



# Pupil premium strategy statement – Worksop Priory Church of England Academy



This statement details our school’s use of pupil premium (and recovery premium for the 2025 to 2026 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	Worksop Priory CofE Academy
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	32% (73 Pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25 2025/26 2026/27
Date this statement was published	17/10/24
Date on which it will be reviewed	1/9/25, 1/9/26, 1/9/27
Statement authorised by	Kevin Houghton
Pupil premium lead	Kevin Houghton
Governor / Trustee lead	Robert Thistlethwaite

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,595
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£110,595

# Part A: Pupil premium strategy plan

## Statement of intent

At Worksop Priory Church of England Academy 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 recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. However, common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. The challenges are varied and there is no “one size fits all”.

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 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

### Our Context

- 32% pupil premium pupils is above the national average.
- Our pupil base deprivation is well above average
- Our school location deprivation is above average.
- Key Stage 2 year groups have the highest percentage of pupil premium pupils

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged pupils and their non-disadvantaged counterparts both within the school and nationally..
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning.
- ✓ Develop confidence in their ability to communicate effectively in a range of contexts.
- ✓ Access a wide a range of opportunities to develop their knowledge and understanding of the world.

### Achieving Our Objectives

- Provide all teachers with high quality professional development opportunities to ensure that pupils access quality first teaching.
- Provide targeted support and intervention to quickly address identified gaps in learning including the use of small group tuition.
- Target funding to ensure that all pupils are able to access to trips, residential visits and high quality first hand experiences.
- Provide opportunities for pupils to access enrichment activities.
- Provide appropriate nurture and family support to enable to pupils to access learning within and beyond the classroom.
- We also 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.

### Key Principals

- We will ensure that effective teaching, learning and assessment meets the needs of all pupils so that they can achieve their best possible outcomes and achieve their full potential.
- The school makes use of available evidence based research from our own experience and that of the EEF when allocating funding to strive for maximum impact on pupils learning and outcomes.
- Achievement data is reviewed regularly and robustly to monitor the impact of interventions.
- Class teachers are aware of pupil premium pupils to enable them to assume responsibility for accelerating progress.
- Pupil premium funding is used to deal with a range of barriers. The strategies used will change and develop based on the needs of individuals.

## Challenges

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

Challenge number	Detail of challenge
1	Children arriving at Worksop Priory C of E Primary Academy in Early Years are often well below the developmental stages appropriate for their age. Due to this, early identification is required to provide intervention to help children to develop the necessary skills required to access the Early Years curriculum
2	Typically, around 30-40% of our Early Years cohort have speech and language challenges. Such challenges need to be identified, and support plans put in place. The LA/NHS support is very limited
3	Many children across school have narrow experiences of cultural, historical and geographical field trips. To develop a broader, more knowledge and understanding of the wider-world, it is necessary to subsidise a wide range of educational experiences to support the school curriculum.
4	Many children across school have narrow experiences of attending external clubs for young people. The school is therefore required to provide an environment where children can access such opportunities free of charge.
5	The development of phonic decoding and spelling is a priority of the school. From very low starting points, pupils are required to master the alphabetic code by the time they leave Year 1 and be secure readers at the end of Year 2. High quality teaching and learning is required to facilitate this.
6	The school population has a significant number of Polish families. Many children have English as a second language and require support to develop their primary and secondary languages equally. Some families find communication with the school difficult.
7	Attendance of vulnerable pupils is often below that of other groups of children.
8	A significant and growing number of children and their families require pastoral care, parenting and behaviour management support, for issues both inside and outside of school. The impact of the challenges they face is often visible in school and has a negative impact on achievement if not dealt with/supported.

## 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><i>Improved outcomes in Reading, Writing and Maths for disadvantaged pupils.</i></p>	<ul style="list-style-type: none"> <li>• Achieve outcomes and progress in-line with or above national average for disadvantaged pupils</li> <li>• Disadvantaged pupils are making secure progress from their starting points and narrowing the gap between their peers.</li> </ul> <p><b><u>Added 2025/26</u></b></p> <ul style="list-style-type: none"> <li>• Improve outcomes in Y1 phonics screening check.</li> <li>• Increase the outcomes in the Y4 multiplication check</li> <li>• Quality of teaching and learning improves</li> </ul>
<p><i>To achieve and sustain improved oral language, communication and vocabulary for disadvantaged pupils.</i></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Improved assessment outcomes for communication and language, word reading and writing, especially for children eligible for pupil premium.</li> <li>• Evidence based intervention programmes are utilised which ensure that ability gaps are reduced.</li> </ul> <p><b><u>Added 2025/26</u></b></p> <ul style="list-style-type: none"> <li>• Increased oracy skills demonstrated by pupils.</li> <li>• Pupils are able to articulate key curriculum content and subject specific vocabulary.</li> </ul>
<p>Provide all pupils with the opportunity to learn to read through Improved phonics outcomes for disadvantaged learners by using an systematic synthetic phonics and spelling scheme.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils achieve at least national average of pupils passing the phonics screening check for disadvantaged pupils.</li> <li>• Disadvantaged pupils are narrowing the gap in attainment with their peers.</li> <li>• Children have been taught a well sequenced and consistent phonics and spelling programme.</li> <li>• Where children have required further catch up support, they have received high quality intervention.</li> </ul>
<p>To achieve and sustain a high level of attendance and punctuality for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall attendance rate for pupil premium pupils is in line with national or better, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• The percentage of all pupils who are persistently absent being below national or better and the figure among disadvantaged pupils being inline with their peers.</li> </ul>

	<ul style="list-style-type: none"> <li>Attendance panel meetings support families and shows improvements to attendance outcomes.</li> </ul>
Achieve and sustain high levels of pupil wellbeing with positive attitudes to learning.	<p>Sustained high levels of wellbeing from demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>Disadvantaged pupils to receive 0 suspensions and 0 permanent exclusions.</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>Parental support has been provided to families with a positive outcomes that allows families to maximise learning experiences in school.</li> </ul>
All pupils will have experienced learning beyond the classroom, to broaden their knowledge and understanding of the wider-world	<ul style="list-style-type: none"> <li>Each child has attended a minimum of 3 educational visits per term, linked to areas of study within their year group.</li> <li>All visits will have been provided at no cost to parents, ensuring all children can participate.</li> </ul>
All pupils have had access to a wide range of extra-curricular activities, at no cost to their parents/carers.	<ul style="list-style-type: none"> <li>Children have been able to grow new skills or undertake new experiences out of normal curriculum time. The range of opportunities include sports, music, art and reading for all pupils</li> <li>All pupil premium pupils are accessing an extra-curricular activity.</li> </ul>
Parents and pupils for whom English is a second language have support to ensure their children receive the full entitlement of the curriculum.	<ul style="list-style-type: none"> <li>Participation in school events is high.</li> <li>Communication is clear to EAL parents.</li> <li>Learning in school promotes both the native and English language development</li> <li>EAL families are supported and engaged in the school community.</li> <li>EAL pupils that are also disadvantaged are making good progress in their learning.</li> </ul>

## 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: £ 19,034

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Take 5 emotional wellbeing training.</i></p> <p><i>Supporting staff with knowledge to develop pupil wellbeing and manage behaviours including those with SEND.</i></p>	<p>EEF social and emotional wellbeing +4 months.</p> <p>Reduction of exclusions.</p> <p>Improved SEMH for pupils.</p>	8
<p><i>Staff professional development, observations and wider opportunities</i></p> <ul style="list-style-type: none"> <li>-National professional qualifications</li> <li>-Attendance toolkits network</li> <li>-Internal staff professional development and coaching</li> <li>-Universal classroom to support SEND</li> <li>-Training opportunities within the multi-academy trust</li> </ul> <p><b><u>Added 2025/26</u></b></p> <ul style="list-style-type: none"> <li>-ECT support programme</li> <li>-Training and support using AI to support teaching and learning, including whole class feedback and assessments</li> </ul>	<p>Internal data, observations and external assessments support the need for whole school professional development of writing.</p> <p>Effective leadership will support the quality of learning taking place.</p> <p>Best practice from attendance network meetings is shared and supported by staff.</p> <p>Rosenshine’s Principles in Action</p> <p>Teaching Walkthrus</p> <p>EEF – Effective Professional Development</p>	1, 2, 5, 6, 8

- Training and support for developing oracy and vocabulary knowledge and skills.		
<i>Embedding a Systematic Phonics Programme professional development and resources – FFT Success for All Phonics Programme</i>	EEF phonics impact +5 months. High quality phonics delivery will allow children to become readers. Reading books will align with their phonics learning.	1, 5
<i>Leadership Release time to support raising attainment for disadvantaged pupils</i>	The EEF guidance paper for Effective Professional Development (2021) states that PD should be support staff with building new knowledge, motivate them, develop techniques and ensure they embed this practice.  Great Teaching Evidence Review – June 2020 ‘Activating Hard Thinking’ and the principles of learning – Structuring, Explaining, Questioning, Interacting, Embedding and Activating.	1, 6, 7, 8.

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

Budgeted cost: £ 55,805

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Teaching Assistant led intervention support and group support</i>  <i>Phonics intervention</i>  <i>Pre and post teach interventions to target gaps in learning</i>  <i>Phonics 1:1 intervention delivered by trained staff for children who</i>	Pupils make accelerated progress. Knowledge gaps are quickly assessed and identified before being filled. EEF small group tuition +4 months	1, 2, 5

<i>are below the expected standard.</i>		
<i>Employ a speech and language therapist to assess need, provide planned intervention programmes and upskill staff in the delivery of the programmes</i>  <b><u>Added 2025/26</u></b> <i>Implementation of a whole school oracy curriculum</i>	EEF communication and language support +6 months. Communication and language developments will support spoken vocabulary and interactions. Identified area for development	1, 2
<i>SENCO targeted intervention support</i>	Targeted referrals to utilise outside agency support. Provision of quality assurance and teaching and learning for SEND pupils that are also disadvantaged..	2, 5, 8
<i>Pastoral team for pastoral care and family support.</i>	EEF parental support +3 months to support the engagement of families in learning. Social and emotional learning EEF +4 months. Utilising programmes of support to develop SEMH for pupils.	7, 8

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

Budgeted cost: £ 25,036

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Attendance Officer 1 day a week to analyse attendance, contact and support low attenders.</i>  <i>Rewards and support for attendance</i>	Removal of attendance barriers has a big impact on pupils learning and development. Parental engagement supported within this role.	7, 8
<i>Access to a wide range of extra curricular clubs at no cost to parents.</i>	EEF physical activity +1 month EEF Arts participation +3 months	1,5

<p><i>Wider learning mentor 0.5</i></p> <p><i>Free / Subsidised breakfast club and wraparound care, uniform and equipment</i></p>	<p>All pupils have a settled start to the school morning.</p> <p>Wide educational support provided during wraparound.</p> <p>Pupils do not start the day hungry.</p>	
<p><i>Provide a minimum of 3 educational visits per year for each child in school with no charge to parents.</i></p>	<p>Learning outside the classroom evidence paper.</p>	3
<p><i>Employ a Polish speaking teaching assistant to support families 0.4</i></p>	<p>EEF parental engagement +5 months</p>	6, 8

**Total budgeted cost: £ 99,875**

## 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 2023 to 2024 academic year.

#### 2024/25 Review of Outcomes

##### EYFS Outcomes

The Reception cohort of pupils achieved 60% Good Level of Development. 60% of the cohort achieved the expected standard across all learning goals. The pupil premium children in this cohort achieved 50% Good Level of Development with 50% achieving the expected level across all learning goals. A gap of 10% between PP and all pupils.

##### Phonics Outcomes

The Year 1 cohort of pupils achieved 63% meeting the required standard. 50% of the pupil premium cohort achieved the expected standard. This is below the national average of 68%.

By the end of Year 2 85% of pupils achieved the expected standard in phonics. 83% of the pupil premium children achieved the expected standard by the end of Year 2.

##### Key Stage 2 Outcomes

In reading 80% of pupils achieved the expected standard. Pupil premium pupils achieved 64% at the expected standard. This is inline with the national average of 63%.

In writing, 57% of pupils achieved the expected standard, Pupil premium pupils achieved 60% at the expected standard. This is inline with the national average of 59%

In Maths, 77% of the pupils achieved the expected standard. Pupil premium pupils achieved 71% at the expected standard. This is above the national average of 61%.

The combined outcomes of Reading, Writing and Maths was 63%. Pupil Premium pupils achieved 50%. This is above the national average of 47%.

##### Attendance Outcomes

FSM6	FSM6	85	School	92.6%	95.3%	90.1%	86.1%	92.7%	93.9%	95.4%	91.2%
			FFT National	92.1%	90.2%	91.3%	92.2%	92.4%	92.6%	92.4%	92.2%
	Data Visualisation		Difference	+0.5%	+5.1% ●	-1.2% ●	-6.0% ●	+0.2%	+1.3% ●	+3.0% ●	-1.1% ●

## 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
Times Tables Rockstars	<a href="https://trockstars.com/">https://trockstars.com/</a>
FFT Success for All Phonics and spelling programme.	FFT
Air AI Education Writing	Air Education