



Pupil premium strategy statement 2023 / 2024

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.

PP grant is allocated to local authorities, who must distribute it to each school they maintain based on the number of pupils in year groups reception to year 11, who are:

- recorded as eligible for free school meals (FSM) or have been recorded as eligible in the past 6 years (FSM Ever 6). This includes eligible children of families who have no recourse to public funds (NRPF)
- previously looked-after children (PLAC): pupils who were looked after by a local authority or other state care immediately before being adopted, or who left local authority or other state care on a special guardianship order or child arrangements order (previously known as a residence order). From 1 April 2023, PP grant eligibility for pupils who have been adopted from care or have left care will include children adopted from state care or equivalent from outside England and Wales
- PP grant is also allocated to local authorities based on the number of looked-after children (LAC) supported by the authority. LAC are defined in the Children Act 1989 as those who are in the care of, or provided with accommodation by, an English local authority. It is for the local authority to decide how much of this funding to pass on to the child's school.

The portion of PP grant for children and young people with parents in the regular armed forces is referred to as service pupil premium (SPP). SPP is allocated to local authorities, to distribute to each school they maintain, based on the number of pupils who meet the following eligibility criteria:

- one of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full-time reserve service). This includes pupils with a parent who is in the armed forces of another nation and is stationed in England
- registered as a 'service child' on any school census in the past 6 years
- one of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme.

Disadvantaged pupils	PP grant per pupil rate
Pupils in year groups reception to year 6 recorded as FSM Ever 6, including eligible NRPF pupils	£1,455
Pupils in years 7 to 11 recorded as FSM Ever 6, including eligible NRPF pupils	£1,035
Looked-after children (LAC)	£2,530
Previously looked-after children (PLAC)	£2,530

Service children	SPP per pupil rate
Eligible service children in year groups reception to year 11	£335



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	8	1	1		10
Year 1	7	1	2		10
Year 2	6	2	2		10
Year 3	8	4			12
Year 4	7	2	2		11
Year 5	5	4			9
Year 6	11	4	2		17
TOTALS:	52	18	9		79

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	437 in main school. 462 with nursery children
Proportion (%) of pupil premium eligible pupils	18% in main school.
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	6 th December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sarah Jones
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
Covid School Led Tutoring	£4,185
Covid Recovery Premium	£5,039
Total budget for this academic year	£112,589



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: From academic year 2022-23 the PPG attendance rates were:</p> <table border="1"> <tr> <td>Attendance 90% and lower</td> <td>91%-96%</td> <td>97% and above</td> </tr> <tr> <td>24%</td> <td>48%</td> <td>28%</td> </tr> </table>	Attendance 90% and lower	91%-96%	97% and above	24%	48%	28%		
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2	<p>Reading Attainment:</p> <p>Attainment Overview for Pupils (from 2022-2023) who are disadvantaged - 2022-2023 Summer - Main Assessment</p> <p>Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)</p> <p>Reading: 85 pupils - Average: On-track</p> <table border="1"> <tr> <td>Well below</td> <td>Just below</td> <td>Expected</td> <td>Above</td> </tr> <tr> <td>19%</td> <td>15%</td> <td>56%</td> <td>9%</td> </tr> </table>	Well below	Just below	Expected	Above	19%	15%	56%	9%
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	<p>Attainment Overview for Pupils (from 2022-2023) who aren't disadvantaged - 2022-2023 Summer - Main Assessment Print</p> <p>Legend Well below Just below Expected Above No data</p> <p>Reading 375 pupils - Average: On-track 7% 8% 58% 27%</p> <p>To increase the number of PP children to GDS To have less PP children working at below and just below.</p>
3	<p>Writing Attainment:</p> <p>Attainment Overview for Pupils (from 2022-2023) who are disadvantaged - 2022-2023 Summer - Main Assessment Print</p> <p>Legend Well below Just below Expected Above No data</p> <p>Writing 85 pupils - Average: Just Below 25% 27% 46% 2%</p> <p>Attainment Overview for Pupils (from 2022-2023) who aren't disadvantaged - 2022-2023 Summer - Main Assessment Print</p> <p>Legend Well below Just below Expected Above No data</p> <p>Writing 375 pupils - Average: On-track 7% 13% 72% 7%</p> <p>We need to increase the number of PP children working at the expected level of attainment.</p>
4	<p>Maths Attainment:</p> <p>Attainment Overview for Pupils (from 2022-2023) who are disadvantaged - 2022-2023 Summer - Main Assessment Print</p> <p>Legend Well below Just below Expected Above No data</p> <p>Maths 85 pupils - Average: On-track 16% 21% 51% 12%</p> <p>Attainment Overview for Pupils (from 2022-2023) who aren't disadvantaged - 2022-2023 Summer - Main Assessment Print</p> <p>Legend Well below Just below Expected Above No data</p> <p>Maths 375 pupils - Average: On-track 4% 8% 55% 33%</p> <p>To increase the number of PP children at GDS To have less PP children working at below and just below.</p>
4	To support and engage with parents to enable them to help their children's learning.
6	<p>With the rise in the cost of living we are going to pay 25% for the year 6 PPG children who will be going on their school residentials.</p> <p>We will also pay 25% of any school trips for PP children.</p> <p>We will look at supporting parents with the cost of any clubs as well as any resources that could be sent home to help with learning.</p>

Intended outcomes

Intended outcome	Success criteria
To improve attendance of the PPG children	To improve the attainment of targeted PP children



<p>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 provision</p>	<p>To move PP children from below to the expected standard. To increase the number of PP children reaching GDS.</p>
<p>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. Establish appropriate provision</p>	<p>To move PP children from below to the expected standard.</p>
<p>To look at the children's needs in mathematics 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. Establish appropriate provision</p>	<p>To move PP children from below to the expected standard. To increase the number of PP children reaching GDS.</p>
<p>To work alongside parents to support in their child's learning.</p>	<p>To plan a series of events and support workshops throughout the year.</p>
<p>To ensure that we provide our PP children with wider opportunities, including school trips and attendance at clubs</p>	<p>To ensure that parents of PP children are aware of the financial support that school can provide.</p>

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed																				
<p>Teaching Assistants We have maintained the level of teaching assistants.</p>	<table border="1"> <caption>Attainment Overview for Pupils (from 2022-2023) who are disadvantaged - 2022-2023 Summer - Main Assessment</caption> <thead> <tr> <th>Subject</th> <th>Well below</th> <th>Just below</th> <th>Expected</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>15%</td> <td>56%</td> <td>9%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>27%</td> <td>46%</td> <td>~</td> </tr> <tr> <td>Maths</td> <td>16%</td> <td>21%</td> <td>51%</td> <td>12%</td> </tr> </tbody> </table>	Subject	Well below	Just below	Expected	Above	Reading	19%	15%	56%	9%	Writing	25%	27%	46%	~	Maths	16%	21%	51%	12%	<p>2,3,4</p>
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	<p>Attainment Overview for Pupils (from 2022-2023) who aren't disadvantaged - 2022-2023 Summer - Main Assessment</p> <p>Internal data is showing that we need to: Move PP children from below to just below in reading, writing and maths. Move more PP children from expected to GDS in reading and maths.</p> <p>EEF toolkit states that teaching assistants can provide a large positive impact on learner outcomes,</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	
Continued LW training and coaching	<p>For all staff to take part in refresher training and for all new staff to carry out all the training session.</p> <p>Coaching will continue throughout the year in order to maintain the results from last academic year.</p> <p>EEF toolkit states that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	2
Training for PP lead	PP lead will continue to actively seek out training and disseminate this to staff and lead training where necessary.	1,2,3,4 and 5

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

Budgeted cost: £ 15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring and	EEF states that on average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective	2,3,4



<p>Covid catch up – this will include using existing members of staff and other outside providers.</p>	<p>strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular area. It has a +5 months impact on learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>We are following the DFE guidelines.</p> <p>https://www.gov.uk/government/publications/national-tutoring-programme-ntp-allocations-for-2023-to-2024-academic-year/national-tutoring-programme-ntp-grant-funding-conditions-of-grant-for-2023-to-2024-academic-year</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed																																																																																															
<p>Monitoring, rewarding, and supporting attendance.</p>	<p>EEF have moderate evidence to show parental engagement can have a positive impact. Evidence shows that pupils who regularly attend school do better</p> <table border="1" data-bbox="405 1227 1147 1653"> <thead> <tr> <th>Descriptor</th> <th>Threshold attendance</th> <th>Actual attendance</th> <th>Whole days of absence</th> <th>Learning Hours Lost</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Excellent</td> <td>100%</td> <td>190 days</td> <td>0</td> <td>0</td> </tr> <tr> <td>99%</td> <td>188 days</td> <td>2</td> <td>10</td> </tr> <tr> <td rowspan="3">Good</td> <td>98%</td> <td>186 days</td> <td>4</td> <td>20</td> </tr> <tr> <td>97%</td> <td>184 days</td> <td>6</td> <td>30</td> </tr> <tr> <td>96%</td> <td>182.5 days</td> <td>7.5</td> <td>37.5</td> </tr> <tr> <td rowspan="4">Cause for Concern</td> <td>95%</td> <td>180.5 days</td> <td>9.5</td> <td>47.5</td> </tr> <tr> <td>94%</td> <td>179 days</td> <td>11</td> <td>55</td> </tr> <tr> <td>93%</td> <td>177 days</td> <td>13</td> <td>65</td> </tr> <tr> <td>92%</td> <td>175 days</td> <td>15</td> <td>75</td> </tr> <tr> <td rowspan="4">Unsatisfactory</td> <td>91%</td> <td>173 days</td> <td>17</td> <td>85</td> </tr> <tr> <td>90%</td> <td>171 days</td> <td>19</td> <td>95</td> </tr> <tr> <td>89%</td> <td>169 days</td> <td>21</td> <td>105</td> </tr> <tr> <td>88%</td> <td>167 days</td> <td>23</td> <td>115</td> </tr> <tr> <td rowspan="3">Serious cause for concern</td> <td>87%</td> <td>165 days</td> <td>25</td> <td>125</td> </tr> <tr> <td>86%</td> <td>163 days</td> <td>27</td> <td>135</td> </tr> <tr> <td rowspan="5">Critical</td> <td>85%</td> <td>161.5 days</td> <td>28.5</td> <td>142.5</td> </tr> <tr> <td>84%</td> <td>159.5 days</td> <td>30.5</td> <td>152.5</td> </tr> <tr> <td>83%</td> <td>158 days</td> <td>32</td> <td>160</td> </tr> <tr> <td>82%</td> <td>156 days</td> <td>34</td> <td>170</td> </tr> <tr> <td>81%</td> <td>154 days</td> <td>36</td> <td>180</td> </tr> <tr> <td>80%</td> <td>152 days</td> <td>38</td> <td>190</td> </tr> </tbody> </table>	Descriptor	Threshold attendance	Actual attendance	Whole days of absence	Learning Hours Lost	Excellent	100%	190 days	0	0	99%	188 days	2	10	Good	98%	186 days	4	20	97%	184 days	6	30	96%	182.5 days	7.5	37.5	Cause for Concern	95%	180.5 days	9.5	47.5	94%	179 days	11	55	93%	177 days	13	65	92%	175 days	15	75	Unsatisfactory	91%	173 days	17	85	90%	171 days	19	95	89%	169 days	21	105	88%	167 days	23	115	Serious cause for concern	87%	165 days	25	125	86%	163 days	27	135	Critical	85%	161.5 days	28.5	142.5	84%	159.5 days	30.5	152.5	83%	158 days	32	160	82%	156 days	34	170	81%	154 days	36	180	80%	152 days	38	190	<p>1</p>
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<p>Wider experiences- including school trips and residential, parental workshops, resource packs.</p>	<p>A number of studies have shown that pupils with a wide range of experiences do better in education.</p> <p>Children will develop cultural capital and have a range of experiences to draw up. This will support them with their understanding of topics and inference when reading.</p>	<p>6</p>																																																																																															



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes



Year 1 Phonics Screening (May 2023)

90% of the PP children passed. This was 9 out of 10 children.

Year 2 Phonics Screening retake (2023)

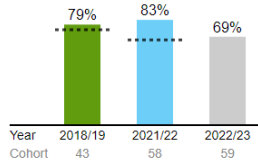
Out of the PP children who needed to retake 78% passed. This was 7 out of 9 children.

Key Stage 1 (2022-23)

Key Stage 1 – Reading

% pupils achieving the expected standard

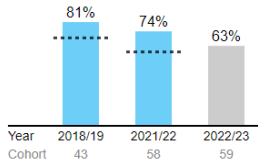
For the PP children this was 62%



Key Stage 1 – Writing

% pupils achieving the expected standard

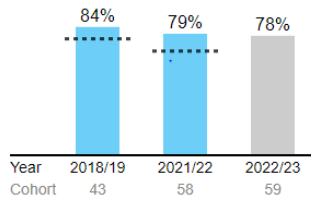
For the PP children this was 31%



Key Stage 1 – Maths

% pupils achieving the expected standard

For the PP children this was 54%

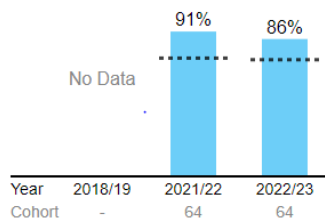


Key Stage 2 (2022-23)

Reading

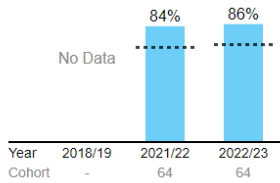
% pupils achieving the expected standard

For the PP children this was 82%



Writing

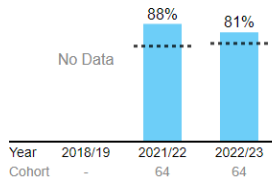
% pupils achieving the expected standard



For PP children this was 82%

Maths

% pupils achieving the expected standard



For PP children this was 73%

October 2023