

Primary School Pupil premium strategy statement (primary)

1. Summary information					
School	Worsthorne Primary School				
Academic Year	2021/22	Total PP budget	35, 610.00	Date of most recent PP Review	April 2021
Total number of pupils	214	Number of pupils eligible for PP	23	Date for next internal review of this strategy	Jan 2022
1. Current attainment EYFS-Based on teacher assessments March 2021					
55% of the cohort are at ARE expectations in Reading 48% of the cohort are at ARE expectations in Mathematics 16 % of the cohort are at ARE in Writing 1 child is PP (3%) and is working significantly below ARE in all areas.					

2. Current attainment - Based on teacher assessments March 2021												
	Reading				Writing				Maths			
	% SBA	%BA	%ARE	%AA	% SBA	%BA	%ARE	%AA	% SBA	%BA	%ARE	%AA
Year 1 (30 chn) 1 PP	27% 3% PP	13%	60%	0%	13% 3% PP	50%	37%	0	10% 3% PP	30%	23%	37%
Year 2 (30 chn) 4 PP	23% 10% PP	30%	40% 3% PP	7%	13% 6% PP	70% (23% BA+) 6% PP	17%	0	20% 3% PP	13%	54% 9% PPA	13%
Year 3 (30 chn) 4 PP	27% 6% PP	27% 3% PP	43% 3% PP	3%	30% 9% PP	53% (17% BA+) 3% PP	17%	0	20% 6% PP	17%	57% 6% PP	6%
Year 4 (30 chn) 3 PP	10%	33% 6% PP	50% 3% PP	7%	24% 3% PP	63% (20%BA+) 6% PP	10%	3%	10%	30% 6% PP	53% 3% PP	7%
Year 5 (31 chn) 7 PP	10% 3%	38% 10% PP	52% 10% PP	0	20% 6% PP	70% (20%BA+) 16% PP	10%	0	23% 6% PP	26% 6% PP	45% 3% PP	6% 3% PP
Year 6 (31 chn) 3 PP	3%	38% 3% PP	47% 3% PP	12% 3% PP	19%	74% (19%BA+) 9% PP	7%	0	6%	32% 3% PP	43% 6% PP	19%

3. Current attainment end of KS2-N/A due to Covid 19		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% attaining EXS + in Reading, Writing and maths		
Progress measure Reading		
Progress measure Writing		
Progress measure Maths		
4. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Pupils being ready to learning class – pupils are in a secure place mentally and emotionally.	
B.	The learning behaviour for some PP children is having an effect on their academic progress.	
C.	Poor learning skills. For example, resilience, stamina, commitment.	
External Barriers		
D.	External factors such as housing, debt, low income affect parent’s capacity to engage with experiences and enrichment activities provided by school and provide essential requirements for school. i.e. uniform.	
E.	percentage of families who require a multi-agency approach to provide early help.	

5. Desired outcomes (<i>Desired outcomes and how they will be</i>)		Success criteria
A.	Children can access learning in class because their physiological, safety, belongingness and self-esteem needs are met.	<p>All staff are trained in attachment, behaviour support and SEND and have strategies in place to support individual children.</p> <ul style="list-style-type: none"> • Targeted interventions for self-esteem, confidence, and lack of engagement are having a positive impact on progress • Breakfast club provides a positive start to the day which enables PP children to access learning. • The behaviour policy is embedded and used consistently.
B.	Gaps in learning are accurately identified and interventions are well matched to needs.	<p>Formative assessment demonstrates gaps which have been addressed.</p> <ul style="list-style-type: none"> • Gaps for PP children are closing and they are making at least expected progress.
C.	Children experience a wide range of social/cultural and sporting experiences.	<p>There is a plan in place which provides opportunities for all PP children across the year.</p> <ul style="list-style-type: none"> • PP Children have access to additional, after school clubs and experiences.

6. Planned expenditure					
Academic year	2021/22				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To use CPD to ensure teaching is of an excellent standard	To facilitate a programme of targeted CPD per year focused for teachers and support staff.	July 2016 DfE Standards for Teachers' professional development for teachers states that: Professional development must be prioritised by school leadership.	The monitoring and evaluation timetable will evaluate the impact and focuses on disadvantaged children.	S.Nicholls	Half –termly in line with the quality assurance timetable. £3000.00
For PP children, including the most able, to make at least expected progress.	Additional Teaching groups and interventions	Sutton Trust found that, The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year. These pupils gain 1.5 years' worth of learning with very effective teachers.	The monitoring and evaluation timetable will evaluate the impact and focuses on disadvantaged children.	S.Nicholls	Half –termly in line with the quality assurance timetable. £9254.00

<p>Children can access learning in class because their physiological, safety, belongingness and self-esteem needs are met.</p>	<p>Daily breakfast Club. TAs undertaking meets and greet with individuals.</p> <p>Staff trained in Mental Health First Aid</p> <p>Lego Therapy</p> <p>Social skills groups</p>	<p>The EEF found that breakfast clubs that offer free and nutritious meals before school can boost reading, writing and maths results by the equivalent of 2 months progress per year. Breakfast clubs improve attendance and punctuality. An EEF study on Social & Emotional learning found interventions have a significant impact on attitudes to learning, social relationships, and attainment itself. The impact on attainment is equivalent to four months progress An EEF study on Social & Emotional learning found interventions have a significant impact on attitudes to learning, social relationships, and attainment itself. The impact on attainment is equivalent to four months progress</p>	<p>CPOMS records, monitoring of timetables and interventions, attendance register for breakfast.</p>	<p>S.Nicholls</p>	<p>Termly</p> <p>£500.00</p>
<p>Gaps in learning are accurately identified and interventions are well matched to needs.</p>	<p>Varied interventions, according to need, to be provided</p> <p>Precision Teaching intervention training provided to Class Teachers and TA's.</p>	<p>Gaps identified in formative assessment allows for precisely targeted teaching to remedy these. Meta- Analysis of research by John Hattie breaks down quality of teaching into:</p> <ul style="list-style-type: none"> • Children having clear goals/ objectives • Teachers providing children with modelling, scaffolding, appropriate steps to achieve them. 	<p>Pupil progress meetings</p> <p>The monitoring and evaluation timetable will evaluate the impact and focuses on disadvantaged children. PP children identified and tracked, progress and development overseen by Headteacher</p>	<p>SNicholls</p>	<p>Half-termly</p> <p>TA3 12.5 hours per week</p> <p>£7513.00</p> <p>Lego Therapy 2.5 hours a week £1829.00</p>

Children and parents have positive aspirations for their futures.	Whole school approach through thematic assemblies around character and essential life skills. Visits by positive role models to school.	The EEF have summarised the benefits of offering whole school based assemblies around aspiration building and other life skills, the research states that "Character and essential life skill programmes appear to be more effective when approaches are embedded into routine educational practices (i.e. assemblies), and supported by professional development and training for staff"	Pupil Voice. The monitoring and evaluation timetable will evaluate the impact and focuses on disadvantaged children.	SNicholls	Half termly £300.00
Families are supported by a multi-agency approach. SENDCO and HT to organise drop in days for parents to discuss barriers / issues, throughout the year.	HT and SENCo liaise with multi agencies. CAFs are in place for families with additional needs. HT produces pathways which are shared with parents to support with external barriers, i.e. housing, debt, low income etc.	To ensure that families are support in a holistic capacity. By meeting their physiological, safety, belonging and selfesteem needs we can reduce the barriers. To ensure parents are given a platform in which to discuss issues that they are facing, and are given accurate advice / guidance to help eradicate barriers and provide early help.	Families no longer needs the Early Help and Support. CAFs are used effectively.	SNicholls JNorth	As needed by families £2500.00
Total budgeted cost					£12642.00

ii. Enrichment and Experiences

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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