



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	Worksop Priory C of E Primary Academy
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	34.53% (67 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Governing Body
Pupil premium lead	Mr Phil Abbott
Governor / Trustee lead	Mr Brian Little

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,485
Recovery premium funding allocation this academic year	£9,715 (See separate document)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£107,200

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	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. In order to develop a broader, more 'sticky' 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. A number of 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 1-2% below that of other groups of children.
8	A significant and growing number of children and their families require pastoral care, parenting and behavior 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Speech, language and phonics interventions in Early Years have led to improved data in C&L, word reading and writing, especially for children eligible for the pupil premium.
Improved levels of speech and language in vulnerable Early Years pupils	Identified pupils will have taken part in focused, proven intervention programmes which ensure that ability gaps are reduced.
All pupils will have experienced learning beyond the classroom, to broaden their K&U of the wider-world	Each child has attended a minimum of 3 educational visits per term, linked to areas of study within their year group. All visits will have been provided at no cost to parents, ensuring all children can participate.
All pupils have had access to a wide range of clubs, at no cost to their parents/carers.	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.
All pupils have the opportunity to learn to read through an augmented, systematic synthetic phonics and spelling scheme.	Children have been taught a well sequenced and consistent phonics and spelling programme in Early Years, Year 1 and Year 2. Where vulnerable children need to catch-up, they have received high quality intervention.
Parents and pupils for whom English is a second language have support to ensure their children receive the full entitlement of the curriculum.	Participation in school events is high. Communication is clear to EAL parents. Learning in school promotes both the native and English language development
The gap in attendance for children eligible for free school meals is closed.	Awards and rewards form part of a complimentary system Attendance improves for FSM pupils to be in line with national figures Attendance panel meetings support families to improve their child's attendance levels. Vulnerable families are monitored to ensure they are safe and well. Families who persistently fail to ensure their children are in school face enforcement action.
Children and families whom require Pastoral Care, parenting support or help with behaviour have access to the support they need.	The Pastoral Care Lead has been easy to contact, and solutions to problems have been found which have helped children and families to maximise their learning experiences in school.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase further resources for Success For All Phonics, as part of the Y2 Spelling programme	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target PP children for phonics Intervention. (TA, KS1/2)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	5
Employ a Speech and Language Therapist to assess need, provide planned intervention programmes and upskill teachers and teaching assistants in the delivery of the programmes	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2
Employ an Early Years Intervention Teacher to deliver intervention programmes in Early Years	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a minimum of 3 educational visits per year for each child in school, free of charge.	https://www.lotc.org.uk/wp-content/uploads/2010/12/Ofsted-Report-Oct-2008.pdf	3
All pupils have had access to a wide range of clubs, at no cost to their parents/carers. (0.5FTE Wider Learning Mentor)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 4
Employ a Polish speaking teaching assistant (0.4FTE)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6
Employ an Attendance Officer to oversee improved attendance (0.2FTE) Reward good attendance and challenge/support improvement of poor attendance		7
Employ a Pastoral Care Lead to support children and parents in attendance, parenting, behaviour and achievement.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	8

Proposed expenditure

Year 2 Spelling Resources (Spelling with the Jungle Club)	£940
Early Years intervention teacher (0.8FTE)	£27,673
Speech and Language Therapist	£4,800
Educational Visit Subsidy	£4,000
Wider Learning Mentor (0.5FTE)	£17,693
Polish Speaking Teaching Assistant (0.4FTE)	£12,442
KS1/2 Intervention Teaching Assistant	£22,870
Attendance and Achievement Awards	£1,000
Attendance Officer (0.2FTE)	£7,118
Pastoral Care Lead (0.2 FTE)	£6,918
Total planned expenditure	£105,454

Pupil Premium Allocation	£97,485
Recovery Premium Allocation	£9,715
Total Allocation	£107,200
Yet to be allocated	£1,746

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 2022 to 2023 academic year.

EYFS Outcomes

In 2022-23, the Reception Cohort, 67% of pupils achieved a GLD. This is a record for the school. 67% of pupils achieved all objectives relating to word reading, writing, communication and language.

KS1 progress and attainment

In the 2022 Y1 Phonics Screening programme, the school attained a pass rate of 73%, an improvement of 3% on the previous year. 85% of pupils eligible for the premium gained a pass.

In 2022, 90% of pupils in Y2 have passed their phonics screening check. This is now in line with national averages for all pupils.

KS2 progress

In the 2022 KS2 SATs, pupils eligible for pupil premium made the following levels of progress:

- Reading; +0.4
- Writing; +0.7
- Maths; +2.6

Attendance

Attendance for pupils eligible for the pupil premium in 2022-23 was 2.7% above that of similar children, according to the FFT Aspire Data collection of 7000+ schools. In KS2, attendance of pupil premium eligible pupil in each class is significantly above national comparisons.

FSM6			All	R	1	2	3	4	5	6
FSM6	60	School	94.0%	90.9%	91.0%	91.1%	94.8%	97.0%	92.9%	96.5%
		FFT National	91.3%	89.4%	90.6%	91.4%	91.7%	91.7%	91.6%	91.6%
		Difference	+2.7% ●	+1.5% ●	+0.4%	-0.3%	+3.1% ●	+5.3% ●	+1.3% ●	+4.9% ●
			All	R	1	2	3	4	5	6