

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 £1,385 is awarded to pupils who have been eligible for Free School Meals (FSM) during the past six years and £2,410 for pupils in care who have been continuously looked after for six months (LAC) and £2,410 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 2022/23 is £103,365.

At Worthington Primary School we have a number of children who are eligible for pupil premium that have more than one factor that could impact on their learning.

Year Group	Pupil Premium only	Pupil Premium and SEN	Pupil Premium and EAL	Pupil Premium, SEN and EAL	Total
Reception	4		3		7
Year 1	6		2		8
Year 2	6	3	3	1	13
Year 3	8	1			9
Year 4	4	3	1		8
Year 5	11	3	3		17
Year 6	7	3	1		11
TOTALS:	46	13	13	1	73

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.

School overview

Detail	Data
School name	Worthington Primary
Number of pupils in school	428 in main school. 453 with nursery children
Proportion (%) of pupil premium eligible pupils	17% in main school.
Academic year/years that our current pupil premium strategy plan covers	2022/23
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
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	£103,365
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£103,365

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.

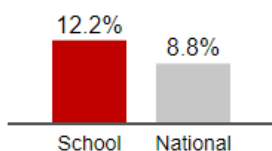
Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points).

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

Challenge number	Detail of challenge						
1	<p>Absence Rates:</p> <p>Persistent Absence</p>  <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>School</td><td>12.2%</td></tr><tr><td>National</td><td>8.8%</td></tr></tbody></table> <p>Percentage of pupils who miss 10% or more sessions.</p> <p>Out of 60 children from main school who had attendance of less than 90% in the academic year 2021-22 38% were PPG.</p>	Category	Percentage	School	12.2%	National	8.8%
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5	PPG who are also either EAL or SEN					
	We have a number of children who fall into more than one disadvantaged category and as such this can at times be an issue for their learning.					
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Out of a total of 73 children eligible for PPG there are 27 who fall into one or more disadvantage category. This is 37% of our PPG children.						
6	With the rise in the cost of living we are going to pay 25% for the year 4 and the year 6 PPG children who will be going on their school residential.					

Intended outcomes

Intended outcome	Success criteria
To improve attendance of the PPG children	For all PPG children to have 95% attendance.
To assess the children's needs in reading. To look at prior learning and where the gaps are. To monitor and track attainment and progress each term. This will be carried out by class teachers, heads of department, SENDCo and SLT Establish appropriate intervention.	For PPG children to make at least one term progress each term. For the children in years 2-6 to be assessed on the NTS (National Test – Style Standardised) to be within 6 months of their chronological age.
To look at the children's needs in writing and to establish appropriate intervention/ groupings. Look at resources, including staffing to be able to meet the needs of the children. To track and monitor attainment and progress each term.	For all PP children who are working well below age expectation in writing to make at least one term's progress each term.
To use Insight to track provisions and to be able to look at how they have matched to the children's needs.	All staff create appropriate pupil groups where children comfortably work alongside their academic peers. Year-group staff to ensure intervention material is appropriate and leads learning on and results in positive progress.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed																												
<p>Teaching Assistants -</p> <p>We have maintained the level of teaching assistants and in some cases increased the number of the teaching assistants in school groups:</p> <p>Year 1: 2 full time.</p> <p>Year 2: 2 full time.</p> <p>Year 3: 1.5 full time</p> <p>Year 4: 2 full time.</p> <p>Year 5: 2. full time</p> <p>Year 6: 2 full time</p> <p> *We have an extra 0.5 TA who will be used where needed.</p>	<p>Reading Attainment:</p> <table><tr><td>Current Year group:</td><td>Number of PPG children who were working below or just below</td></tr><tr><td>Year 1</td><td>2 out of 8 = 28%</td></tr><tr><td>Year 2</td><td>5 out of 12 = 42%</td></tr><tr><td>Year 3</td><td>4 out of 9 = 44%</td></tr><tr><td>Year 4</td><td>6 out of 8= 75%</td></tr><tr><td>Year 5</td><td>13 out of 17= 76%</td></tr><tr><td>Year 6</td><td>3 out of 11 = 27%</td></tr></table> <p> Writing Attainment:</p> <table><tr><td>Current Year group:</td><td>Number of PPG children who were working below or just below</td></tr><tr><td>Year 1</td><td>3 out of 8 = 38%</td></tr><tr><td>Year 2</td><td>6 out of 12 = 50%</td></tr><tr><td>Year 3</td><td>5 out of 10= 50%</td></tr><tr><td>Year 4</td><td>7 out of 8 = 88%</td></tr><tr><td>Year 5</td><td>13 out of 17 = 76%</td></tr><tr><td>Year 6</td><td>4 out of 11=36%</td></tr></table>	Current Year group:	Number of PPG children who were working below or just below	Year 1	2 out of 8 = 28%	Year 2	5 out of 12 = 42%	Year 3	4 out of 9 = 44%	Year 4	6 out of 8= 75%	Year 5	13 out of 17= 76%	Year 6	3 out of 11 = 27%	Current Year group:	Number of PPG children who were working below or just below	Year 1	3 out of 8 = 38%	Year 2	6 out of 12 = 50%	Year 3	5 out of 10= 50%	Year 4	7 out of 8 = 88%	Year 5	13 out of 17 = 76%	Year 6	4 out of 11=36%	2,3,4 and 5
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Little Wandle Training	<p>All staff to take part in our new phonics programme. Coaching to take place with EYFS and KS1 staff.</p> <p>KS 2 staff to develop a more robust spelling and SPaG scheme, using elements of the Little Wandle good practice.</p> <p>We will identify those children who require keep up sessions.</p>	2,3, 4 and 5																		
Feedback	<p>To further develop our understanding and use of feedback to help move children's learning on.</p> <p>This will involve further research as well as case studies in own classes.</p> <p>Training will involve teachers and TAs</p> <p>We have used information from the Education Endowment Foundation and are also looking at research carried out by Shirley Clarke.</p>	2,3,4 and 5																		

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring	<p>We are following the guidance regarding using pupil premium grant and the effectiveness of tutoring.</p> <p>Autumn Term focus: Reading in year 3,4, 5 and 6 for those who have not met Age Related Expectations.</p> <p>Costing: 10 weeks x £25= £250 £250 x 6 adults = £1,500</p>	2

	<p>Spring and Summer terms will be decided once data from the previous terms are in.</p> <p>We will commit to £3,000</p>	
Resources	<p>Autumn Term:</p> <p>EYFS and KS1 to be allocated money to purchase resource packs to be sent home for PPG children.</p> <p>Spring and Summer Term:</p> <p>Resources will be purchased to meet the needs of the data analysis from the previous term.</p>	2,3,4,5

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed																																
Attendance	<p>Out of 60 children from main school who had attendance of less than 90% in the academic year 2021-22 38% were PPG.</p> <table><thead><tr><th>Attendance During a School Year</th><th>Equivalent Days Absent</th><th>Equivalent Weeks Absent</th><th>Equivalent Number of Lessons Missed</th></tr></thead><tbody><tr><td>95%</td><td>9 Days</td><td>2 Weeks</td><td>45 Lessons</td></tr><tr><td>90%</td><td>19 Days</td><td>4 Weeks</td><td>95 Lessons</td></tr><tr><td>85%</td><td>29 Days</td><td>6 Weeks</td><td>145 Lessons</td></tr><tr><td>80%</td><td>38 Days</td><td>8 Weeks</td><td>190 Lessons</td></tr><tr><td>75%</td><td>48 Days</td><td>10 Weeks</td><td>240 Lessons</td></tr><tr><td>70%</td><td>57 Days</td><td>11.5 Weeks</td><td>285 Lessons</td></tr><tr><td>65%</td><td>67 Days</td><td>13.5 Weeks</td><td>335 Lessons</td></tr></tbody></table> <p>We have increased our office staff by 15 hours per week =£7706.40</p> <p>We have raised the profile of attendance and punctuality in school and this includes prizes and awards.</p>	Attendance During a School Year	Equivalent Days Absent	Equivalent Weeks Absent	Equivalent Number of Lessons Missed	95%	9 Days	2 Weeks	45 Lessons	90%	19 Days	4 Weeks	95 Lessons	85%	29 Days	6 Weeks	145 Lessons	80%	38 Days	8 Weeks	190 Lessons	75%	48 Days	10 Weeks	240 Lessons	70%	57 Days	11.5 Weeks	285 Lessons	65%	67 Days	13.5 Weeks	335 Lessons	1
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Residentials	<p>Year 4 25% off their residential = £45 x 8 which is a total of = £360</p> <p>Year 6 25% off their residential = £82 x 11 which is a total of = £902</p>	6																																

Total budgeted cost: £ 90,000

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

Early Years Foundation Stage (2021-22)

By comparison with their non-disadvantaged peers, disadvantaged children were twice as likely to struggle with writing and have even greater difficulty in reading and comprehension. It must be remembered that the cohort of disadvantaged children was small in comparison, being only 5 children in a cohort of 61 (only 8%), and therefore each child is valued at 20% of the cohort as opposed to 1.6% of the whole cohort. However, this analysis, clearly defines the children who require additional support. If we recognise that 2 of the disadvantaged group did not attain a GLD in writing, a further 10 non-disadvantaged children require additional support in this area.

When we compare the performance of disadvantaged children to that of the non-disadvantaged, it is clear that away from literacy, all disadvantaged children gained a GLD in all other areas. The same cannot be said for the non-disadvantaged children. Although, there are a small number of non-disadvantaged children who failed to attain a GLD in specific areas (as seen in the table below), these children have been identified as having Special Educational Needs and are receiving additional support. Looking more long-term, the 5 disadvantaged children do not have additional needs, and at this time, we feel they will go on to make good progress.

Year 1 Phonics Screening (May 2022)

Out of the 15 year 1 pupils who did not achieve a pass in phonics 7 are in PPG children.

Therefore 7 out of 15 = 47% of the children were PPG

	PPG	PPG and SEN	PPG and EAL	PPG, SEN and EAL	Total
Passed	4	0	1	0	5
Did not pass	2	3	2	1	8

Key Stage 1 (2022)

In spite of the excellent overall performance of our Year 2 cohort, there exists a divide between the performance of disadvantaged and non-disadvantaged pupils. It is clear that the on-going disparity between the two sets of children has been exacerbated by lockdown circumstances. On their return to school, it was identified very early on the great divide between the two sets, and although much has been done to reduce the disparity, there clearly was not enough time to be able to make more of a difference for some of our disadvantaged pupils. This group will continue to be supported with intervention during their Year 3.

Key Stage 2 (2022)

Comparison Table Showing Average Scaled Scores for Disadvantaged and Non-Disadvantaged Pupils

Subject	Disadvantaged Scaled Score	Non-Disadvantaged Scaled Score	Difference Disadvantaged from Non-Disadvantaged Scaled Score
Reading	106	108	-2
Writing	99	105	-6
Mathematics	105	109	-4
GPS	107	111	-4

The table above shows the marked difference between performance between the two groups. Although all but the writing average scaled score of 99 is below age expectation, the other scores are all with age expected parameters. The gap is stark in writing and wide in maths and GPS too. This will continue to be a focus for school improvement in the years to come – as it has been this year. Naturally our task has been made much harder by lockdowns and we will need to look again at our home-based provision for disadvantaged children if we are to go back into lockdown in the future.

Externally provided programmes

Programme	Provider
X Tables Rockstars	TT Rockstars
Oak Academy Learning	Oak Academy
Little Wandle Revised letters and Sounds	Little Wandle
White Rose Maths	White Rose
Classroom secrets maths	Classroom Secrets
Literacy Shed plus planning	Literacy Shed

Further information

The remaining budget for 2022/2023 stands at £13,000 and is being used for:

- any mentoring needs.
- assistance with cost of in-house events (all year groups)
- assistance with purchasing school uniforms
- assistance with payment for paid school clubs