

Pupil premium strategy statement – Worthington School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	58
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	N Clark
Pupil premium lead	N Clark
Governor / Trustee lead	Mrs Kate Whitton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£19,240

Part A: Pupil premium strategy plan

Statement of intent

School Vision

At Worthington Primary School, we believe in "Opportunity and Achievement for All." Our aim is to nurture the unique potential of every pupil, ensuring that all children, regardless of their background, have the opportunity to succeed and thrive in a supportive learning environment.

Context

Worthington Primary School serves a diverse community, with 17% of our pupils eligible for Pupil Premium. We recognise that our Pupil Premium children face unique challenges, including socio-economic factors and rural isolation. Our commitment is to provide targeted support to help these pupils overcome barriers to learning and achieve their full potential.

Objectives

- Improve Academic Outcomes
- Enhance Attendance and Punctuality
- Support Social and Emotional Wellbeing

Strategies for Implementation

- **High-Quality Teaching:** Invest in professional development for staff to enhance teaching practises, particularly in English and maths.
- **Targeted Interventions:** Utilise Elsa and other interventions to provide additional support for Pupil Premium children who are falling behind.
- **Parental Engagement:** Foster strong relationships with families to encourage involvement in their children's learning and to raise aspirations.
- **Monitoring and Evaluation:** Regularly assess the impact of Pupil Premium spending on pupil outcomes and adjust strategies as necessary.

Conclusion

Our commitment to Pupil Premium children at Worthington Primary School is unwavering. By implementing targeted strategies and fostering a supportive environment, we aim to close the attainment gap and ensure that all pupils have the opportunity to succeed.

Challenges

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

Challenge number	Detail of challenge
1	EYFS Outcomes The % of PP children achieving a Good Level of Development in EYFS is low, compared to their Non PP peers.

2	<p>Language and communication Skills</p> <p>We have identified that communication and language and physical development are where PP children are underperforming.</p>
3	<p>Readiness for school</p> <p>We recognise that many of our PP children may come from backgrounds with lower aspirations and limited support for learning at home, impacting their readiness for school.</p>
4	<p>Adverse Childhood Experiences</p> <p>We recognise the significant impact that adverse childhood experiences (ACEs) can have on our pupils' learning and emotional well-being</p>
5	<p>Attendance</p> <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been higher than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
<p>Increase the percentage of Pupil Premium children achieving a Good Level of Development (GLD) in EYFS to be in line with or exceed the national average by the end of the academic year 2024/25.</p>	<p>Baseline Assessment: Conduct a baseline assessment of all EYFS children, focusing on their current levels of development, particularly for Pupil Premium children, by the end of the Autumn Term 2024.</p> <p>Target Setting: Set specific targets for Pupil Premium children, aiming for at least 75% to achieve GLD by the end of the academic year 2024/25, which aligns with the national average.</p> <p>Intervention Implementation: Implement targeted interventions for Pupil Premium children, including additional support in phonics, language development, and social skills, by the end of the Spring Term 2025.</p> <p>Progress Monitoring: Monitor progress of Pupil Premium children every half term to ensure they are on track to meet their targets, with adjustments made to interventions as necessary.</p> <p>Parental Engagement: Increase parental engagement through workshops and resources that support learning at home, aiming for at least 80% of PP families to participate by the end of the academic year.</p> <p>Final Assessment: Conduct a final assessment of all EYFS children at the end of the Summer Term 2025 to evaluate the percentage of Pupil Premium children achieving GLD, with a report shared with stakeholders.</p>

Improved oral language skills and vocabulary among disadvantaged pupils. Speech and Language support	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. SALT outcomes will be achieved.
Enhance the readiness for school of Pupil Premium children by fostering a supportive learning environment that encourages parental engagement and builds aspirations.	Increased Parental Engagement Improved Communication and Language Skills Enhanced Aspirations and Motivation Improved Academic Readiness
To create a supportive and nurturing school environment that recognises and addresses the impact of Adverse Childhood Experiences (ACEs) on pupils' learning and emotional well-being. This will involve implementing targeted interventions and support systems to help pupils overcome the challenges associated with ACEs, thereby improving their academic performance, emotional resilience, and overall well-being.	Increased Awareness and Training All staff members receive training on ACEs and their impact on learning and emotional health. Enhanced Support Systems Establish a dedicated support team to provide interventions for pupils affected by ACEs. Improved Academic Outcomes: Monitor the academic progress of pupils identified as having experienced ACEs. Enhanced Emotional Well-Being: Implement a social-emotional learning (SEL) programme to support emotional well-being. Increased Parental Engagement: Develop workshops for parents to educate them about ACEs and how to support their children.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: the overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their nondisadvantaged peers being reduced by ensuring they are in line. The percentage of all pupils who are persistently absent being below 5%.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a structured phonics programme: Utilise a systematic phonics approach to ensure all pupils, especially those from disadvantaged backgrounds, develop strong early reading skills.	Evidence suggests that phonics is crucial for early literacy development (Education Endowment Foundation, EEF).	1, 2,

Enhance teacher training in early year's pedagogy: Provide ongoing professional development for staff focused on early years teaching strategies, including play-based learning and differentiated instruction to meet the needs of all pupils.	High-quality teaching is vital for improving outcomes in EYFS (EEF).	1, 2
Integrate language-rich activities into the curriculum: Use storytelling, role-play, and discussions to enhance vocabulary and communication skills across all subjects.	EEF	2, 1
Implement trauma-informed practises in the classroom: Train staff to understand the effects of ACEs and how to create a safe, supportive learning environment. This includes establishing predictable routines and fostering positive relationships with pupils.	(Source: National Child Traumatic Stress Network)	4, 5, 3
Social and emotional learning (SEL): Integrate SEL into the curriculum to help pupils develop resilience, self-regulation, and interpersonal skills. This can be achieved through structured programmes that promote emotional literacy and conflict resolution.	(Source: Collaborative for Academic, Social, and Emotional Learning)	4, 3, 5

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

Budgeted cost: £7,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions: Implement targeted small group sessions focusing on literacy and numeracy skills for pupils who are at risk of not achieving GLD.	Research shows that small group tuition can significantly improve outcomes for disadvantaged pupils (EEF).	1, 2
One-to-one support for reading: Provide additional one-to-one reading support for pupils who struggle with phonics and comprehension.	This personalised approach can help bridge the gap for those who need extra assistance (EEF).	1, 2
Parental engagement programmes: Develop initiatives to engage parents in their children's learning, such as workshops on supporting literacy at home.	Increased parental involvement can positively impact pupil achievement (EEF).	1, 2, 3
Use of speech and language therapists: Collaborate with external professionals to provide tailored support for pupils with significant speech and language needs. This partnership can enhance the effectiveness of our interventions.	(EEF)	1, 2,
Small group interventions: Provide targeted support for pupils who have experienced ACEs through small group sessions focusing on literacy and numeracy skills such as	(Source: Education Endowment Foundation)	4, 5

ELSA. This can help address gaps in learning and build confidence.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club and after-school programmes: Continue to support the breakfast club and after-school programmes to provide a safe and nurturing environment for pupils, ensuring they are ready to learn.	These programmes can help improve attendance and punctuality (EEF).	4, 5
Social and emotional support: Implement programmes that focus on developing social and emotional skills, which can help pupils build resilience and confidence.	This is particularly important for those facing challenges outside of school (EEF).	3, 4, 5
Community partnerships: Strengthen partnerships with local organisations to provide additional resources and support for families, helping to address wider socio-economic barriers that may affect pupil learning	(EEF)	4, 5
Promote extracurricular activities: Encourage participation in drama, music, and storytelling clubs that can enhance speech and language skills in a fun and engaging way. This aligns with our values of pride and optimism.	(EEF)	4, 5, 3
Access to mental health support: Collaborate with local mental health services to provide counselling and support for pupils dealing with the effects of ACEs. This can include on-site counselling or referrals to external services.	(Source: Mental Health Foundation)	3, 4, 5
Community partnerships: Build partnerships with local organisations to provide additional resources and support for families, such as food banks, parenting classes, and financial advice. This can help alleviate some of the pressures that contribute to ACEs.	(Source: National Society for the Prevention of Cruelty to Children)	3, 4, 5,

Total budgeted cost: £ 19,240

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS

50% of PP children in EYFS did not achieve a GLD.

Phonics (Year 1 children)

100% of PP children in Year 1 achieved their phonics.

Phonics (Year 2 children)

No PP children

KS1 (Reading, writing and Maths)

100% of children on KS1 achieved their Reading, writing and maths at the end of KS1.

KS2 (Reading, writing and maths)

0% of children in KS2 achieved the expected standard for Reading, writing and Maths.

50% achieved the expected standard in Reading.