

Pupil premium strategy statement 2021 – 22



Worthington Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	74
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 22
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Natasha Clark
Pupil premium lead	Mrs Natasha Clark
Governor	Mr Andy Spencer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 21 330
Recovery premium funding allocation this academic year	£ 1400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 22 730

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, Observations and discussions with pupils suggest disadvantage pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

2	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling behind age related expectations, especially in Reading and Maths at KS1 .
3	Our assessments, observation and discussions with pupils and families have identified social and emotional issues for many pupils , notably due to a lack of enrichment opportunities during school closures. Teachers' referrals for support have increased during the start of the Autumn term 2021, with 25% of disadvantage children requiring additional support with social and emotional needs.
4	Our Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading attainment among disadvantaged pupils.	KS1 and KS2 reading outcome in 2021/22 show that more than 75% of disadvantaged pupils met the expected standard.
Improved phonics attainment among disadvantaged pupils in KS1.	Phonics test outcome in 2021/22 show that more than 75% of disadvantaged pupils pass the phonics test. More than 80% of disadvantaged pupils pass the Year 2 (December 21) phonics test.
Improved Maths attainment for disadvantaged pupils at the end of KS1 and KS2	KS1 and KS2 maths outcome in 2021/22 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved mental health and well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of Mental health and well-being from 2021 /22 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations. • Outcomes from ELSA sessions met. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Attendance records show sustained high attendance.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantage pupils. This is evident when

	<p>triangulated with other sources of evidence including:</p> <ul style="list-style-type: none">Speech and Language Reports (SALT)Engagement on lessonsBook scrutinyOngoing formative assessments.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 5 330

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (Essential letters and sounds)</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantage pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2</p>
<p>Improve the quality of social and emotional learning. SEL approaches will be embedded into routine educational practises and supported by PD and training for staff,</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>3</p>

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

Budgeted cost: £ 1400 + 10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,4</p>
<p>Additional 1-1 reading time targeted at disadvantaged pupils who require further reading (1-1)</p>	<p>Time spent hearing children read 1-1 and discussing the book, vocabulary and comprehension strategies. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1,2,4</p>
<p>Regular Speech and Language therapy using a specialist Speech and Language Therapist.</p>	<p>Oral language approaches might include:</p> <ul style="list-style-type: none"> • targeted reading aloud and book discussion with young children; • explicitly extending pupils' spoken vocabulary; • the use of structured questioning to develop reading comprehension; and 	<p>2,4</p>

	<ul style="list-style-type: none"> the use of purposeful, curriculum-focused, dialogue and interaction. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide ELSA support for those children who need support with their mental health and wellbeing	<p>By providing 1-1 ELSA support for a period of 6 weeks, children will be able to have support with their mental health and well-being, which in turn will help their attendance and behaviour in class.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4

Total budgeted cost: £ 22 730

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 shows the performance of disadvantaged pupils.

Meeting expected standard at KS2	Reading 60% Writing 80% Maths 60% Overall 60% (3/5)
Achieving high standard at KS2	Reading 20% Writing 40% Maths 20% Overall 20% (1/5)

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and a number of disadvantaged children were given a place in school during school closures.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Spelling Shed	Spelling Shed

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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