



# Wren Spinney School

## Pupil Premium Strategy Statement

**Approved by:** Headteacher

**Date:** 21/01/2022

**Next review due  
by:**

## Pupil premium strategy statement

This statement details Wren Spinney Community School’s use of pupil premium (and recovery premium for the 2021 to 2022 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.

Creating Tomorrow Trust believes that as the schools know their students the best, it is for the schools themselves, to decide how best to use the Pupil Premium Grant. Therefore, all monies will be allocated directly to the schools.

Creating Tomorrow Trust will support the schools to use the Pupil Premium Grant most efficiently by working with leaders to identify strategies and monitor the impact. The schools in the Trust may wish to pool money, for example, to pay for a specific role across several sites. Creating Tomorrow will support the schools in managing these projects and may act as the vehicle to allow it to happen.

### School overview

Detail	Data
School name	Wren Spinney Community School
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils	38.5%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021/22 to 2024/25
Date this statement was published	Dec 2021
Date on which it will be reviewed	Dec 2022
Statement authorised by	Mr J Gershwin-Williams
Pupil premium lead	Mr J Gershwin-Williams
Governor / Trustee lead	Linda Saunders

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 13608.75
Recovery premium funding allocation this academic year	£ 1500.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
<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	£ 15,108.75

### Part A: Pupil premium strategy plan

#### Statement of intent

At Wren Spinney Community School, we aim to use pupil premium funding to help us to achieve and maintain positive outcomes for our disadvantaged students. We recognise that students in our school may require additional support, some of whom may not be eligible for pupil premium.

The objective of this plan for our pupils is:

- To provide students with additional resources and opportunities to meet their EHCP targets
- To provide our students with personalised sensory interventions
- To support student’s mental health and wellbeing, through play and opportunities
- To ensure that all students have access to enrichment opportunities
- To ensure that our students have social opportunities

Our approach is based on high-quality targeted interventions that focus on areas that are identified in our students EHCP or by their teachers. Once trained these interventions will be led by our level 4 TAs who undergoing bespoke personalised training based on the feedback from our sensory provision survey. Through structured activities, they will also support student’s mental health and wellbeing.

Our strategy forms part of the wider school plans for education recovery, and we have also engaged with the National Tutoring Programme for pupils most affected, including non-disadvantaged students.

Our approach will be based on the needs and strengths of each student, based on their EHCP

targets and teacher assessment. This helps us to ensure that we support students with catching up with lost learning and give them relevant skills and experiences that they require for preparing for adulthood. This builds on the foundations of the previous pupil premium strategy which focused on blended learning and acquiring resources to re-engage students with their learning.

### Challenges

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

Challenge number	Detail of challenge
1	Through observations and discussion with our key stakeholders, we find that our students need more support with meeting their sensory needs, and there is a need for targeted sensory interventions.
2	Through observations and following the pandemic, we find that our students have had fewer opportunities to develop cultural capital last year. We need to give our students opportunities to experience life outside the classroom.
3	Through EHCP target monitoring and feedback from our class teams, we find that our students need more support in developing their social skills. This is to address the slower rates of progress during the pandemic.
4	Some students are not making the required progress in maths and English despite in-class interventions. Working with the NTP partner we are seeking to create the opportunity for our students with a mentor.

### Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategic plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Our students will benefit from a range of targeted sensory interventions to support their individual needs.	Improvements in students engaging in their learning and a reduction in dysregulated behaviours.
Students have opportunities to experience a	Students experience a range of celebration

range of enrichment activities that have been limited during the pandemic.	days and enrichment activities within the curriculum.
Our students will benefit from a range of structured activities to help them work towards their EHCP targets.	Students make good progress towards meeting their EHCP targets.
Improved attainment in maths and English relative to their starting points as identified following their baseline assessments.	Improve performance, when compared to their starting points and ongoing assessment data.

**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: £ 250.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Induction sensory training (all staff)	We have observed that the use of the sensory rooms will support our learners with self-regulation and meeting sensory needs.	1
CPD for all staff on supporting our student’s sensory needs	We have observed that the use of the sensory rooms will support our learners with self-regulation and meeting sensory needs.	1

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

Budgeted cost: £ 13,608.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of Level 4 TA sensory lead roles.	The best evidence indicated that creating a range of sensory opportunities for our students will help them to overcome barriers to their learning.	1 2 3
Recruitment of an NTP – Mentor (Maths and	Tuition targeted at the specific needs of our students can be an effective	4

English)	means of supporting students to meet their targets.	
----------	---	--

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

Budgeted cost: £ 1000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of the new community links role.	EEF Guidance on wellbeing and mental health	2
Creation of a new Level 4 TA Wellbeing Lead (Yr. 1 - funded by school)	EEF Guidance on wellbeing and mental health	1 3

**Total budgeted cost: £15,108.75**

**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, we were not able to support our students with all of the activities that were planned. Students learning was disrupted throughout the academic year. The students learning was delivered via a blended learning model of working at school and at home. The pupil premium was used to support this for example by purchasing computer tablets for students that had no access to ICT at home.

We also recognised that our students will need additional support when returning to school. Therefore, we focused some of the funds on creating opportunities, therapies and activities to support students transition back to school. The pupil premium was used to support the development of our sensory and play spaces to help students re-engage with their learning in school.

**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.

Programme	Provider
Sensory Training	Hirstwood
Inclusive PE and School Sport Programme	Kettering Cricket Club
Preparing for adulthood / Accreditations	Chester House
Enrichment Opportunities Eg Animal therapy Magician Pant-o-demic	External Providers

**Service pupil premium funding (optional)**

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

**Further information (optional)**

N/a
-----