

# PUPIL PREMIUM STRATEGY STATEMENT

## April 2024 to March 2025

This statement details our school's use of pupil 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 financial year and the effect that last year's spending of pupil premium had within our school.

### School's Pupil Premium Profile

<b>School Name</b>	Wreningham VC Primary
<b>Total number of pupils in the school</b>	109
<b>Proportion of pupil premium eligible pupils</b>	8.3%
<b>Pupil premium allocation April 2024- March 2025</b>	£11,840 FSM Ever 6(based on 8 pupils – Oct 2023 census) (pp£1480) £10,280 (4 Post LAC) Oct census 2023 (£2,570 pp) <b>I05 Total - £22,120</b>
<b>Academic years covered by statement</b>	April 2024 to March 2025
<b>Number of PP – Oct 23 Census</b>	8 FSM and 4 Post Looked-after children attracting Pupil Premium Plus (PP+) funding
<b>Pupil Premium Lead</b>	Rob Jones
<b>Business Manager</b>	Elaine Thurlow
<b>Governor Lead</b>	Katie Burrell

### Means-tested FSM - Pupils Attracting Pupil Premium

Pupil Premium is provided for disadvantaged pupils based on free school meals entitlement. Currently Autumn 2024, 9 pupils now eligible (funding received for 8 as per Oct 2023 census) and 4 pupils are Post LAC, and one pupil LAC, attracting pupil premium plus (funding received for 4 post LAC as per Oct 2023 census).

### Part A: Pupil premium strategy plan

#### Statement of Intent

The aim of our pupil premium strategy is to ensure equity for pupil premium pupils through opportunities, support and high-quality teaching.

- We ensure teaching and learning opportunities meet the needs of all our pupils.
- We ensure appropriate provision is made for pupils who belong to vulnerable groups.
- We recognise not all pupils who are socially disadvantaged are registered or qualify for free school meals and the school allocates Pupil Premium funding to support any pupil that the school has legitimately identified as being socially disadvantaged.
- Well-being and social and emotional health are supported through pastoral support programmes ELSA, sensory circuits, outdoor learning, Drawing and Talking, wrap-around provision and financial support for music tuition, excursions and uniform.

#### The range of provision includes:

- providing a high level of teaching support in classrooms and targeting pupils needing help in the basic skills to close the gap in attainment.
- providing small group work and 1-to-1 with an experienced teacher or TA focusing on overcoming any gaps in learning.

- providing academic mentors as part of the National Tutoring Programme to focus on areas that are in most need of support, helping pupils achieve their learning outcomes in English and Mathematics.
- ensuring full inclusion in school life by supporting funding of school trips, music lessons, school clubs, school uniform etc.

## This explains the outcomes we are aiming for by the end of our current strategy plan

Intended Outcome	Success Criteria
PP children make academic and social progress across the school in line with peers and acquire the schema, knowledge and cultural capital they need to succeed in life.	<p>→Termly data to reflect PP children attaining age related ELGs, expected phonics attainment, attaining at EXS in KS1 and KS2 SATs and across each phase</p> <p>→Progress for all PP children is at expected or better</p> <p>→PP children actively participating in school life including school council, school clubs, residential, peripatetic music lessons, with good attendance, building levels of cultural capital</p>
Writing outcomes for those children with PP to be in line with peers.	→Writing attainment and SPAG outcomes to be in line with peers as shown by inhouse, termly data analysis.
Children to acquire good early reading, phonics skills and comprehension; develop the existing approaches to further engage all children in reading.	→Reading progress for all PP children is at expected or better
An increased number of PP children to attend extra-curricular clubs and peripatetic music lessons.	→Data showing increased numbers of PP children accessing extra-curricular clubs and peripatetic music lessons

## Potential barriers/ challenges

<i>In-school barriers (issues to be addressed in school)</i>
1 PP pupil has SEN needs - Dyslexia
1 Pupil anxiety, well-being and SEMH
Lower reading and phonics attainment can negatively impact access to the wider curriculum
Learning behaviours e.g., resilience/perseverance/readiness to learn
Gaps in learning due to limited access to technology

## Activity in this academic year

This details how we intend to spend our pupil premium this school year to address the challenges listed above.

This details how we intend to spend our pupil premium funding this academic year

Pupil Premium used for:	Amount allocated to the intervention/ action	Brief summary of the intervention or <u>action</u> , including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium. What will it achieve if successful?	Staff Lead-  How will the activity be Monitored?	Expected or Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
<b>Subsidising After School Clubs and Music Tuition</b>	<a href="#"><u>£192</u></a>	School financially supporting 7 pupils with the cost of music tuition. TR/HR zoom guitar lessons with guitar teacher.	Improved well-being	Headteacher	Disadvantaged pupils able to access all trips and residential courses, music tuition, clubs etc. by subsidising the costs for them
<b>School uniform – approximately £30/per pupil E19</b>	<a href="#"><u>£186</u></a>	£30 x 9 PP pupils funded in purchasing school uniform	Help ensure pp children feel they belong to the school.	School Teachers  School Business Manager	Contributes to a strong school ethos and school identity and a sense of belonging.
<b>Therapeutic play</b>	<a href="#"><u>£520</u></a>	Alex Tempestini 13 x therapeutic play sessions	Support pp pupil to promote the expression of feelings and emotions and help the pupil develop resilience.	SENCO	Improved communication and understanding and developing their self-observation skills.
<b>Funding school trips E19</b>	£26.52 Ancient House £494 How Hill £148.50 Norfolk Lakes  <a href="#"><u>£669.02</u></a>	Class 4 residential to Norfolk Lakes 4 pupils 50% contribution Class 3 residential to How Hill 5 pupils 50% contribution 1 Post LAC pupil 50% Thetford Ancient House Museum London Houses of Parliament	Subsidised trips help ensure disadvantaged pupils' full participation in school activities	Class Teachers  Headteacher	Physical health benefits, positive effect on children's self-esteem and confidence levels, thereby improving their emotional health and wellbeing to all pupils, including disadvantaged pupils.
<b>Providing Academic Mentoring as part of the National Tutoring Programme</b> E02 Line 08400	<a href="#"><u>£100</u></a> Sum/Aut Term 2024 12 pupils in 2 groups including one Y3 pupil premium pupil	Tutoring for disadvantaged pupils and any pupils who would benefit. This includes 14 sessions to support attainment in English/maths; providing targeted support, accelerate progress and overcome non-academic barriers in school.	Provide small-group tuition to support identified pupils who are falling behind in their learning in English: one group writing and one group reading.	Class teacher Headteacher	PP children continue making EXP and better rates of progress-evidenced in termly pupil progress meetings.
<b>Drawing &amp; Talking Support TA</b> E09	<a href="#"><u>£200</u></a>	Drawing & Talking lead in the school to support pupils' emotional wellbeing.  Training – understanding and interpreting the strengths and difficulties questionnaire  Membership annual  (spring term 2025 1 pupil premium TS)	Build the capacity of the school to support pupils' emotional needs. EEF evidence shows that social and emotional learning can add +4 months, behaviour interventions can add +4 months	Lead AB	Pupils learning coping strategies and talking about difficulties. Pupils who have completed ELSA have developed greater self-awareness, manage school better and feel better about themselves.

<b>Little Wandle Membership</b>	£300 LW membership 1year <b>£50</b>	Ensuring fidelity to a scheme and approach to the teaching of phonics			PSC results increasing year on year: 2019 81%, 2022 86.7% and 2023 94.1% 2024 WA 92.9% , Average Mark 37.5  Phonics is effectively delivered - children make good progress in knowing their GPC, supporting their reading, decoding, and blending and developing their reading comprehension.
	<b><u>Sub total £1797</u></b>				
<b>Education Support Staff Teaching Assistant within every class for all day E03</b>	£2900 4H £1435 2H £1484 2H £1505 2H £3054 4H £2296 3H £2714 3H  Total 20H <b>£15388</b>	Small group support, individual support, 1-to-2: within class TA leading pre learning or over learning, catch-up, ensuring any understanding which might have been misunderstood or misconceptions forming (under the supervision of the teacher). Groupings regularly reviewed and linked to identified gaps in learning. Building positive relationships, supporting children to see themselves as learners.	All disadvantaged pupils make academic and social progress across the school that is at least as good as their peers. Boost self-confidence through support and engagement in class.	Line manager JL Headteacher	Progress data evaluated at the end of each termly cycle indicates PP children continue to make progress at least in-line with their peers.
<b>SENCO Release Time E02 Supply</b>	3 full days PP Grant SENCO Release 3 days 18 hours <b>£1000</b>	SENCO reduced hours to 3 days/week so target additional release time to support her to co-ordinate additional support for pupils with SEN, liaise with parents, support teachers with the identification of children with special educational needs, liaise with other professionals who are involved with pupils and co-ordinating provision for children with SEN. Meetings with professional, parents, SENCO cluster meetings & training.	Ensuring the school keeps the records of all pupils with SEN, including PP, up to date. Monitoring Intervention Plans are being enacted in class etc. Children achieving targets on their Intervention Plans.  Attendance on cluster SENCO meetings	Headteacher  Pupil progress meetings	SEN pupils receiving targeted support. Provision map effectively mapping all interventions across the school. Intervention plans are reviewed termly.
<b>Buying reading spine books (class/library/ topic books) and micro librarian</b>	<b>£500</b>	£2000 (£500 per class/year) £40 Micro librarian (reading cloud £310)	Ensure pupils have easy access to an extensive range of school library books.	Librarian  Headteacher	Pupils reading a wide range of books from the school Library.
	<b><u>Sub total</u></b> <b>18685</b>				
<b>Employment of a Midday Supervisory Assistant (MSA) E07</b>	<b>£2000</b>	Part funding additional MSA pupils  0.5h/per day x 3 MSA () x 3 days – 4.5h/week x £11.59 = £52/week x 38 weeks = £1981	Ensure consistent and appropriate supervision of pupils to ensure their safety and wellbeing during lunchtime. The aim would be that the MSA helps to facilitate play and	MSAs - Under the direction of the Headteacher	All pupils, including PP and post LAC pupils, are joining-in games and all children are kept safe and enjoy lunchtimes. A good atmosphere is maintained. Good order at lunch times is evident.

			encourages children to be able to play within a larger group of children.		
<b>Spelling shed</b>	<b>£20</b>	Spelling shed total cost £105	A weekly spelling lesson and teaching resource - pupils have repeated practice, short-term retrieval and small-step goal achievement leading to spelling improvement		Pupils make at least EXP progress in spelling and across the school spelling improves.
<b>A3 licenses</b>	<b>£75</b>	Microsoft 365 A3 Licenses £100 - £609	Enable access to Office 365, Windows, classroom tools	Headteacher	
<b>Teachers accessing Professional Networks and engaging in action research</b> E09 Provide staff with statutory training and training linked to the SIDP priorities	<b>£780 CPD</b> <b>£360 VNET</b> <b>Total £1140</b>	Staff accessing professional networks/ courses including: E09 £6200 (excluding DfE Mental Health lead training which is fully funded) VNET £3000 (E28) <ul style="list-style-type: none"> <li>• <b>EYFS Maths Consortium £520 Alison Borthwick –</b></li> <li>• <b>Mastery Readiness (Development phase) second year-</b></li> <li>• <b>How to implement continuous provision in Y1 VNET £125 -</b></li> <li>• <b>Dyslexia Awareness Level 3 £225 –</b></li> <li>• <b>Drawing &amp; Talking – Understanding and interpreting the strengths and difficulties questionnaire £99 –</b></li> <li>• <b>ELKLAN - Speech and Language Support for 5-11s £250 Book £29 –</b></li> </ul>	Teaching staff access to high quality training and courses helping ensure QFT.  The networks are collaborative and have a focus on sharing best practice, resources and discussing latest developments.	Class teachers, Subject Leads and Headteacher	Improved teacher subject knowledge in Maths and EYFS All courses – staff complete a CPD evaluation form and share with staff.
<b>Guided Reading</b>  E19	<b><u>£200</u></b>	Books for UKS2 easier readers	Children have access to high quality texts to support their comprehension skills, studying texts matched to their age and reading ability.	Reading Lead BF	Pupils make at least EXP progress - working with small groups enables the teacher to discuss texts in depth at a level which is appropriate to pupils.
<b>Total</b>	<b><u>£22120</u></b>				

