

Effective use of our Pupil Premium budget to support children eligible for free school meals

Review of 2015/16 spend and impact

Wren's Nest received £428,265 pupil premium funding in 2015/16 to support a priority to raise standards of achievement for children who receive free school meals.

We have always focused on meeting the needs of all of our children as individuals and it is central to our ethos. Children who are eligible for free school meals (FSM) form the majority of our school population with 73% of our children being eligible for the pupil premium in 2015. (Source: Raise Online validated data Feb 2016)

The school has a top priority to close the gap and diminish the difference between:
a) the attainment and achievement of these children and that of *all children* nationally and
b) between our children eligible for the pupil premium and those *not eligible* nationally.

We have used the Pupil Premium in a variety of ways to support this priority and remove the barriers to learning that many of our disadvantaged children face. Our management and effective use of the Pupil Premium was recognised in our OFSTED inspection (2012) and the report states, ***"The school is outstandingly successful at narrowing the gap in attainment between the least able pupils and the rest. There are many examples of pupils supported by pupil premium funding making exceptional progress."***

We have used information from the Education Endowment Toolkit to help us identify strategies that have been shown to have maximum impact, with four key strategies being:

- ✓ Creating additional small booster sets for Literacy and Numeracy (reducing class size)
- ✓ Early Years Intervention
- ✓ Small group tuition for targeted children
- ✓ Behaviour interventions and mentor support for vulnerable children

Providing quality first teaching to smaller classes/groups of children and meeting individual needs are central to the Wren's Nest Pupil Premium strategy.

Using the approach suggested by Sir John Dunford (at our North Dudley Learning Partnership conference) we have identified barriers to learning, key desired outcomes and success criteria against which to measure our impact.

No child is the same as another and all families are individual and at Wren's Nest we do not generalise or stereotype, however the barriers to learning for some of our children include:

- Low self-esteem and a lack of belief and confidence in themselves
- Low aspiration and low expectation
- Narrow life experiences
- Inter-generational unemployment within the family
- Poor school experiences for parents resulting in parents feeling unable to support children's education at home

We have identified key desired outcomes and success criteria. These desired outcomes have been a priority for a number of years, as influencing and changing aspiration and values takes time and persistent determination. We are proud to show significant improvements towards our success criteria:

Summary of impact against the desired outcomes:

Desired Outcome	Success Criteria																																
Improving attainment of Pupil Premium children	<ul style="list-style-type: none"> ✓ Children eligible for the pupil premium attain at least as well other children (reducing the in-school gap). ✓ Children eligible for the pupil premium close the gap between their attainment and the national attainment percentage for those children NOT receiving the pupil premium. 																																
	<p>At the end of Reception 56% of our disadvantaged children achieved a good level of development despite entering Nursery with exceptionally low levels of attainment.</p>																																
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<p>The percentage of Wren's Nest PP children achieving a level 4+ for Grammar, Punctuation and Spelling, matched the percentage of ALL children achieving this nationally.</p>																																	
<p>Detailed data in the report in Appendix A gives further information of narrowing the gaps and outcomes for children.</p>																																	

Improving behaviour

- ✓ All children are supported so that they are able to have a positive attitude towards learning and they do not disrupt their learning or that of others.
- ✓ Tracking shows the positive impact of learning mentor and behaviour support.
- ✓ Case studies provide evidence of support to meet children's individual needs and overcome barriers to learning.

783 behaviour award books were given to children in 2015/16 for outstanding behaviour and attitude (To be eligible children have to have none, or one small blip, on tracking for whole of term)

The school is effective in working with multi-agency partners, including Health, Social Care, Education Psychology and Speech to make a difference to children and improve outcomes for the children (Case studies)

In Y6, 17 children worked with Learning Mentors to meet individual needs in 2014/15. This work supported the children to be successful in their learning:

	At least expected progress	More than expected progress
Maths	100%	41%
Writing	100%	35%
Reading	88% (15/17 children)	35%

In 2015/16, the learning mentors supported a group of Y6 Pupil Premium girls to manage the transition both to high school and to help meet their needs and remove barriers to learning. The children all made a successful transition to high school, average attainment scores were higher than the school average scores and the children had overcome individual personal barriers (Case study evidence).

Improving attendance

- ✓ Children eligible for the pupil premium attend school at least as well other children (no in-school gap).
- ✓ Children eligible for the pupil premium close the gap between their attendance and the national attendance percentage for all children.
- ✓ There are significantly less Pupil Premium children who are Persistent Absentees at Wren's Nest than the percentage nationally.

Pupil premium children have good rates of attendance – 95.8% for the academic year 2015/16 vs 94.2% for PP children nationally, and 96.0% for ALL children nationally.

The attendance of PP children at Wren's Nest is above that of PP children nationally and has been over the last 3 years.

Persistent Absence: In 2015/16, 9.0% of our school pupil premium cohort (12 girls, 10 boys) were below 90% attendance vs 8.4% nationally for "All" children and 17.6% of Pupil Premium children nationally.

120 – 130 children attend a free Early Birds breakfast club each day, starting the day at 8:20am, enjoying a social occasion with bagels, fruit juice, yoghurt and milk. This club encourages children to be in school, on time and with food in their tummies ready to start learning. Registers show that generally, at least 75% of these children attending Early Birds are eligible for the Pupil Premium.

<p>Extending opportunities</p>	<ul style="list-style-type: none"> ✓ Children have many opportunities throughout their education at Wren's Nest to widen their life experiences. ✓ We aim for all children to undertake at least 6 visits/experiences outside school per year. ✓ We offer a wide range of after school clubs which are free of charge. <p>157 children who are eligible for the pupil premium took part in clubs during the Summer term 2016. 154 children are participating in clubs this term (Autumn 2016).</p> <p>There were 75 whole class trips organised last year (2015/16) and a total of 104 visits or activities for which a risk assessment was completed (including sports matches, local visits, competitions). All children are asked to contribute £10 towards the cost of all of the visits for the whole of the year. No child is penalised or left out.</p>
<p>Parents more able to support children's education</p> <p>Parents supported to develop skills and gain employment</p>	<ul style="list-style-type: none"> ✓ Close partnership with adults supports parents to be informed and connected with their children's education. ✓ A comprehensive and flourishing adult education programme delivered in school supports parents to further their own education. ✓ Each year we strive to increase the number of parents that engage in programmes and courses (currently around 70 parents). ✓ A weekly Job Club supports parents to gain employment and we aim to help at least 15 parents gain employment each year. <p>Our Adult Education work was highlighted as an "excellent example" by HMI in a good practice example published in June 2014 "Working with families in highly disadvantaged neighbourhoods: Dudley Borough Council". The report is attached as Appendix B.</p> <p>101 parents/members of the community attended some form of adult education in 2015/16. 19 parents have attended a Triple P parenting course.</p> <p>51 parents attended literacy and/or numeracy courses and 38 of these parents completed a full course. 5 parents gained a maths qualification and 7 parents gained a literacy qualification in reading and writing and a further 6 parents gained partial success with either a pass in Reading or Writing.</p> <p>In September 2015 we launched an adult GCSE class for numeracy and 10 parents completed the course and gained a GCSE (grade A – F) of which 5 parents gained an A-C qualification.</p> <p>In the last two years we have had 38 people attend Job Club sessions and we have 16 parents who have taken our courses who have gone on to be successful in gaining employment. We are particularly proud of two parents that gained a Level 3 qualification in Supporting Teaching and Learning and there are 4 people who have recently attended courses at Wren's Nest and have subsequently gone on to gain employment (two in a social care setting and two in educational settings).</p> <p>We hope to offer a GCSE English qualification next year in addition to our Numeracy course.</p>

At Wren's Nest we are closing the gap between our children that are eligible for the Pupil Premium and other more privileged children throughout the country. We recognise this is a challenge and we are committed to removing the additional barriers to learning that more deprived children face. We use the Pupil Premium funding over a range of strategies which focus on raising attainment and removing barriers to learning.

OFSTED recognised the success of our strategies: ***"The school uses its extra funding to support pupils at risk of not doing well very effectively. Teaching in small 'booster classes' is always of high quality. Pupils of all abilities benefit from working in smaller groups for their literacy and numeracy work. Progress speeds up because teachers and other adults have more time to give individual help"***

How we spent our Pupil Premium in 2015/16 to support eligible children :

In 2015/16 Wren's Nest received £422,280 in Pupil Premium grant with 73% of the pupils being eligible. We reviewed the provision and strategies that we implemented in 2014/15 and the greatest impact was seen when additional teachers were used either to increase the number of high quality teaching sets or through additional small group tuition. This element of the programme was increased for 2015/16.

We also had a key priority to address standards in Reading and this was of particular importance for our more vulnerable children, especially boys eligible for the pupil premium. A budget for resources was allocated in 2015/16 to develop reading and phonics resources with a focus on increasing the range of books for boys and those still working on fluency and reading skills in KS2. During the Autumn term 2015 staff received high quality CPD to improve the teaching of reading with a new phonics programme launched for children in the early stages of reading and the Literacy & Language programme embedded for children who are fluent readers.

We continued to fund the specialist KS2 SEN class catering for children with severe and complex needs across the whole of Key Stage 2 and we also ensured we met the mental health needs of our younger pupils and raised aspirations in parents. This was through the provision of a Nurture group, access to learning mentors, increased access to an educational psychologist supporting children and families, attendance support and promoting and leading adult education.

Providing quality first teaching to smaller classes of children and meeting individual needs are central to the Wren's Nest Pupil Premium strategy.

The budget spend was as follows:

1:1 tuition for targeted children	£12,950
Additional teacher in Y6	£33,750
Additional Y5 teacher	£25,670
Additional teacher in Y4	£33,750
Additional Y3 teacher	£23,140
Additional teacher for KS1 booster group	£25,313
Additional teacher for EYFS intervention	£32,585
Additional booster group across Y5&6	£31,035
Additional SEN set - KS2 mornings	£28,121
Provision of Nurture group for KS1	£41,059
Learning Mentor support for vulnerable children (76% of cost of 5 mentors)	£73,538
Early Birds Breakfast club for 120 children*, promoting good attendance and ready to learn	£8,710
Enrichment programme	£26,600
F.S.W. to support vulnerable families (increased hours)	£9,836
Lifelong Learning Manager - supporting adult education and attendance monitoring	£16,708
Book and Phonics Resources	£5,500
Contribution towards additional Educational Psychologist hours	£3,000
Total Spend	£428,265

Appendix A:

Data Analysis showing the attainment data and impact of our pupil premium strategies:

The data below shows the successful impact of the strategies we have employed to raise attainment and achievement of children eligible for the pupil premium:

Phonics Results 2016: This year 51 of our 60 children in Year 1 scored 32 marks or more → 85% of the cohort

	2013	2014	2015	2016
National % Pass	69%	74%	77%	?
Wren's Nest % Pass	60%	71%	65%	85%

The trajectory is that our results will improve again in 2016/17 as the children currently in Reception have already accessed a year of the new programme and are entering Year 1 with a higher level of competency in phonics (raising the level of the on-entry baseline).

Disadvantaged group analysis of phonics test results:

Disadvantaged (PP)	2013	2014	2015	2016
National	57	63	66	?
Wren's Nest	56	70	57	86

86% of our disadvantaged cohort of children passed the test vs 83% of the non pupil premium cohort of children at Wren's Nest. In 2015 66% of disadvantaged children nationally passed the phonics check and 77% of "All" children nationally passed..

Year 2 Re-takes for children not passing the test in Year 1 (June 2015)

In June 2015 we were not successful with the 14 children who needed to re-take the Y1 test that they had failed the previous year. Only 3 of the children (21%) achieved a pass when in Year 2.

This year we have been much more successful and the impact of the new phonics programme is evident and the one-to-one tutoring has had significant impact. 21 children, of which 15 were children eligible for the pupil premium (71% of the retake cohort) did not pass their phonics check last year when in Year 1 and had to re-take the test. 14/21 children achieved 32 marks + in the re-take this year. This is a 67% success rate (much improved from 21% the previous year) and is in line with national success rates (64% in 2015). 9 out of the 15 Pupil Premium children passed the test in Year 2 (60%)

The cumulative impact of the phonics programme and the success in the retakes, now means that 88% of the Year 2 cohort have achieved the required standard (vs 80% in 2014/15). This is close to the National average of 90% of the Year 2 population achieving a pass by the end of Year 2.

Note: The 11 children that failed their phonics check a second time when in Year 2 in July 2015 have all received booster phonics work and all the children except one have now comfortably exceeded the phonics pass mark during Year 3.

By the end of Key Stage 1:

Although our children enter Reception with attainment well below average (school located in an area within the top 3% of deprivation and a deprivation indicator of 0.51 vs national 0.24) by the end of Key Stage 1 children have made accelerated progress and there is good evidence of the gap narrowing:

Only 35% of the children achieved a "Good level of development" by the end of Reception in 2013. However a significantly larger number of children reached at least the expected level of attainment at the end of Key Stage 1 in 2014/15:

2015 results	Level 2B+	Level 2A+	Level 3
Reading	67%	49%	16%
Writing	44%	18%	5%
Maths	67%	45%	18%

The Pupil Premium children who achieved “expected” in Reception have gone on to build on this success:

2015 results PP children who achieved Expected in Reception for each subject	Level 2B+	Level 2A+	Level 3
Reading	89% 16/18 children	72% 13/18 children	17% 3/18 children
Writing	76% 13/17 children	29% 5/17 children	6% 1/17 children
Maths	95% 19/20 children	70% 14/20 children	30% 6/20 children

Outcomes for 2015/16

The raised expectations for the end of KS1 is a big challenge to Wren’s Nest children. In KS1 there are only two years in which to accelerate learning and work to close the gap and catch up with their peers nationally; starting from the very low entry baseline attainment into Year 1 at Wren’s Nest. Only 34% of the Pupil Premium children in Year 2 gained a GLD in Reception.

	Reading PP	Writing PP	Maths PP
Expected Standard EXS	35%	28%	22%
Greater Depth GDS	6%	3%	9%
% Expected or better	41%	31%	31%

Our teaching has improved this year, the children have made excellent progress (evident in books and through teacher assessments eg phonics tracker) however the proportion of the children reaching the expected level have dropped due to the increased level in expectation at the end of Key Stage 1.

However moving into Year 3 we have more children ready to start Language and Literacy as fluent readers with good comprehension skills and the majority of the children that need to remain on the phonics programme are further through the book bands. These children have improved reading skills vs the previous Y2 cohort.

Profile of children entering Y3 2015 vs 2016:

Y3 Baseline	A	B	C	D	E	F	G	H	I	J
Sep 2015				9%	2%	13%	11%	27%	4%	34%
Sep 2016			2%		2%	8%	5%	15%	20%	47%

At the end of Y2 47% of children were ready to start Language & Literacy as fluent readers. Of these, 39% of the Pupil Premium cohort were part of this group (13 /33). Last year only 34% of the Pupil Premium cohort were ready to start Language and Literacy in September 2015.

By the end of Key Stage 2:

Children who are eligible for the Pupil Premium continue to make good progress in Key Stage 2. In 2015 on average these children made +12.2 points in Reading, +13.1 points in Writing and +14.6 points in Maths. The expected progress of children nationally is +12 points between Key Stage 1 and Key Stage 2.

By the end of KS2 the attainment (APS) of FSM children at Wren’s Nest exceeds the attainment of FSM children nationally in all subjects apart from Reading. (Reading is our priority subject area in the 2015/16 school improvement plan). We aim to close the gap between our FSM children and non FSM children both in school and nationally. **The gap between Wren’s Nest children and our Non FSM children is narrower than the gap nationally**, although this is due in part to the low attainment of our Non FSM children as well as better attainment of FSM children (except in Reading).

2015	APS Combined	Maths	Reading	Writing	GPS
National FSM	27.2	27.3	27.6	26.6	27.5
National Non FSM	29.5	29.8	29.6	28.8	29.8
Gap	-2.3	-2.5	-2.0	-2.2	-2.3
WN FSM children	27.4	28.1	26.4	26.8	27.9
WN Non FSM	27.7	28.8	27.0	26.1	27.9
In school gap	-0.3	-0.7	-0.6	+0.7	--

Percentage of children achieving Level 4+

Results in 2015: (Raiseonline 2015)

Key Stage 2 Results 2015	Wren's Nest FSM children	National FSM children	National ALL children	National Non FSM children
L4 in Reading, Writing and Maths	74%	70%	80%	84%
Reading	78%	83%	89%	92%
Writing	84%	79%	87%	90%
Maths	92%	80%	87%	90%
GPS	76%	71%	80%	84%

Key Stage 2 Results 2015	Wren's Nest FSM children	National FSM children	National ALL children	National Non FSM children
L5 in Reading, Writing and Maths	11%	13%	24%	29%
Reading L5+	21%	34%	48%	55%
Writing L5+	16%	22%	36%	42%
Maths L5+	29%	28%	41%	47%

We aim to close the gap between our vulnerable children and those more privileged (non FSM) children nationally.

Our 2015 results meant there was:

- ✓ A reduction in the gap between our FSM children and non FSM children nationally who achieved L4 across all subjects - our pupil premium children achieved 74% Level 4+ in Reading, Writing and Maths in 2015, +5% vs Non-PP children whereas there was a 19% gap in 2014.
- ✓ Wren's Nest FSM children exceeding the National ALL children percentage and the non FSM children figure for Maths Level 4+.

In 2014/15 the % of Wren's Nest PP children achieving Maths Level 4+ exceeded National ALL children and % of no PP children achieving Level 4+.

	No of PP children in Y6	PP % L4 R,W,M	% Gap with Non PP	PP 2 levels progress Maths	PP 2 levels progress Writing	PP 2 levels progress Reading
2013	39 (78%)	77%	-5	92%	97%	87%
2014	45 (79%)	64%	-19	98%	95%	91%
2015	38 (74%)	74%	+5	95%	100%	87%

2016 Assessment Results:

The new assessment framework and expectations have been a challenge for all children at Wren's Nest including those eligible for the Pupil Premium. Pupil premium children, and boys in particular, enter Wren's Nest with exceptionally low levels of attainment. Throughout school, children accelerate in their learning and start to catch up with their peers. The current cohort had a Foundation Stage Profile av score of 75.6 vs 86.9 National average score.

In 2016 Pupil Premium children had an average scaled score of

Wren's Nest 2016 results	All children	PP children Av scaled score	Non PP Av scaled score	National All children
Reading	97.6	96.9	102.4	103
SPAG	100.6	100.1	100.8	104
Maths	98.9	98.6	103.9	103

Progress Analysis

Children eligible for the Pupil Premium at Wren's Nest make better progress than the same group of children nationally and also make better progress than the national average for all children. This better progress was Sig + in 2013 and 2014 but not significantly better in 2015. We do not yet have figures for comparison in 2016.

Progress Measure Value Added: (KS1 to KS2 Value Added – Performance of Groups – (RAISE 2013,2014, 2015)

	FSM 2013	FSM 2014	FSM 2015
School Score	100.9	101.0	100.4
95% confidence interval	0.8	0.8	0.8
Group national mean	99.8	99.7	99.8
Significance from national average for group	Sig +	Sig +	+0.6
Significance from overall national average	Sig +	Sig +	+0.4

The Value Added analysis by subject also shows that children make better progress than both FSM children nationally and "All" children nationally in all subjects. In 2013 this was the same pattern except for Reading (99.8 vs 100). This was one of the reasons why Reading was our school priority in KS2 at Wren's Nest in 2013. The impact of the work shows the increase in value added progress to 100.4 in 2014. This has dropped in 2015 once more and reading remains a priority for the school.

Value Added by Subject

Key Stage 2 Results 2015	Wren's Nest FSM children	National FSM children	National All children
All subjects	100.4	99.8	100.0
Reading	98.7	99.7	100.0
Writing	100.0	99.8	100.0
Maths	101.5	99.8	100.0

Key Stage 2 Results 2014	Wren's Nest FSM children	National FSM children	National All children
All subjects	101.0	99.7	100.0
Reading	100.4	99.7	100.0
Writing	100.1	99.8	100.0
Maths	101.7	99.7	100.0

Key Stage 2 Results 2013	Wren's Nest FSM children	National FSM children	National All children
All subjects	100.8	99.8	100.0
Reading	99.8	99.7	100.0
Writing	100.5	99.8	100.0
Maths	101.4	99.8	100.0

The ultimate aim of the Pupil Premium is to support children to achieve at the same level as children nationally who are not eligible for the premium – i.e. the more privileged children nationally. **Although our attainment does not yet match that of more privileged children, a greater percentage of Wren's Nest pupil premium children make expected progress than the percentage of more privileged children nationally in Maths and Writing. We continue to work on our priority to improve progress in reading for both Pupil Premium children and our other children too.**

Analysis comparing Wren's Nest children eligible for the Pupil Premium against the National results for children NOT eligible for the Pupil Premium and National Pupil Premium children

2015 Results	WN FSM children % making expected progress	National FSM children - % making expected progress 2015 figs	National NON FSM children - % making expected progress 2015 figs	WN FSM children % making MORE than expected progress	National NON FSM children - % making MORE than expected progress (2015 figs)
Reading	87%	88%	92%	21%	33%
Writing	100%	92%	95%	32%	37%
Maths	95%	86%	91%	47%	37%

2014 Results	WN FSM children % making expected progress	National FSM children - % making expected progress	National NON FSM children - % making expected progress	WN FSM children % making MORE than expected progress	National NON FSM children - % making MORE than expected progress
Reading	91%	88%	92%	56%	34%
Writing	95%	90%	94%	23%	34%
Maths	98%	86%	91%	42%	38%

2013 Results	WN FSM children % making expected progress	National FSM children - % making expected progress	National NON FSM children - % making expected progress	WN FSM children % making MORE than expected progress	National NON FSM children - % making MORE than expected progress
Reading	87%	84%	89%	26%	29%
Writing	97%	89%	93%	31%	31%
Maths	92%	84%	90%	41%	34%

Reading continues to be a priority area for the school improvement plan. 2016 results show that Pupil Premium children make the least progress in reading and that the gap between these children and non PP children is largest in this subject area.

In 2016, 86% of the cohort were eligible for the Pupil Premium ie 49 out of the 57 children, 8 children were not eligible and of these 8 children*, two children are not included in the progress score for Reading, one is not included for all subjects.

Wren's Nest 2016 results	All children	PP children	Non PP*
Reading	-3.1	-3.5	0.56
Writing	-2.0	-2.0	-1.9
Maths	-2.4	-2.4	-1.8

Appendix B - Working with families in highly disadvantaged neighbourhoods: Dudley Borough Council

Good practice example: Further education and skills
Dudley Metropolitan Borough Council
June 2014, No. 140119

Working with families in highly disadvantaged neighbourhoods: Dudley Metropolitan Borough Council

URN: 50218

Region: West Midlands

Remit: Further education and skills

Provider background

The adult and community learning (ACL) provision comes under Dudley Borough Council's Adult, Community and Housing Services directorate. The team offers a wide range of family learning programmes through taster workshops and short and longer courses, alongside provision in arts, vocational skills and health. The team has provided family learning in the 42 most deprived schools in Dudley, including those where at least 25% of pupils are eligible for free school meals. The team has worked closely with all 18 children's centres in Dudley to engage parents and carers over the past two years. One of these is [Wren's Nest Primary School and Children's Centre](#), located in a ward that falls within the 10% highest deprivation level for the country. Levels of unemployment are high, with 40% of residents in long-term unemployment.

Brief description

The adult and community learning (ACL) team is very successful at engaging with adults who have had very poor prior experiences of learning, low self-esteem and little aspiration for themselves and their children. Initial courses for families at Wren's Nest School and Children's Centre often lead to more in-depth courses that help parents or carers develop their own skills and confidence to support their children, with the added bonus of the opportunity to achieve valuable qualifications in English and mathematics.

This example is part of a joint project between Ofsted and [The National Institute of Adult Continuing Education](#) (NIACE) showcasing various good practice in family learning.

The good practice in detail for family learning

Dawn Griffiths, from the Dudley ACL Team explains: 'Wren's Nest Primary School and Children's Centre offers an excellent example of how family learning programmes can be developed to engage those learners 'hardest to reach' and encourage them to return to learning, offering them progression routes to qualifications. We offer [initial family learning activities](#) to parents or carers at the children's centre to build their confidence in supporting their child's early development.

'Once the parents have gained an understanding of the children's curriculum, we then guide them onto a range of short courses that eventually lead to mathematics and English courses.

'We are really pleased about the way that the school has integrated the children's centre and ACL facilities into the new school building. The site is an oasis in this very deprived local community.'

Getting the project started

The headteacher at Wren's Nest is strongly committed to parent engagement in the life of their children and the school. She has worked hard to establish a strong culture in the school of empowering parents and carers to work with the school to help their families by breaking down the cycle of inter-generational unemployment and poverty.

The components for the successful family learning provision have been built up over the years:

- In 2006, a children's centre was added to the school, providing extra space to facilitate a crèche and a designated area for adult learning.
- The Lifelong Learning Manager post was created to work between the school and the ACL service by:
 - developing a positive relationship with many of the targeted families
 - recruiting parents to the classes
 - offering classroom support for those who may be lacking in confidence and skills.
- Some of the pupil premium funding is used to subsidise some adult education programmes. This clearly emphasises the value placed on raising parents' skills as part of the school's strategy to support the development of the targeted children.
- Highly skilled tutors plan and deliver courses such as 'Play and language' to parents of children in the Early Years Foundation Stage (EYFS) as a first step on their learning route. Parents who lack confidence can access a course and also use the crèche. Family literacy is then offered to those who want to continue studying and they are given the opportunity to gain a qualification.
- Once in the learning environment of the school, parents are encouraged by the Lifelong Learning Manager, tutors and peers to continue into the well established programme of adult learning and to improve their skills and gain qualifications, with the ultimate aim of achieving employment.
- The Lifelong Learning Manager liaises very closely with local partners and colleges to establish progression courses in local settings that fit around their children's needs for the parents.
- Courses are offered in mathematics, English and basic computing skills. The school offers work placements in schools to all parents undertaking childcare courses. This often leads to voluntary work experience and jobs in a variety of roles at Wren's Nest or neighbouring schools.
- A job club has been running since September 2012 to help parents' progression into employment.

The keys to success

Family learning is now part of the school culture and it has raised the aspirations for many parents and carers and their children.

The main driver is the high level of commitment and support from the headteacher and governors in building the skills of the parents in their community.

Similarly, strong strategic lead and support for family learning from the local authority continues to provide family learning in areas of high deprivation in Dudley.

Other keys to success include:

- the conducive and welcoming learning environment that encourages parents to get involved in the school life
- a dedicated worker with highly developed interpersonal skills to encourage parents to join in learning
- starting with an initial programme that can be of immediate use to the parents in helping their children
- provision that is locally based and timetabled around school hours
- short, incremental qualifications that help learners develop a portfolio of skills, with the opportunity to gain recognised qualifications
- developing parents to become learning champions/mentors to encourage other parents in learning
- sustained and long-term programmes of learning with on-site childcare/crèche provision
- excellent support for the parents to help them deal promptly with personal issues, including referral to relevant support agencies
- strong partnerships – as noted in the [last inspection](#) – with the local providers of learning, including children's centres, schools, colleges and universities
- good access to up-to-date information, advice and guidance on careers and progression programmes
- on-site help with looking for jobs and developing employability skills, including an integrated programme of volunteering that helps learners to practice their skills, develop confidence and build up references.

Making a difference through developing the skills of adults and children

Family learning has had a significant impact on the development of the children as well as that of their parents or carers.

Measurable outcomes for the children include:

- higher levels of attendance
- more regular completion of homework to consistently high standards
- greater concentration and improved attention span in classes
- substantial gains in confidence
- much improved behaviour in the classroom and in routine school activities
- rapid progress in school subjects.

Gains for the parents, the school and the local community are equally notable.

- Many parents have built on their skills and learning to incrementally reach full level 2 qualifications and obtain jobs. Some of the parents have also become learning champions and help in recruiting and encouraging others to join in learning and in the life of the school.
- The school has seen an increased attendance at parents' evenings with a greater degree of parental willingness to support the school in many activities and helping their children.
- A few parents have secured jobs within schools after undertaking several part-time roles. They have learnt the true value of education and some of the earlier graduates of family learning encourage their children and grandchildren to engage more productively in education. As a direct result of the help and encouragement of the school and the ACL team, [one parent has gained a university degree](#) in social work and is now employed as a social worker.

A 'Dads' Bake Off' cooking class engaged nine dads and their sons from Year 4, as an alternative to offering stereotypical 'male' activities such as sport. Dads and their sons spent quality time baking, learning, listening and speaking to each other – thereby developing a strong bond. These boys' attainment and progress have improved considerably.

- The ACL team has made creative use of current topics and trends to develop some challenging programmes that have been particularly successful in breaking down gender barriers.
- Attendance, retention and achievement of those working towards qualifications or personal objectives have been excellent. In excess of 97% have gained at least a unit of a qualification or achieved their learning goals. For example, 16 learners had achieved a qualification at level 2 in English and/or mathematics; two were taking a qualification in 'children and young people's workforce' at level 2 and both learners who had achieved the same qualification at level 3 were employed in school.

Extending the life of the project

Dudley ACL team is very determined to continue to make family learning highly effective in the borough. It has taken, or has well-developed plans in place to take, the steps listed below to extend the benefits of the family learning throughout the borough:

- The 'Looking Glass' project is an inspirational exhibition and training resource centre facilitated by the local authority's EYFS team. It is used primarily to support the professional development of early years practitioners working with children aged 0–5, including children's centres and childminders. The managers plan to extend the use of the centre to learners on family learning programmes and other families. Working in partnership with schools, visits for parents of young children will be organised. Parents can experience a range of opportunities that they could provide easily and cheaply at home, to support their child's learning and development.
- Local councillors hold a strong and positive profile of ACL.
- Discussions are taking place with other headteachers to establish and extend family learning in more schools.
- The impact and promotion of family learning will continue to be a focus through quarterly reports to the borough council directors.
- Further investment is put into appointing an employability worker at the children's centre to help parents secure jobs and volunteering.
- Close working with the local colleges continues, to establish progression courses.
- Continued work is planned with the troubled families on parenting programmes, in partnership with other agencies.

The good practice case studies that Ofsted publishes highlight specific examples of practice that providers of education, learning and children's services have used to achieve successful outcomes.

For education, the case studies do not recommend a single particular approach to teaching and learning. Ofsted has no preferred lesson structure or teaching style. We showcase and share a wide range of approaches that providers have found work well for them in achieving good outcomes for children, young people and learners.

Are you thinking of putting these ideas into practice; or already doing something similar that could help other providers; or just interested? We'd welcome your views and ideas. Get in touch [here](#).

To view other good practice examples, go to:

www.ofsted.gov.uk/resources/goodpractice.

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