



Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	217
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Governing Body
Pupil premium lead	Mr Phil Abbott
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,805
Recovery premium funding allocation this academic year	£10,105
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	£102,910

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.
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	Some children have low levels of self-esteem, social and emotional challenges or broader learning issues. Many benefit from a bespoke, 1:1 outdoor provision, with a focus on specific objectives.
5	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.
6	The development of phonic decoding 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. High quality teaching and learning is required to facilitate this.
7	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.
8	Attendance of vulnerable pupils is often 1-2% below that of other groups of children.
9	Whilst the school has received funding through the recovery premium, the needs of learners are greater than that covered in the funding allocated.

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.	Talk Boost and Speech and Language interventions will have taken place, with assessments and observations indicating significantly improved oral language among disadvantaged pupils.
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.
Identified children have grown their SEMH as a result of focussed 1:1 support	The Outdoor Learning mentor has worked with identified children on a range of activities designed to develop self-esteem and encourage conversation.
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 a systematic synthetic phonics scheme.	Children have been taught a well sequenced and consistent phonics programme. Where vulnerable children need to catch-up, they receive 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.
Children identified as needing to catch-up and keep up are supported partially through the Pupil Premium	Pupil Premium designated to salaries for tuition programme delivery Data shows where gaps are being filled and pupils are making accelerated progress from their starting points.

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 a systematic synthetic phonics programme from the validated DfE list and train staff to deliver it effectively.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	6
Target PP children for phonics Lightning Squad Intervention.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	6,9

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide Talk Boost and NELi interventions to help close attainment gaps in speech and language. Target PP children for phonics Lightning Squad Intervention.	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,6,9
Employ a Speech and Language Therapist to assess need, provide planned intervention programmes and upskill	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2

teachers and teaching assistants in the delivery of the programmes		
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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
Outdoor Learning Mentor (1:1)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning and https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
All pupils have had access to a wide range of clubs, at no cost to their parents/carers.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5
Employ a Polish speaking teaching assistant		7
Reward good attendance and challenge/support improvement of poor attendance		8

Total budgeted cost:	£102,910
Early Years intervention teacher	£23,749
Speech and Language Therapist	£4,420
Educational Visit Subsidy	£3,000
Outdoor Learning Mentor	£3,000
Wider Learning Mentor	£30,295
Success For All in Phonics (Resources and Training)	£1700
Polish Speaking Teaching Assistant	£15,901
Attendance and Achievement	£1,500
Contribution towards National/School-led tutoring	£5,000
Contributions to excess costs of tuition/mentoring	£1,273
Recovery Premium (see separate web page)	£10,105
Total	£99,943
Uncommitted as yet	£2,967

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 2020 to 2021 academic year.

EYFS Outcomes

Intervention programmes continued to achieve strong gains when operating in school, once reopen. Speech and Language assessments were carried out using the Wellcomm Assessment Tool. Talk Boost and NELi programmes both produced accelerated data outcomes.

KS1 progress and attainment

Teacher assessments were made at the end of the academic year, following a significant second period of lockdown. The data has been compared with other schools using the FFT Aspire Dashboard. The results identify the children's actual ability, rather than their potential, following lockdown.

In Y2, of the children eligible for the Pupil Premium, 10/11 made good or better progress in reading, 8/11 in writing and 9/11 in maths over the course of the Key Stage, this despite the two national lockdowns.

20% of the Y2 cohort had English as an additional language. 80% of them achieved the expected standard in reading, writing and maths.

Year 6 progress and attainment

When comparing teacher assessments with other schools using the FFT Aspire Dashboard, the average progress score in reading and maths for Pupil Premium children at the Academy was 2.6 points above all pupils nationally (DfE data). This was equal to the progress made by other groups of pupils in school.

KS2 Progress 2021 - Value Added
26 matched pupils

Average Scaled Score (Re, Ma)

+2.6+



Significantly above the national average (0) ◀

% Expected standard+ (Re, Wr, Ma)

+21%+



Significantly above the national average (0%) ◀