



# Wren Spinney School

## Pupil Premium Strategy Statement

### 2023 - 2026

**Approved by:** Headteacher

**Date:** January 2025

**Next review due  
by:** January 2026

## **Wren Spinney School**

***Across our trust, we are committed to supporting the mental health and wellbeing of all; including staff, students and families. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's responsibility.***

### **At Creating tomorrow we:**

- Provide a nurturing, safe and supportive environment based on trusting relationships to:
  - Help everyone to understand and manage their emotions and feelings
  - Help everyone to feel comfortable in sharing any concerns or worries
  - Help everyone to form and maintain relationships
  - Develop self-esteem and self-worth
  - Encourage everyone to be confident and celebrate their individuality
  - Help students to develop emotional resilience and to manage setbacks
  - Provide a structured approach to education about relationships, sex and health
  - Support parents as partners in their child's learning and development

## 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	88 (2023/24) 97 (2024/25)
Proportion (%) of pupil premium eligible pupils	44.83% (2023/24) 43.2% (2024/25)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021/23 to 2024/26
Date this statement was published	Updated January 2024 Updated January 2025
Date on which it will be reviewed	January 2026
Statement authorised by	Mr J Gershwin-Williams
Pupil premium lead	Mr J Gershwin-Williams
Governor / Trustee lead	Jeannette Payne

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,085.00 (2023/24) £37,800.00 (2024/25)
Recovery premium funding allocation this academic year	Na
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	£32,085.00 (2023/24) £37,800.00 (2024/25)

### Part A: Pupil premium strategy plan

#### Statement of intent

At Wren Spinney Community School, we aim to use pupil premium funding to help us 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 experiences
- To support student’s mental health and well-being, 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' Personal Learning Goals (PLGs), EHCP or by their teachers. These interventions are led by our level 4 TAs who have undergone bespoke personalised training based on the feedback from our sensory provision staff survey. Through structured activities, they will also support student’s mental health and well-being.

We have also introduced several offers to a range of external specialists to support our objectives these include Speech and Language Therapy, Occupational Therapy and music interventions.

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. We have focused this funding on supporting students reading, with Phonics intervention sessions.

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 discussions 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 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 reading 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 range of enrichment activities that have been limited during the pandemic.	Students experience a range of celebration 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: £ 500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Induction sensory training (all staff) – purchase of “Equals resources”	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) – purchase of “Equals resources”	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: £28,585.00 (2023/24) / £34,300.00 (2024/25)

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.  Timetabled sensory intervention sessions delivered by the Level 4 Tas. Interventions delivered by the SaLT/OT and Music teacher ( <i>Updated Jan 2024</i> )	1 2 3
Phonic Interventions for Identified Students	Tuition targeted at the specific needs of our students can be an effective means of supporting students to meet their targets.	4

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

Budgeted cost: £2758.00 (2022/23) / £3000.00 (2023/24) / £3000.00 (2024/25)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for the of a Wellbeing Lead (Yr. 1 - funded by school/ Yr.2 part funded)	EEF Guidance on well-being and mental health	1 3
Training of 3 Adult MHFAs	EEF Guidance on wellbeing and mental health (Completed May 2023)  ( <i>Completed Oct 2023</i> )	1 3

**Total budgeted cost:** £37,800.00 (2024/25)

**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.

**2023/2024**

Identified pupils had access to phonics session interventions, and most of the pupils have made progress.

All of the pupils benefited from SLAT and OT interventions. Through classroom observations and specialist observations, these students made progress in these areas.

Students' positive behaviours and attitudes to learning have increased. This is evidenced through behaviour data and achievement of their EHCP targets.

Our students responded well to the learning opportunities outside the classroom.

They have also engaged and showed enjoyment during special events that took place in school.

The weekly music intervention has also had a positive outcome on the student's mental well-being.

**2024/2025**

Identified pupils had access to phonics session interventions, and all of the pupils have made progress.

All pupils benefited from SaLT and OT interventions. Through classroom observations and specialist observations, interventions, these students made progress in these areas.

Students' positive behaviours and attitudes to learning have increased. This is evidenced through behaviour data and achievement of their EHCP targets.

Our students responded well to the learning opportunities outside the classroom, engaging in a range of community-based experiences.

They have also engaged and showed enjoyment during special events that celebrate FBV and diversity took place in school.

The weekly music intervention continues, which includes live music at lunchtime has also had a positive outcome on the student's mental well-being.



### 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
Occupational Therapy	Powerful Voices
Speech and Language Therapy	Bloosom
Adult MHFA Training	Healthy Schools - Northampton
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)

*SALT's feedback (report attached)*

#### **Speech and Language Therapy**

Intensive interaction – staff have had training/hands-on training, this is now being seen in classes. This has helped the students with their fundamental communication skills.

Communication books/boards – These are now being rolled out more across the school. Many students are now being provided with the communication opportunity. In some instances, this is starting to help

with their regulation and frustration, as they are now able to communicate their wants and needs to others and do not need to use behaviours to do this. Also helping provide teachers with support on how to progress the students forward with these methods so that their communication can continue to develop.

TACPAC – This has started to be demonstrated across the school with some individuals which is supporting their interaction through sensory play and we hope that this will be continued within the classroom environment.

High Tech AAC – We have supported some students gaining access to high-tech AAC to support their expressive communication when this is otherwise difficult for various reasons. This is supporting their ability to be more independent and communicate more freely.

Training has been completed on total communication, modelling and understanding language – The impacts of this have been seen across the school, as staff are now starting to model communication boards/books to students more often. There is now a bit more understanding of how to develop skills in their area.

### ***Occupational Therapy***

Occupational therapy benefits for Wren Spinney

Wren Spinney School have Occupational Therapy input weekly for their students. This consists of a variety of areas being supported such as regulation, sensory needs, and interoceptive awareness needs.

The current focus on regulation has meant that students and class staff are increasingly aware of the student's needs for regulation throughout the day and the various strategies and resources available to them at school. As a result, students are in a calm and ready-to-learn state when exposed to resources such as the sensory swing, sensory room, and individual strategies.

The interoception curriculum, an adapted version is being used across the school to support the students in increasing their understanding of sensations such as hot, cold, wet, and dry which has increased their awareness and will over time extend to everyday life. The able students are using the standard curriculum to develop their emotional awareness and understanding of how they can listen to their bodies and act to change how they feel.

Training around sensory integration and interoceptive awareness has supported staff to understand these needs further and therefore add these strategies and supports into the daily routines within the classrooms.