

Pupil premium strategy statement

Pupil Premium is funding allocated to schools by the government. It is for schools to decide how the Pupil Premium is spent, as they are best placed to assess what additional provision should be made for the individual pupils at their school.

An annual Pupil Premium grant (PPG) of £1,345 is awarded to pupils who have been eligible for Free School Meals (FSM) during the past six years and £2,345 for pupils in care who have been continuously looked after for six months (LAC) and £2,345 for Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order)

At Worthington Primary School 16% of our children are eligible for pupil premium. The total amount of pupil premium allocated in 2021/2022 is £82,940.

Pupil premium funding is used to ensure all disadvantaged children thrive and are effectively supported to achieve academic success and be secondary school ready. This means diminishing the difference between the attainment of these pupils and their peers. Following Covid lockdown and bubble closures, the Government has provided all school with additional funding, which we have chosen to include in this report. This additional allocation of money is being used in a variety of ways with those children who require the most assistance.

The total amount of additional funding available for the academic year 2021/2022 is:

- Covid 19 catch up £11,360
- Covid Recovery £7,832
- School led tutoring £5,467

Since our expansion, we now have an additional 17 children who are eligible for free school meals and are in receipt of pupil premium grant, raising our number from 35 at the start of the 2020-2021 academic year to 53 at the start of the current academic year.

It seems likely that our SEN numbers will increase further but at the start of this academic year, we have 42 children on our SEN register, this figure stood at 33 at the start of the 2020-2021 academic year.

Currently, 39% of our PP children have additional factors, including special educational needs and/or disabilities and/or English as an additional language, which may impact on their learning.

School overview

Detail	Data
School name	Worthington Primary
Number of pupils in school	422 in main school. 449 with nursery children
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	23/11/2021
Date on which it will be reviewed	July 2022
Statement authorised by	Clive Searle

Pupil premium lead	Helen Chatterton
Governor lead	Ian Robbins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,940
Recovery premium funding allocation this academic year	Covid 19 catch up £11,360 Covid Recovery £7,832 School led tutoring £5,467
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£107,599

Part A: Pupil premium strategy plan

Statement of intent

We have the highest aspirations for all the children in our school community and believe that every child should be given the opportunity to reach their full potential. We seek, as a school community, to provide personalised learning opportunities and targeted support to allow every child to flourish.

Challenges

Challenge number	Detail of challenge																																																																					
1	<p>Low prior attainment of reception children.</p> <p>83% of our PP children did not reach a good level of development due to their results in reading and writing.</p> <p>10 out of the 12 children did not gain working at expected level in both reading and writing.</p>																																																																					
2	<p>The current year 4, 5 and 6 PP children, who also fall into other categories, EAL, SEN, have a high percentage who did not meet age related expectations at the end of their previous year.</p> <table border="1"> <thead> <tr> <th>Dis in</th> <th>Subject</th> <th>In Line</th> <th>Just Below</th> <th>Below</th> <th>Well Below</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Year 5 in 2020- 2021</td> <td>Reading</td> <td>15%</td> <td>15%</td> <td>46%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>38%</td> <td>15%</td> <td>31%</td> </tr> <tr> <td>Maths</td> <td>31%</td> <td>15%</td> <td>15%</td> <td>31%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="4">Year 4 in 2020- 2021</td> <td>Reading</td> <td>25%</td> <td>58%</td> <td>0%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>58%</td> <td>8%</td> <td>17%</td> </tr> <tr> <td>Maths</td> <td>33%</td> <td>50%</td> <td>0%</td> <td>17%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="4">Year 3 in 2020- 2021</td> <td>Reading</td> <td>7%</td> <td>50%</td> <td>21%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>7%</td> <td>36%</td> <td>36%</td> <td>21%</td> </tr> <tr> <td>Maths</td> <td>14%</td> <td>57%</td> <td>7%</td> <td>21%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Dis in	Subject	In Line	Just Below	Below	Well Below	Year 5 in 2020- 2021	Reading	15%	15%	46%	23%	Writing	15%	38%	15%	31%	Maths	31%	15%	15%	31%						Year 4 in 2020- 2021	Reading	25%	58%	0%	17%	Writing	17%	58%	8%	17%	Maths	33%	50%	0%	17%						Year 3 in 2020- 2021	Reading	7%	50%	21%	21%	Writing	7%	36%	36%	21%	Maths	14%	57%	7%	21%					
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3	<p>The PP children in our reception are all in the lower band for Literacy, Communication and Language on the baseline assessment.</p> <p>They all scored below 12.</p>																																																																					
4	<p>With our increase in PAN in September 2020 we moved from a 45 intake to 60, we have had a rise in our PP numbers.</p> <p>Last year we had 60 PP children (17%), this academic year we have 69 PP children (16%).</p>																																																																					

	<p>As we have had two lock down situations we have a number of PP parents who are not as familiar with school procedures.</p> <p>The parents of the children in the following years have missed significant amounts of school life and the opportunity to work alongside teachers.</p> <p>Year 1: 13 families</p> <p>Year 2: 6 families</p> <p>Year 3: 5 families</p> <p>Year 4: 15 families</p>
5	A number of our PP children have had issues returning to school. They are anxious and worried about leaving home.

Intended outcomes

Intended outcome	Success criteria
<p>To assess the children's needs.</p> <p>To look at prior learning and where the gaps are.</p> <p>To monitor and track attainment and progress each term.</p> <p>Establish appropriate intervention.</p>	<p>All children assessed as a baseline on entry in September 2021.</p> <p>For 80% of the year 1 PP children to pass their phonics screening and to be working at the age-related expectations by the end of the academic year.</p> <p>Continual assessment provides positive progress measures for all PP children throughout and beyond intervention strategies.</p>
<p>To look at the children's needs and to establish appropriate intervention/ groupings.</p> <p>Look at resources, including staffing to be able to meet the needs of the children.</p> <p>To track and monitor attainment and progress each term.</p>	<p>For all PP children who are working well below age expectation in reading, writing and mathematics to make at least one term's progress each term.</p>
<p>To establish groupings and intervention for children.</p> <p>To monitor and track attainment and progress each term.</p>	<p>All staff create appropriate pupil groups where children comfortably work alongside their academic peers.</p> <p>Year-group staff to ensure intervention material is appropriate and leads learning on and results in positive progress.</p> <p>For PP children to meet the expected level at the end of reception for LCL.</p>
<p>To ensure all parents attend parents' evenings.</p> <p>To equip parents with the ability to help their children to learn.</p>	<p>All parents of PP children attend parents' evenings. If this does not occur, then all staff have the responsibility for ensuring full attendance on an agreed date.</p> <p>Throughout the year departments will provide parents with material and training to assist them with home learning and to develop a greater understanding of their child's on-going work in school.</p>

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 51,593

Activity	Evidence that supports this approach	Challenge number(s) addressed																																																																					
WellComm training and resources	As 100% of the PP children in reception are in the lower band for LCL the WellComm intervention will provide opportunities to look at learning that need to be addressed.	3																																																																					
Teaching Assistants - We increased the number of the teaching assistants in school in the following year groups: 1 extra in year 1 0.5 extra in years 3,4,5 and 5	<p>The evidence from last year showed us that our current year 1, 83% of our PP children, did not reach a good level of development due to their results in reading and writing.</p> <p>10 out of the 12 children did not gain working at expected level in both reading and writing.</p> <table border="1" data-bbox="363 864 1142 1570"> <thead> <tr> <th>Dis in</th> <th>Subject</th> <th>In Line</th> <th>Just Below</th> <th>Below</th> <th>Well Below</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Year 5 in 2020-2021</td> <td>Reading</td> <td>15%</td> <td>15%</td> <td>46%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>38%</td> <td>15%</td> <td>31%</td> </tr> <tr> <td>Maths</td> <td>31%</td> <td>15%</td> <td>15%</td> <td>31%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="4">Year 4 in 2020-2021</td> <td>Reading</td> <td>25%</td> <td>58%</td> <td>0%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>58%</td> <td>8%</td> <td>17%</td> </tr> <tr> <td>Maths</td> <td>33%</td> <td>50%</td> <td>0%</td> <td>17%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="4">Year 3 in 2020-2021</td> <td>Reading</td> <td>7%</td> <td>50%</td> <td>21%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>7%</td> <td>36%</td> <td>36%</td> <td>21%</td> </tr> <tr> <td>Maths</td> <td>14%</td> <td>57%</td> <td>7%</td> <td>21%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>We now have 9 extra PP children in school.</p>	Dis in	Subject	In Line	Just Below	Below	Well Below	Year 5 in 2020-2021	Reading	15%	15%	46%	23%	Writing	15%	38%	15%	31%	Maths	31%	15%	15%	31%						Year 4 in 2020-2021	Reading	25%	58%	0%	17%	Writing	17%	58%	8%	17%	Maths	33%	50%	0%	17%						Year 3 in 2020-2021	Reading	7%	50%	21%	21%	Writing	7%	36%	36%	21%	Maths	14%	57%	7%	21%						1, 2 and 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 9,717

Activity	Evidence that supports this approach	Challenge number(s) addressed																																																
<p>Third Space Learning. This provides one to one maths tuition. We have targeted year 4,5 and 6.</p> <p>Year 5 (Autumn Term) Year 6 (Spring Term) Year 4 (Summer Term)</p>	<p>Disadvantaged in year 3 (2020-21) Maths: 14% in line 57% just below 7% below 21% well below</p> <p>Disadvantaged in year 4 (2020-21) Maths: 33% in line 50% just below 0% below 17% well below</p> <p>Disadvantaged in year 5 (2020-21) Maths: 31% in line 15% just below 15% below 31% well below</p>	2																																																
<p>Tutoring Staff in school are working with individual or small groups on reading and mathematics</p> <p>Year 2,4 and 6 (Autumn and Spring Term) Year 3 and 5 (Summer Term)</p>	<table border="1" data-bbox="379 1323 1145 1559"> <thead> <tr> <th>Dis in Year 1 in 2020-2021</th> <th>Subject</th> <th>In Line</th> <th>Just Below</th> <th>Below</th> <th>Well Below</th> </tr> </thead> <tbody> <tr> <td></td> <td>Reading</td> <td>20%</td> <td>80%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td></td> <td>Writing</td> <td>20%</td> <td>80%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td></td> <td>Maths</td> <td>20%</td> <td>80%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table> <table border="1" data-bbox="387 1608 1166 1854"> <thead> <tr> <th>Dis in Year 3 in 2020-2021</th> <th>Subject</th> <th>In Line</th> <th>Just Below</th> <th>Below</th> <th>Well Below</th> </tr> </thead> <tbody> <tr> <td></td> <td>Reading</td> <td>7%</td> <td>50%</td> <td>21%</td> <td>21%</td> </tr> <tr> <td></td> <td>Writing</td> <td>7%</td> <td>36%</td> <td>36%</td> <td>21%</td> </tr> <tr> <td></td> <td>Maths</td> <td>14%</td> <td>57%</td> <td>7%</td> <td>21%</td> </tr> </tbody> </table>	Dis in Year 1 in 2020-2021	Subject	In Line	Just Below	Below	Well Below		Reading	20%	80%	0%	0%		Writing	20%	80%	0%	0%		Maths	20%	80%	0%	0%	Dis in Year 3 in 2020-2021	Subject	In Line	Just Below	Below	Well Below		Reading	7%	50%	21%	21%		Writing	7%	36%	36%	21%		Maths	14%	57%	7%	21%	2
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Dis in Year 5 in 2020- 2021	Subject	In Line	Just Below	Below	Well Below
	Reading	15%	15%	46%	23%
	Writing	15%	38%	15%	31%
	Maths	31%	15%	15%	31%

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

Budgeted cost: £ 14,166

Activity	Evidence that supports this approach	Challenge number(s) addressed
My Happy Minds The school has bought into a programme for teachers, parents and children help to prepare today's children for tomorrow's world by building resilient, balanced and happy minds at home, nursery and school.	After surveying the children on return to school in September 2021, the PP children had the most negative response with 76% having concerns about their return to school learning.	5
Counsellor (half day per week) working with identified children who were displaying extreme anxiety returning to school following lockdown.	Parents contacted school with concerns about their child's mental health during lockdown and the pandemic.	5
Learning Mentor (five afternoons per week). This work focusses on children who have barriers to learning which have been heightened during lockdown.	School staff identified children within each class of Key Stage Two who are displaying barriers to learning.	5

Total budgeted cost: £ 85,779

The remaining amount of available budget is explained below in 'Further Information'.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Disadvantaged pupil progress scores for 2020/2021 academic year (internal data).

- End of year attainment results for disadvantaged children (2020-2021 academic year show similar features to previous years and show an even widening gap in attainment between themselves and others in their year group cohort. They have clearly been hampered more as the figures in the table below shows.

Dis in Year 5 in 2020- 2021	Subject	In Line	Just Below	Below	Well Below
	Reading	15%	15%	46%	23%
	Writing	15%	38%	15%	31%
	Maths	31%	15%	15%	31%
Dis in Year 4 in 2020- 2021	Subject	In Line	Just Below	Below	Well Below
	Reading	25%	58%	0%	17%
	Writing	17%	58%	8%	17%
	Maths	33%	50%	0%	17%
Dis in Year 3 in 2020- 2021	Subject	In Line	Just Below	Below	Well Below
	Reading	7%	50%	21%	21%
	Writing	7%	36%	36%	21%
	Maths	14%	57%	7%	21%
Dis in Year 2	Subject	In Line	Just Below	Below	Well Below

in 2020- 2021	Reading	20%	80%	0%	0%
	Writing	20%	80%	0%	0%
	Maths	0%	100%	0%	0%
Dis in Year 1	Subject	In Line	Just Below	Below	Well Below
in 2020- 2021	Reading	20%	80%	0%	0%
	Writing	20%	80%	0%	0%
	Maths	20%	80%	0%	0%
Dis in Reception	Subject	In Line	Just Below	Below	Well Below
in 2020- 2021	Reading	18%	0%	0%	82%
	Writing	18%	0%	0%	82%
	Maths	73%	0%	0%	27%

Clearly, as a direct result of 18 months of lockdown and school closures, there has been an enormous impact on our most disadvantaged children, ever widening the attainment gap. This can perhaps be best seen when looking at the average attainment of children at the end of last academic year as shown below:

	Reading Average	Writing Average	Mathematics Average
All Year 5 in 2020-2021	Year 5, 1 term	Year 5, 1 term	Year 5, 1 term
Disadvantaged Y5 20-21	Minus 2 terms	Minus 2.5 terms	Minus 2.5 terms

	Reading Average	Writing Average	Mathematics Average
All Year 4 in 2020-2021	Year 4, 0 terms	Year 4, 0 terms	Year 4, 1 term
Disadvantaged Y4 20-21	No change	Minus 0.5 terms	Minus 1 term

	Reading Average	Writing Average	Mathematics Average
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All Year 3 in 2020-2021	Year 3, 1 term	Year 3, 1 term	Year 3, 1 term
Disadvantaged Y3 20-21	Minus 1.5 terms	Minus 1.5 terms	Minus 1.5 terms

	Reading Average	Writing Average	Mathematics Average
All Year 2 in 2020-2021	Year 2, 1.5 terms	Year 2, 1.5 terms	Year 2, 2 terms
Disadvantaged Y2 20-21	No change	No change	Minus 1 term

	Reading Average	Writing Average	Mathematics Average
All Year 1 in 2020-2021	Year 1, 2 terms	Year 1, 2 terms	Year 1, 2 terms
Disadvantaged Y1 20-21	Minus 0.5 terms	Minus 0.5 terms	Minus 1 term

	Profile Reading Average	Profile Writing Average	Profile Maths Average
All Year R in 2020-2021	1.6	1.5	1.8
Disadvantaged R 20-21	1.2	1.2	1.7

- Individual disadvantaged children may also have additional factors, which may impact on their learning.
- When we look at those children who receive pupil premium and are not SEND or EAL, results for these children are less distant from others in the school as can be seen below:

	Reading Average	Writing Average	Mathematics Average
All Year 5 in 2020-2021	Year 5, 1 term	Year 5, 1 term	Year 5, 1 term
Only PP Y5 20-21	Minus 0.5 terms	No change	No change

	Reading Average	Writing Average	Mathematics Average
All Year 4 in 2020-2021	Year 4, 0 terms	Year 4, 0 terms	Year 4, 1 term
Only PP Y4 20-21	Plus 1.5 terms	Plus 1.5 terms	Plus 0.5 terms

	Reading Average	Writing Average	Mathematics Average
All Year 3 in 2020-2021	Year 3, 1 term	Year 3, 1 term	Year 3, 1 term
Only PP Y3 20-21	No change	No change	Plus 0.5 terms

	Reading Average	Writing Average	Mathematics Average
All Year 2 in 2020-2021	Year 2, 1.5 terms	Year 2, 1.5 terms	Year 2, 2 terms
Only PP Y2 20-21	No change	No change	Minus 0.5 terms

	Reading Average	Writing Average	Mathematics Average
All Year 1 in 2020-2021	Year 1, 2 terms	Year 1, 2 terms	Year 1, 2 terms
Only PP Y1 20-21	Minus 0.5 terms	Minus 0.5 terms	Minus 1 term

	Profile Reading Average	Profile Writing Average	Profile Maths Average
All Year R in 2020-2021	1.6	1.5	1.8
Only PP R 20-21	1.25	1.25	1.75

We have invested heavily in raising the attainment levels of our pupil premium children and we are seeing the benefit of this despite lockdown, with this group of children performing somewhat better than we had anticipated. It is when their disadvantage is further compounded by SEND and/or EAL that performance shrinks considerably.

- Since our expansion, we now have an additional 17 children who are eligible for free school meals and are in receipt of pupil premium grant, raising our number from 35 at the start of the 2020-2021 academic year to 52 at the start of the current academic year
- It seems likely that our SEN numbers will increase further but at the start of this academic year, we have 42 children on our SEN register, this figure stood at 33 at the start of the 2020-2021 academic year.

Externally provided programmes

Programme	Provider
X Tables Rockstars	TT Rockstars
Oak Academy Learning	Oak Academy
Reading Planet online library	Rising Stars
Education City	Education City

Further information

The remaining budget for 2021/2022 stands at £21,820 (21%) and is being used for:

- assistance with cost of residential visits (Year 4 and Year 6)
- assistance with cost of school trips (all year groups)
- assistance with cost of in-house events (all year groups)
- assistance with purchasing school uniforms
- assistance with payment for paid school clubs
- assistance with part payment for wrap around care
- purchasing equipment packs