

## Pupil premium strategy statement – Wrangle Primary Academy

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

All schools that receive pupil 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, if that version was published using the template.

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

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 academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	61
Proportion (%) of pupil premium eligible pupils	33/61 – 54%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Governors

Pupil premium lead	Tiffany Hebron
Governor / Trustee lead	Jo Lovell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£51020

## Part A: Pupil premium strategy plan

### Statement of intent

*At Wrangle Primary Academy, we are committed to ensuring that all pupils, regardless of their background or the challenges they may face, make good progress and strive for excellence across all subject areas. Our Pupil Premium strategy is designed to support disadvantaged pupils in achieving these goals.*

*In implementing the Pupil Premium Funding, we thoughtfully address the common barriers to learning that disadvantaged children often experience. These barriers can include less support at home, weak language and communication skills, lack of confidence, and behavioral challenges. However, we recognize that these barriers are not universal, and we tailor our approach to the needs of our pupils.*

*At the core of our strategy is high-quality teaching, with a focus on areas where disadvantaged pupils need the most support. This approach has been proven to have the greatest impact on closing the attainment gap, while also benefiting non-disadvantaged pupils.*

#### **Ultimate Objectives:**

- *Disadvantaged pupils will make expected or better progress in reading, writing, and maths.*
- *The social and emotional development of disadvantaged pupils will improve.*

#### **How We Achieve These Objectives:**

- *All our chosen approaches focus on improving outcomes in reading, writing, maths, and the social and emotional development of disadvantaged pupils.*

#### **The range of provisions considered by the Governors for this group includes:**

- *Allocating additional teaching assistants for small group work with experienced TAs or HLTAAs to address gaps in learning.*
- *Providing 1-1 pastoral support.*
- *Offering additional learning opportunities through trained TAs or external agencies.*

- *Using Pupil Premium funding to accelerate progress, aiming for all children to reach age-related expectations.*
- *Funding activities, educational visits, equipment, and residential trips to provide first-hand experiences that enhance classroom learning.*
- *Offering behaviour and nurture support.*

## Challenges

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

Challenge number	Detail of challenge
1	<b>Gaps in learning</b> <i>Identified through thorough and ongoing assessments and baseline.</i>
2	<b>Emotional, social and behavioural issues for some disadvantaged pupils.</b>  Our intervention and re-introduction of the Emotional Literacy (ELSA) assessments and observations indicate that the wellbeing of many of our disadvantaged pupils has been exacerbated by partial school closures to a greater extent than for other pupils.
3	<b>Progress and Attainment</b>  Increased progress in all areas but with a particular focus on phonics and early reading for identified children.
4	<b>Attendance</b>  Attendance and Persistent absence needs to improve and be sustained.
5	<b>Pastoral Support</b>  Supporting families to be able to access school and the pupils' learning.

## 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
------------------	------------------

Improved Progress in Reading for pupils from their baseline assessments.	Achieve National average progress
Improved Progress in Writing for pupils from their baseline assessments	Achieve National average progress
Improved progress in Maths for pupils from their baseline assessments.	Achieve National average progress
Improved progress in Phonics for pupils from their baseline assessments.	Achieve National average progress
An improvement in attendance, to reduced the number of children who are persistently absent and to support families in accessing school.	Ensuring the attendance of disadvantaged is above 95%

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,723.07

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Bespoke interventions</i>	<p>Focuses on identifying good or better progress by the end of Key stage. Children will be identified - 2027</p> <p>Focus on current Year two children to ensures gaps in learning are identified and accelerated progress can be achieved for these pupils.</p> <p>Number of PP children</p> <p>EYFS – 4/10 – 40%</p> <p>Y1 – 4/7 – 57%</p> <p>Y2 – 7/11 – 64%</p> <p>Y3 – 4/7 – 57%</p> <p>Y4 – 3/8 – 37.5%</p> <p>Y5 – 7/12 – 58%</p>	1, 3, 5

Y6 – 4/8 – 50%	
----------------	--

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

Budgeted cost: £ 7238.49

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one and small group tuition:	<p>Small group tuition has an average impact of four months' additional progress over the course of a year (EEF).</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/smallgroup-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/smallgroup-tuition</a></p> <ul style="list-style-type: none"> <li>Leaders to provide targeted support to improve outcomes for children.</li> <li>Intervention teacher employed four mornings per week.</li> <li>Teaching assistants to provide specific additional support for identified pupils.</li> </ul>	1,4,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 3, 5
Provide additional support for pupils with	(79%) 22 of our 28 children with SEND are PP. (26%) 16 of our 28 children with SEND are FSM.	1, 2, 3, 5

special educational needs and/or disabilities.	EEF's five evidence-based recommendations to support pupils with SEND: <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/send">https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/send</a>	
Provide additional support for pupils in mathematics	Use of White Rose Maths to support the High Quality Teaching of Maths across the school. CPD accessed through White Rose to upskill staff. The use of online teaching tools to embed declarative knowledge.  Evidence from EEF's guide to good Mathematics teaching <a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-guidance-to-help-teachers-boost-maths">https://educationendowmentfoundation.org.uk/news/eef-publishes-guidance-to-help-teachers-boost-maths</a>	1, 3

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

Budgeted cost: £ 23058.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum focus on, and behaviour mentor time allocated to, the social and emotional learning and wellbeing of pupils  Identified 8 pupils access breakfast club and after school club	Breakfast is made available to ensure the children have a good start for the day.  Development of quiet spaces and calm areas to support the regulation of key children.  ELSA training to support the needs of disadvantaged children in order for them to achieve within their learning.  Use of sensory circuits to support children in regulating and to support transition into learning and improve engagement in lessons.  Evidence from the EEF's Teaching and Learning Toolkit suggests that effective social and emotional learning can lead to learning gains of +4 months over	1, 2, 3, 4, 5

	<p>the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/primary-sel</a></p>	
Improve attendance of identified disadvantaged children so they are inline with national expectations.	<p>To support families to maintain and secure good attendance. By the end of 2027, attendance of PP are in line with national and is sustained.</p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p>	4, 5
Purchase of equipment and provision including experiences, trips and uniform	<p>Previous reviews of Pupil Premium strategies have shown this an effective method to work closely with families and to support the development of opportunities for pupils that would not have otherwise been afforded to them.</p>	4, 5

**Total budgeted cost: £51020**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Our assessment Judgements 2024-2025*

*PP summary of outcomes*

*How many were on PP last year*

*The data for children – EYFS achieved and what they achieved. (Outcomes report)*

*Y1 (Phonics screening check how many achieved)*

*Y2 – R< W< M and combined*

*Y6 – R, W, M combined*

*Attendance over the terms (1, 2 and 3) Whole school and Pupil premium (Trust report)*

*Our assessment Judgements 2025-2026*

*PP summary of outcomes*

*How many were on PP last year.*

*The data for children – EYFS achieved and what they achieved. (Outcomes report)*

*Y1 (Phonics screening check how many achieved)*

*Y2 – R< W< M and combined*

*Y6 – R, W, M combined*

*Attendance over the terms (1, 2 and 3) Whole school and Pupil premium (Trust report)*

*Our assessment Judgements 2026-2027*

*PP summary of outcomes*

*How many were on PP last year.*

*The data for children – EYFS achieved and what they achieved. (Outcomes report)*

*Y1 (Phonics screening check how many achieved)*

*Y2 – R< W< M and combined*

*Y6 – R, W, M combined*

*Attendance over the terms (1, 2 and 3) Whole school and Pupil premium (Trust report)*

## Externally provided programmes

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

Programme	Provider
TT Rockstars	Maths Circle
Numbots	Maths Circle
White Rose	White Rose Maths
Oxford Owl	Oxford Owl
Speech and Language therapists	SALT
RWI Spelling and Phonics	Ruth Miskin, Read Write Inc
KAPOW – PSHE	KAPOW
BOSS	PRT and BOSS team - LCC
PRT	PRT team - LCC
WTT	Working together team
ELSA	



## Service pupil premium funding (optional)

*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*

**The impact of that spending on service pupil premium eligible pupils**

Not applicable

## Further information (optional)

*Outcomes for 2023-2024 with how many PP percentage, attendance and outcomes.*

*Number of PP pupils – 31 / 56 – 55%*

*Attendance for PP pupils – 85.29% - September 2023 to July 2024*

### *Outcomes*

*EYFS – 4/7 children met age related expectations with GLD. 1 child reached age expectations in every area excluding PSED.*

*PP – 4/7 pupils. 1 out of 4 pupils reached age related expectations – (25%) This is due to alternate circumstances.*

*Non- PP – 3/7 pupils – All reached age-related expectations (100%)*

*Year 1 – Phonics check – 2 out of 11 children (18%) reached age related expectations in the Phonics screening check. 1 of these pupils is PP. High number of PP children within the year group and high number of SEND children. Support is detailed to ensure pupils make accelerated progress from their starting points.*

*Year 2 – 3/5 children are PP. 2 out of the 3 pupils achieved age related expectations in their SATS. Therefore, 66% of the PP children reached age related expectations.*

*Year 6 – 4 / 7 children - 57% - achieved combined – reading, writing and Maths.*

*Maths – 5/7 - 71% of pupils achieved age related expectation.*

*Reading and Writing – 4/7 children achieved age related expectations.*

*Of these children 4/7 pupils are PP. 2 of the pupils achieved combined (50%)*

*In Mathematics, 3 / 4 - 75% of the PP pupils achieved age related expectations.*