

Pupil Premium Strategy Statement

2024 - 2025



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.

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.

This statement details our school's use of pupil premium for the 2024/ 2025 funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Worthington Primary
Number of pupils in school	429 in main school. 456 with nursery children
Proportion (%) of pupil premium eligible pupils	19.5% (89 pupils)
Academic year/years that our current pupil premium strategy plan covers.	2024/25
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sarah Jones (Headteacher)
Pupil premium lead	Helen Chatterton (Deputy headteacher)
Governor lead	Ian Robbins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,900
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£131,900

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 Only Reach for The Highest). 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>This is our attendance rates for the whole school compared with national and the LA.</p> <div data-bbox="1061 1467 1396 1601"> <p>Attendance percentage</p> <table border="1"> <tr> <td>School</td> <td>95.7%</td> </tr> <tr> <td>National</td> <td>94.5%</td> </tr> <tr> <td>Local Authority</td> <td>95.3%</td> </tr> </table> </div> <p>If we look at the attendance for the PP children who were in reception – year 5 last academic year we will see that their attendance is lower than the school attendance at 92.6%</p> <div data-bbox="391 1803 1396 1948"> <p>Attendance Ranges</p> <table border="1"> <tr> <th>Category</th> <th>Percentage</th> <th>Count</th> </tr> <tr> <td>Severely absent (50% or more sessions missed)</td> <td>0%</td> <td>0</td> </tr> <tr> <td>Persistently absent (10% or more sessions missed)</td> <td>27.4%</td> <td>20</td> </tr> <tr> <td>At risk of persistent absence (5-10% sessions missed)</td> <td>32.9%</td> <td>24</td> </tr> <tr> <td>Good attendance (95-99%)</td> <td>30.1%</td> <td>22</td> </tr> <tr> <td>Excellent attendance (99%+)</td> <td>9.6%</td> <td>7</td> </tr> </table> </div>	School	95.7%	National	94.5%	Local Authority	95.3%	Category	Percentage	Count	Severely absent (50% or more sessions missed)	0%	0	Persistently absent (10% or more sessions missed)	27.4%	20	At risk of persistent absence (5-10% sessions missed)	32.9%	24	Good attendance (95-99%)	30.1%	22	Excellent attendance (99%+)	9.6%	7
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	<p>We still have 20 PP children who in the 'persistently absent' zone. We also have 24 PP children who are in the 'at risk of persistent absence' zone</p> <p>We want to work to:</p> <ul style="list-style-type: none"> ➤ Improve the overall attendance for our PP children. ➤ Move children from the severely absent and the persistently absent zones 				
2	<p>Reading Attainment: This data is the children who are currently in years 1-6</p> <div data-bbox="368 504 1374 629" style="border: 1px solid #ccc; padding: 5px;"> <p>Attainment Overview for Pupils (from 2023-2024) who are pupil premium, in Years R-5 - 2023-2024 Summer - Main Assessment Print</p> <p>Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data</p> <p>Reading 73 pupils - Average: Expected</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 12%; background-color: red;">12%</td> <td style="width: 30%; background-color: orange;">30%</td> <td style="width: 42%; background-color: green;">42%</td> <td style="width: 15%; background-color: blue;">15%</td> </tr> </table> </div> <p>To increase the number of PP children working at above level in reading. To increase the number of PP children working at the expected level in reading. To reduce the number of PP children working well below the expected level in reading.</p>	12%	30%	42%	15%
12%	30%	42%	15%		
3	<p>Writing Attainment: This data is the children who are currently in years 1-6</p> <div data-bbox="368 987 1374 1113" style="border: 1px solid #ccc; padding: 5px;"> <p>Attainment Overview for Pupils (from 2023-2024) who are pupil premium, in Years R-5 - 2023-2024 Summer - Main Assessment Print</p> <p>Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data</p> <p>Writing 73 pupils - Average: Working Towards</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 12%; background-color: red;">12%</td> <td style="width: 40%; background-color: orange;">40%</td> <td style="width: 44%; background-color: green;">44%</td> <td style="width: 4%; background-color: blue;">4%</td> </tr> </table> </div> <p>To increase the number of PP children working at above level in writing To increase the number of PP children working at the expected level in writing To reduce the number of PP children working well below the expected level in writing</p>	12%	40%	44%	4%
12%	40%	44%	4%		
4	<p>Maths Attainment: This data is the children who are currently in years 1-6</p> <div data-bbox="368 1402 1374 1527" style="border: 1px solid #ccc; padding: 5px;"> <p>Attainment Overview for Pupils (from 2023-2024) who are pupil premium, in Years R-5 - 2023-2024 Summer - Main Assessment Print</p> <p>Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data</p> <p>Maths 73 pupils - Average: Expected</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 5%; background-color: red;">5%</td> <td style="width: 34%; background-color: orange;">34%</td> <td style="width: 51%; background-color: green;">51%</td> <td style="width: 10%; background-color: blue;">10%</td> </tr> </table> </div> <p>To increase the number of PP children working at above level in maths To increase the number of PP children working at the expected level in maths To reduce the number of PP children working well below the expected level in maths</p>	5%	34%	51%	10%
5%	34%	51%	10%		
5	<p>SEN and PP children:</p> <p>If we compare our data for the current year 1-6 in school of PP children's attainment without SEN and with SEN we can see that attainment between the two groups is different.</p>				

	<p>Attainment Overview for Pupils (from 2023-2024) who are pupil premium, with No SEN, in Years R-5 - 2023-2024 Summer - Main Assessment Print</p> <p>Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)</p> <p>Reading 45 pupils - Average: Expected 16% (Just below), 64% (Expected), 20% (Above)</p> <p>Writing 45 pupils - Average: Expected 31% (Just below), 62% (Expected), 7% (Above)</p> <p>Maths 45 pupils - Average: Expected 18% (Just below), 67% (Expected), 16% (Above)</p> <hr/> <p>Attainment Overview for Pupils (from 2023-2024) who are pupil premium, with SEN Support, in Years R-5 - 2023-2024 Summer - Main Assessment Print</p> <p>Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)</p> <p>Reading 25 pupils - Average: Working Towards 32% (Well below), 52% (Just below), 8% (Expected), 8% (Above)</p> <p>Writing 25 pupils - Average: Working Towards 32% (Well below), 52% (Just below), 16% (Expected)</p> <p>Maths 25 pupils - Average: Working Towards 12% (Well below), 64% (Just below), 24% (Expected)</p> <p>Work will be carried out alongside the SENCO to explore barriers to learning and provide support and intervention for individuals and groups of children.</p>
6	<p>As a school we are mindful of the cost of living crisis.</p> <p>We want to provide opportunities for our PP children to have a range of wider opportunities</p>

Intended outcomes

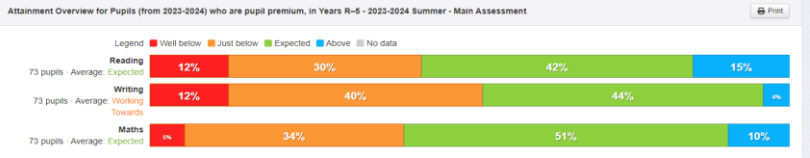
Intended outcome	Success criteria
To improve the attendance for our PP children	<p>To improve the overall attendance of the PP children.</p> <p>To improve the attendance of the 24 children who are persistently absent.</p>
To improve the attainment of the PP children in reading.	<p>To increase the number of PP children working at above level in reading</p> <p>To increase the number of PP children working at the expected level in reading</p> <p>To reduce the number of PP children working well below the expected level in reading</p>
To improve the attainment of PP children in writing	<p>To increase the number of PP children working at above level in writing</p> <p>To increase the number of PP children working at the expected level in writing</p> <p>To reduce the number of PP children working well below the expected level in writing</p>
To improve the attainment of PP children in maths	<p>To increase the number of PP children working at above level in maths</p> <p>To increase the number of PP children working at the expected level in maths</p> <p>To reduce the number of PP children working well below the expected level in maths</p>
To explore the barriers to learning for our PP children who are also SEN	To work alongside the SENCO to track progress.

To ensure that we financially support the parents/carers of PP children with wider opportunities.	To ensure that parents of PP children are aware of the financial support that school can provide.
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Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistants</p> <p>We have increased the number of teaching assistants in school.</p>	 <p>Our internal data shows that we need to:</p> <ul style="list-style-type: none"> To increase the number of PP children working at above level in reading, writing and maths To increase the number of PP children working at the expected level in reading, writing and maths To reduce the number of PP children working well below the expected level in reading, writing and maths <p>EEF toolkit states that teaching assistants can provide a positive impact on learner outcomes (+4 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	2,3,4
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
Staff training on oracy to improve writing outcomes	PP lead will work alongside the English lead to deliver staff training.	2 and 5
	<p>EEF toolkit states that teaching assistants can provide a positive impact on oral language interventions (+ 6 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	

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

Budgeted cost: £ 16,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring sessions	<p>EEF states that on average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective 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>	2,3,4
Identified support for children who are SEN and PPG	<p>Some of the sessions will work to promote: Metacognition and self-awareness. It has a +7 months impact on learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	2,3,4 and 5

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

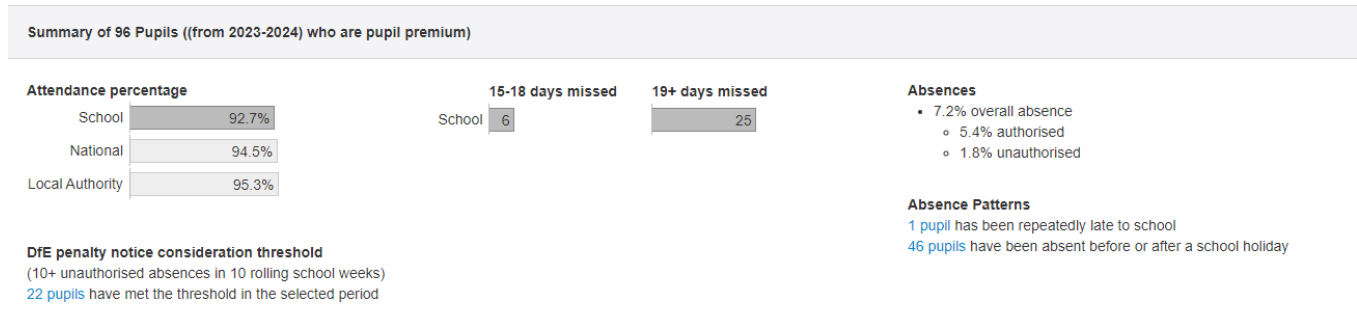
Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring, rewarding, and supporting attendance.	EEF have moderate evidence to show parental engagement can have a positive impact. Evidence shows that pupils who regularly attend school do better.	1
Wider experiences- including school trips and residential, resource packs.	A number of studies have shown that pupils with a wide range of experiences do better in education. 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.	6

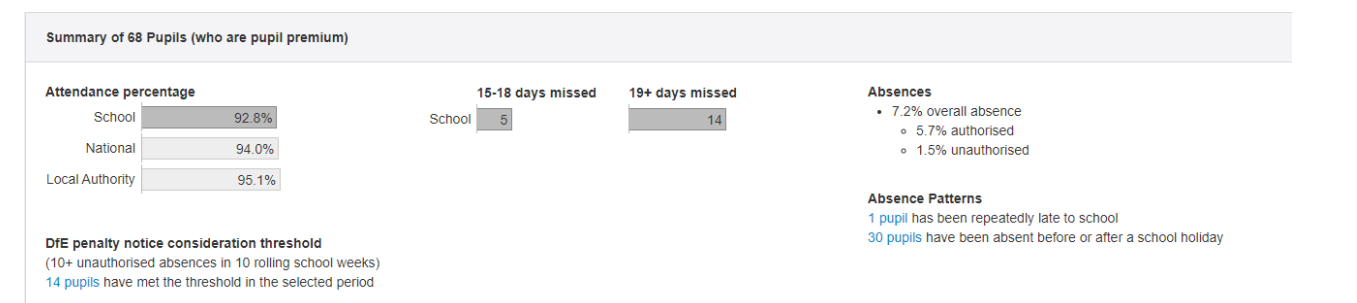
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

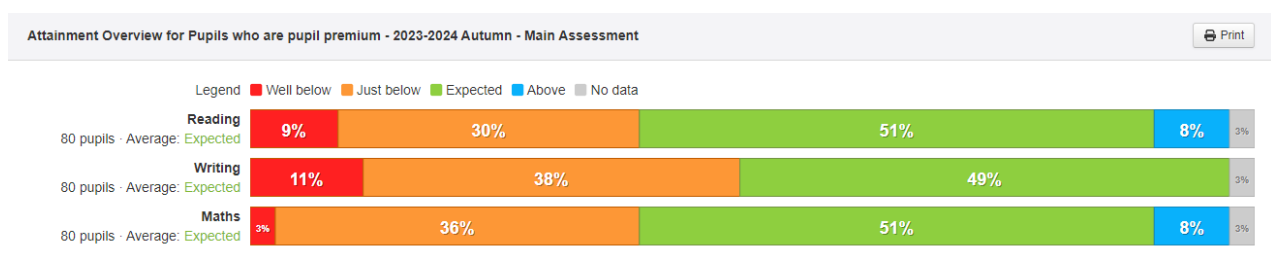
Attendance 2023-24:



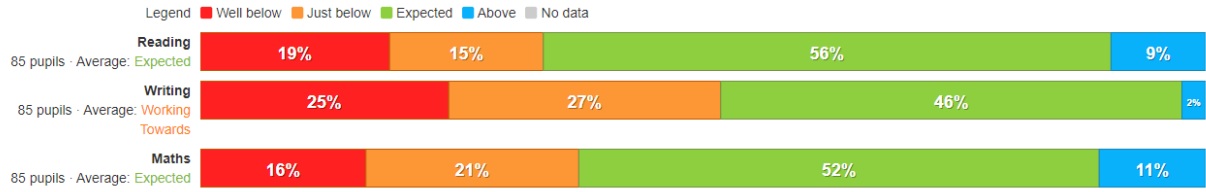
If we look at the data for the academic year 2022-23 we were able to maintain attendance rates for our PP pupils.



Overall attainment of PP children for 2023-24:

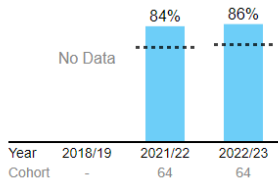


If we compare the attainment for our PP children, we can see that we have fewer children working well below in all three subjects.



Writing

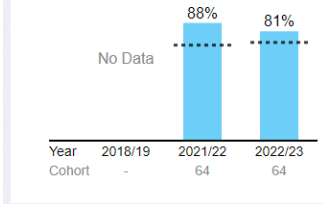
% pupils achieving the expected standard



For PP children this was 82%

Maths

% pupils achieving the expected standard



For PP children this was 73%