trustee lead	Simon Salem

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156880
Pupil premium (and recovery premium*) funding carried forward from previous years	£ 0
Total budget for this academic year	£156880

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 eager and with the knowledge and key skills to develop themselves as learners. The curriculum is designed to ensure the children are confident and fluent readers, are able to use mathematical skills to solve problems, and have a broad understanding of the world.

We want to equip the children 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 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 and work closely with our parents and families to provide the support they need through our work with the pastoral team.

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 attendance
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.
Children to have access to 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, including use of stem sentences
Specific intervention or pre-teaching for core subjects	Chd to have access to pre-teaching for topics where needed or interventions to support gaps in learning to improve attainment
2.Lack of educational opportunities	
Pupil premium children to have access to a range of aspirational and educational visits.	Support to pay for a range of educational visits, including residential trips and trips to develop cultural capital
All pupils to have access to whole school educational licences with priority given to those with lack of access at home	All chd to have access to a range of online websites to support reading (Lexia) and times table knowledge (TTRS) priority access given to those with PP or lack of home access in class and through clubs.
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 to support in closing gaps in learning
Opportunities to attend a range of extracurricular clubs/ Opportunities for real life experiences.	School clubs are open to all pupils in a range of topics to develop their wider learning outside the classroom - monitoring of PP children will show an increased participation from 23/24 year. 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 for parents to come into school	Increased attendance of parents of PP and SEND parents able to drop in to receive support and understand how to support their child
Support with free school meal applications.	Sessions available to support parents in completing applications
Increased parental attendance at events, including school parents' evenings and events	Increased number of parents attending - monitored through the use of sign-ins at events
4. Low Attendance	
Attendance meetings and procedures to support early attendance concerns.	Early identification of children at risk, Meetings with families to discuss attendance and strategies put in place
Morning clubs and opportunities	Access given to pupils with low attendance to morning clubs to encourage attendance
Flexible starting days (Pastoral catch ups, soft starts)	Increased attendance through flexible and supportive strategies put in place for pupils
Study bugs	Increased monitoring of attendance and alerts to staff when attendance hits a trigger point
5. Pastoral support	
Social skills/ SEMH small group works	Targeted small group sessions to deliver a range of support, including Zones of regulation, grief group, friendship and big emotions
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	Pastoral team to organise/ 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: £ 105,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD – quality first teaching in staff meetings</i> <i>Mastery teaching approach</i></p>	<p>The best strategy to close the gap for all children is high quality teaching strategies including mastery approach, questioning, modelling, stem sentences. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>1</p>
<p><i>Recruitment of pastoral team</i></p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	<p>5, 4, 3</p>
<p><i>Talk for writing/ reading training – whole school</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1</p>
<p><i>HLTA CPD courses</i></p>	<p>To ensure high quality teaching/ cover for PPA and sickness cover to ensure consistency in the classroom. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1</p>
<p><i>Pastoral team ongoing CPD/training</i></p>	<p>School in an area of increased deprivation. Parents and children in need of support or guidance to support. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>5, 4</p>
<p><i>TA training/CPD</i></p>	<p>Deploying TAs to work with PP children provides them with further opportunities to apply skills learnt in all areas of the curriculum. Activities where TAs can support learning are identified. TAs receive training weekly to ensure they can support and deliver targeted support and intervention. TAs support the teacher with formative assessment and help identify next steps; ensuring that any gaps are quickly plugged.</p>	<p>1</p>

	TAs deliver small group targeted teaching planned by teachers. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
<i>Forest school teacher (50% contribution)</i>		2

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School led tutoring – including Yr 6 boosters</i>	Tuition is one of the best evidence-based interventions we have to support disadvantaged pupils' attainment.- Professor Becky Francis https://educationendowmentfoundation.org.uk/education-evidence/effective-tutoring	1
<i>Small group interventions - SHINE,</i>	https://www.sec-ed.co.uk/content/best-practice/pupil-premium-general-and-targeted-interventions/	1
<i>School licenses- Lexia, TTRS, Ed shed (percentage of licence fees)</i>		1
<i>Reading quest</i>		

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

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Aspirational Trips	EEF guide to pupil premium https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	2
<i>Parental support sessions</i>	EEF teaching and learning toolkit	5,3

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	
<i>School clubs</i>	https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf	2
<i>Opal - outdoor play and learning</i>		2
<i>Pastoral sessions - nurture, friendships</i>		

Total budgeted cost: £ 156880

Part B: Review of the previous academic year 23 - 24

Outcomes for disadvantaged pupils

Monitoring of disadvantaged pupils was more focused; they were a key priority for pupil progress meetings. Staff had an increased awareness of the children in receipt of funding and of strategies to use within the classroom to support the 'closing of the gap' between disadvantaged and non-disadvantaged pupils.

The Pastoral team has been recruited and established as a key part of the school. They built relationships with the pupils and parents to support them in a range of ways. Parental drop-ins showed an increased attendance. Parent attendance at all school events was monitored with the intention of this figure improving each year. Sessions were delivered by the pastoral team to support pupils with a wide range of needs from friendship groups to bereavement sessions. The impact of these sessions was monitored with pre and post-session surveys or pupil feedback. We also had a decrease in behavioural incidents from children involved with these sessions.

A wide range of extra curricular clubs was available to pupils including sports clubs, choir and art clubs. Sports clubs had a high PP uptake and the range of clubs had success at sports festivals and competitions throughout the year.

Children experienced real life events e.g 11 PP girls went to watch the Ladies division 2 cup final at Kenilworth road without charge.

As part of our aim to improve vocabulary, we saw an increase in the usage of Lexia. All children were given access within class and lunch clubs.

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
Reading Quest	FFT
Shine	Hodder education
Lexia	
TT Rockstars	

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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