

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	103
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	Sept 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	Governors of Wortham Primary School
Pupil premium lead	Hayley Clarke
Governor / Trustee lead	Simon Furlong

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,360
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	£14,360

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	Assessments, data, observations and pupil perceptions indicate that attainment in mathematics among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Only 22% of Pupil Premium children

	met the age expected relations (ARE). This is due to over half of these children also being on the SEND register. It is also due to children's confidence in maths and ability to rapidly recall number facts and having a secure sense of number.
2	Assessments, data, observations and pupil perceptions indicate that attainment in reading and writing among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Only 22% of Pupil Premium children are met ARE in writing and 33% in reading. This is due to over half of these children also being on the SEND register. It is also due to limited language skills and having a secure understanding of sentence structure.
3	Our attendance data for Pupil Premium children, over the last 3 years has been just below 90% and is lower than that of non-pupil premium children whose attendance data is 97%. Lower attendance has been due to school refusal.
4	Observations, discussions with staff, parents and children indicate that 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 activities that may benefit them their self-esteem, a feeling of inclusion and enriching their culture capital.

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 attainment in mathematics for disadvantaged pupils.	At least 50% of Pupil Premium children met the expected standard in maths the end of the academic year 2024- 2025.
Improved attainment in reading and writing for disadvantaged pupils.	At least 50% of Pupil Premium children met the expected standard in reading and writing by the end of the academic year 2024- 2025.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance to be above 90% for children who are Pupil Premium by the end of 2024 -2025. Attendance data will show sustained increase in attendance by year 2026 -2027.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Increased levels of positive mental health and sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Results of wellbeing survey and pupil perceptions demonstrate positive mental health.</p> <p>Attendance of pupil premium children has increased to above 90%.</p>
<p>To increase involvement in extra activities on offer in school. To ensure all children have equal access to a broad and balanced curriculum.</p>	<p>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.</p>

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: £5,884

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further development of our maths curriculum with the implementation of NCTEM 'Mastering Number' from Reception – Year 3. Funding to release staff to attend training.	The DfE non-statutory guidance, produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1 and 2 Evidence indicates that mastery learning can deliver approximately +5 months progress. Mastering Number, Teaching & Learning Toolkit, EFF	1
All pupils to be delivered a maths mastery curriculum – White Rose. Use of the pre- teaching resources.	The DfE non-statutory guidance, produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1 and 2 Evidence indicates that mastery learning can deliver approximately +5 months progress. Mastering Number, Teaching & Learning Toolkit, EFF	1
All children entering reception to have speech and language assessed using Speech and Language Link. Those children needing additional support to receive regular and one to one, bespoke intervention.	Studies indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Oral Language Interventions, Teaching & Learning Toolkit, EFF	2
Improve the wellbeing and mental health of children by training a teaching	Teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four	All

<p>assistant trained to become an ELSA (Emotional Literacy Support Assistant) and to deliver this program.</p>	<p>and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Teaching Assistant Interventions, Teaching & learning Toolkit, EFF</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>Improving Social and Emotional Learning in Primary Schools EFF</p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance. Behaviour Interventions, Teaching & Learning Toolkit, EFF</p>	
<p>To improve the teaching and learning of music by implementing a new music curriculum which provides all staff with music CPD,</p>	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils. <i>The EEF Guide to the Pupil Premium.</i></p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Arts Participation, Teaching & learning Toolkit, EFF</p>	1,2
<p>Every child by the end of KS2 to have received music tuition delivered by</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but</p>	1,2,5

<p>a specialist music teacher as whole class and small groups.</p>	<p>moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Arts Participation, Teaching & learning Toolkit, EFF</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition, Teaching & learning Toolkit, EFF</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To have a dedicated Teaching Assistant to provide targeted interventions which include bespoke phonics, reading, writing and speech & language.</p>	<p>Teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Teaching Assistant Interventions, Teaching & learning Toolkit, EFF</p> <p>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. Phonics, Teaching & Learning, EFF</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities. Guided</p>	<p>1,2</p>

	Comprehension Strategies, Teaching & Learning, EFF	
To provide a daily Nurture Group for children who need support for their confidence, social and emotional skills and language skills.	<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>Improving Social and Emotional Learning in Primary Schools EFF</p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance. Behaviour Interventions, Teaching & Learning Toolkit, EFF</p>	All
Provide all children from Reception – Year 2 the opportunity to participate in a drama programme to support their language skills and social and emotional skills,	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Arts Participation, Teaching & learning Toolkit, EFF</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Oral Language Interventions, Teaching & Learning Toolkit, EFF</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>Improving Social and Emotional Learning in Primary Schools EFF</p>	1,2,4

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

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide and / or fund a range of extra curricular clubs and physical activities.</p>	<p>Participating in sports and physical activity is likely to have wider health and social benefits. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. Physical Activity, Teaching & Learning Toolkit, EFF</p> <p>Enrichment activities without a specific focus on learning can have an impact on attainment, Extending the school time, Teaching & Learning Toolkit, EFF</p> <p>Programmes that extend school time have a positive impact. The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes. Extending the school time, Teaching & Learning Toolkit, EFF</p>	<p>All</p>
<p>To provide wrap around care for all pupils and to subsidise this provision for Pupil Premium Children. Every session will provide the children the time and support to complete homework along with opportunities to engage in a range of other activities.</p>	<p>Homework has a positive impact on average (+ 5 months). Homework that is linked to classroom work tends to be more effective. Homework, Teaching & learning Toolkit, EFF</p> <p>Programmes that extend school time have a positive impact. The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes. Extending the school time, Teaching & Learning Toolkit, EFF</p>	<p>1,2,5</p>

<p>To provide all children with a range of enrichment activities such as special visitors to the school and school trips and to pay for these activities for Pupil Premium children to ensure they are able to participate.</p>	<p>Enrichment activities without a specific focus on learning can have an impact on attainment Extending the school time, Teaching & Learning Toolkit, EFF</p>	<p>1,2,5</p>
<p>To engage with parents on the support that their child is receiving and to establish any barriers or challenges that they may be experiencing.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3,4,5</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

Total budgeted cost: £ 14,164

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.

Impact of the previous academic year 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 every stage, those children not making the expected progress received intervention support to the area of need. 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. 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. 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.
Behaviour	16 incidents	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

	(3 of the 9 children)	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.</p> <p>The impact of this strategy will be regularly monitored and will be reviewed at the end of the following academic years: 2024- 2025 2025 – 2026 2026 - 2027</p>		

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?	
What was the impact of that spending on service pupil premium eligible pupils?	