

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Wortham Primary School
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	Sept 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	Governors of Wortham Primary School
Pupil premium lead	Claire Flatman
Governor / Trustee lead	Chris Simon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,955
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£9,955

Part A: Pupil premium strategy plan

Statement of intent

It is our intention to provide an inspirational and inclusive teaching and learning environment for all our children. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We aim to raise lifelong aspirations and focus on removing barriers to learning and achieving excellence so that all children can reach their full potential. Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success and develop a lifelong love of learning.

What are the key principles of your strategy plan?

- It is our responsibility to ensure that all children in our school achieve their potential and to do so we seek to meet the individual needs of every child.
- Pupil Premium will be used and managed to enable us to tailor support for identified children in a range of ways appropriate to their needs.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups and that each child receives quality first teaching each lesson.
- This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- All our work through the Pupil Premium will be aimed at accelerating progress, moving children closer to age related expectations by closing the attainment gap and ensuring that school is a positive experience.
- We will endeavour to use Pupil Premium to address the non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital. We want to enhance the entitlement of experience for our children and in doing so we want to promote positive wellbeing as we work hard to move our vulnerable children closer to age related expectations and develop a love of learning.
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most.

Challenges

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

Challenge number	Detail of challenge
1	50% of Pupil Premium children are achieving expected in writing. This is due to limited phonic knowledge, limited vocabulary and sentence structure when working independently.

2	33% of Pupil Premium children are achieving expected in Maths. This is due to not having rapid recall of key number facts and the confidence to carry out basic operations of addition and subtraction.
3	33% of Pupil Premium children are achieving expected in reading, writing and Maths combined. This is due to the factors addressed above.
4	Some Pupil Premium children find it hard to manage their emotions and anxieties which slows their academic progress.
5	Due to financial situations some Pupil Premium children are unable to access some extra-curricular activities that may benefit them in enhancing their self- esteem and a feeling of inclusion.

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
Pupil Premium children to acquire better phonics knowledge, expand vocabulary and the use of effective sentence structures to achieve expected in writing.	At least 67% of Pupil Premium children to achieve expected in writing by the end of the academic year.
Pupil Premium children to enhance key mathematical mental strategies to further develop their mathematical skills.	At least 50% of Pupil Premium children to achieve expected in maths by the end of the academic year.
To raise attainment of Pupil Premium children currently achieving expected in reading, writing and maths combined.	At least 50% of Pupil Premium children to achieve expected in reading, writing and maths.
Children to develop a sense of self-worth and deal with their emotions.	Children will be able to talk about their strengths and develop strategies to deal with their personal emotions. They will develop resilience to deal with their emotions and different social situations
To increase involvement in extra activities on offer in school. To ensure all children have equal access to a broad and balanced curriculum.	Pupil Premium children can access all activities on offer throughout to school irrespective of social barriers. Including access for individual pupils to participate on educational visits and enrichment opportunities

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: £ 2,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. (<i>High quality of teaching is evident for all pupils evidence in both Key Stages</i>).</p> <p>Ensure that all lessons provide opportunities for all children to engage with mastery tasks.</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Termly monitoring and progress discussions.</p> <p><i>Evidence indicates that mastery learning can deliver approximately five additional months' progress on average.</i> (EEF)</p>	1,2,3,4
Using blended learning to support gaps in learning.	<i>Digital technology can add up to +4 months progress (EEF)</i>	1
Use high quality feedback to improve outcomes.	Quality marking and feedback monitored by SLT. <i>Evidence indicates that feedback can deliver approximately 6+ additional months' progress on average.</i> (EEF)	1
Provide support with home learning.	Where pupils have the opportunity to complete homework in school but outside normal school hours, and 'flipped learning' models, where pupils prepare at home for classroom discussion and application tasks.-	1 4

	<i>Evidence indicates that this support can deliver approximately +5 months progress. (EEF)</i>	
CPD – further training for staff where appropriate for mental maths strategies, teaching of reading and writing and children’s mental health.	It is important that as professionals we seek to keep our practice as current as possible and in line with new developments in pedagogy. In seeking the latest training and information this can then be disseminated through the school to enhance all practice.	2,3,4,5

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

Budgeted cost: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Teaching Assistants to support targeted interventions	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. (EEF)	1-2-4
Teach and test academic vocabulary to support the progress in writing. To improve the attainment in spelling across the school.	Use of Bedrock across KS2. Expose children to rich literature to expand vocabulary understanding. To teach children to use ambitious vocabulary in their writing to improve the quality of the overall completed piece.	1
Reading interventions- extra guided reading sessions, reading between the lines and developing inference skills. Daily reading in place for those children that require the support.	Groups will be chosen with similar ability children and planned by a teacher. They will have increased opportunities to practise their reading decoding skills and time to discuss the texts to ensure that their understanding has been secured. They will also be able to develop inference skills within a smaller group where they feel secure in sharing their ideas and opinions.	2.4

Maths intervention: Daily maths meetings and dynamo maths interventions for those children that need additional input.	Across year groups, staff will support children to enhance their mental calculation skills. This may be in the form of an intervention outside of the classroom or giving support within the classroom setting through the daily maths meetings. Children will not miss quality first teaching.	3.4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Promote engagement with the Arts through the curriculum to improve children's entitlement of experience and attendance.</p> <p>(Including After School Provision).</p> <p>Extra-curricular clubs – a range of extra-curricular activities are offered by the school some of which are run by ex-ternal agencies and require payment.</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> <p>Participation may be organised as regular weekly or monthly activities, or more intensive programmes such as summer schools or residential courses. Whilst these activities, of course, have important educational value in themselves, this Toolkit entry focuses on the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics. (<i>EEF-2021-1 +3 months progress</i>).</p> <p>To provide a range of opportunities and equal access for all children and promote healthy active lifestyles. This will enhance their sense of self-worth</p>	<p>2 3 5</p>

	leaving them ready to learn and believe they can achieve.	
Work with external agencies including CAMHS and MASH to support pupils and families.	Ofsted expect to see learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. 2021	2 3 5
Offer bespoke SEMH interventions to pupils	Working with Invested coaching company and ensuring school has Mental health first aiders trained to support those children that require it. Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. EEF Toolkit Social and Emotional Learning +4 months	2 3
Use pastoral behaviour support/intervention to positively reinforce attitude to learning.	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	4

Total budgeted cost: £ 9,335

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 2021 to 2022 academic year.

Desired outcome:

Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.

To ensure all pupils are given the opportunity to consolidate basic skills.

To recall key maths facts and improve in their mathematical fluency.

To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader.

To embed and sustain a reading culture that ensures all pupils read regularly and develop a love of books.

Pupils read regularly and have access to high quality books for personal and guided reading.

Impact 2021 - 2022:

Termly Pupil Progress meetings have tracked and monitored children who are at risk of not meeting expected standard.

- Impact overseen by school leaders. Pupil progress meetings have been used to drill down to identify next steps.
- Targeted Intervention for identified pupils have taken place following pupil progress meetings:

Additional comprehension intervention

Target readers and daily readers

Inference skills

Bespoke Phonics intervention

Beat dyslexia/Apples and Pears

Raised profile of reading across school through:

Sharing of high-quality class reads

High quality reading displays in classrooms and corridors

Investment in new books for class libraries

Introduction of Dynamo Maths Intervention.

Bespoke writing intervention, focussing on grammar skills.

New school library and new books in place in all school classrooms.

All children in the lowest 20% attainment category in each cohort are daily readers.

All PPG children made expected progress in all three core areas within the academic year.

Desired outcome:

Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.

All disadvantaged pupils will meet national expectations for attendance/persistent absence. Pupils will have good self-organisation skills, resilience and determination. Pupils will be able to work independently with confidence.

Impact 2022 -2023:

- Interventions which have targeted social and emotional learning have improved children’s’ interaction with others and self-management of emotions.
- High quality 1:1 sessions with identified children have shown increased attainment and progress.
- Attitudes to learning and social relationships in school are good.
- Leaders have worked with individual families to access support with attendance on a regular basis. They have offered support and guidance to help remove any potential barriers for lack of attendance. It is important to note that the data below is referring to four pupils.

Category	Total	Authorised	Unauthorised
Whole School	92.91%	5.97%	1.13%
FSM	86.08%	10.68%	3.24%
PPG	88.99%	8.73%	2.28%
SEN	91.41%	7.35%	1.24%

Impact 2023 -2024:

Area	Percentage	Response & Impact
Attendance	89.58%	Attendance has improved. The school has worked closely with families to improve attendance. This has included supporting with transport, challenging all absences with phone calls to parents and making reasonable adjustments to ensure children come to school every day. The school has challenging persistent absence with formal letters and liaising with the EWO. It is important to note that this percentage includes a child who had SEND and was also a school refuser with an attendance of 48%. Without their data included, the attendance percentage would be 94.7%. This would have given an increase of 6% on the previous year.
Attainment	R – 33% W- 22% M- 22%	Attainment is lower compared to last year. This year we had 4 children join the school who are PPG, 2 of which were also on the SEND register. 5 out the 9 children are on the SEND register, with 3 of these children requiring a bespoke curriculum.
Progress	R- 77% W- 66% M- 66%	Whilst the progress is lower compared to last year. The data is 4 out of the 9 children. Of these 4 children, 1 child joined this academic year and another child was the child with the persistent absenteeism. 1 child made more than expected progress in all 3 areas. The progress of every PPG was closely monitored throughout the year via Pupil Progress Meetings. At

		<p>every stage, those children not making the expected progress received intervention support to the area of need.</p> <p>The school introduced a maths mastery curriculum (White Rose) along with specific maths invention (Dynamo maths) ensured that 66% of the PPG children made progress in maths this year.</p> <p>A dedicated Teaching Assistant to carry out targeted interventions was employed this year. The capacity and consistency of interventions carried out increased (see Intervention monitoring). The impact of this was that over half of the children made progress with one child making more than expected progress.</p> <p>Specific reading interventions which included additional guided reading sessions and daily reading had an impact of 77% of the children making at least the expected progress.</p>
Behaviour	16 incidents (3 of the 9 children)	<p>This is inline with the previous year of 13 incidents. Out of the 16 incidents, 50% were low level (level 2 out of 5 levels of severity). The other 50% were classed as level 3 out of the 5 levels of severity). 16 incidents across the whole academic year is very low. The school introduced the 'Zones of Regulation' programme and this has had a positive impact on all children's behaviour.</p>

Other activities implemented this year included a free homework club, which 3 out of the 9 children consistently attended (see club records). The school also introduced wrap around care in the latter part of the year. The school pay 50% of the session fee for PPG children – 2 out of the 9 children have consistently used the provision. A range of extracurricular clubs have been provided, which are free for children who are PPG – 5 out of the 9 children attended these clubs.

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
N/A	

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? (one child)	Paid for all visits and experiences within school, for example the pantomime trip and visit to the Circus.
What was the impact of that spending on service pupil premium eligible pupils?	This ensured that the child was able to experience a range of activities that enriched their culture capital.