

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	Worsthorne Primary School
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Sarah Nicholls
Pupil premium lead	Sarah Nicholls
Governor / Trustee lead	James Leaver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,760
Recovery premium funding allocation this academic year	£0
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	£13,760

Part A: Pupil premium strategy plan

Statement of intent

Our belief is - and research evidence shows (e.g. from The Sutton Trust, EEF, John Hattie, Ofsted, DfE Reports) - that quality of teaching and learning is the most important factor in the achievement of all pupils.

We have experienced a huge impact from the coronavirus pandemic. School and general life has changed significantly. This is due to the prevalence of the pandemic in the North West of England, and in particular Burnley.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve 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 firmly believe that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.

We believe that quality first teaching is paramount in ensuring that learning is fully inclusive and we strive to provide additional support to ensure that children can thrive. We want all children to feel safe, settled and secure. Children can access learning in class because their physiological, safety, belongingness and self-esteem needs are met.

All subject leaders to track the progress of PP learners.

Termly 1:1 pupil progress meetings with a focus on PP children and progress.

Ensuring that teaching and learning opportunities meet the needs of all the pupils

Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

Targeted Support

Speech and language assessments and interventions in EYFS as part of the EEF NELI Early Oracy project.

TAs deployed to classes or interventions dependent on needs.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate 'Catch Up' Teaching in small group work focused on overcoming gaps in learning
- Additional teaching and learning opportunities
- Our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support during unstructured times (lunchtimes, playtimes) and during learning times.

Challenges

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

Challenge number	Detail of challenge
1	Our children's emotional well-being and mental health. High numbers of our PP children require additional support provided by trained staff in school and by external agencies
2	High levels of SEND within our Pupil Premium children
3	Attainment levels are low in Reading, Writing and Maths
4	The learning behaviour for some PP children is having an effect on their academic progress.
5	Poor learning skills. For example, resilience, stamina, commitment.
6	Families require a multi-agency approach to provide early help.

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>Children can access learning in class because their physiological, safety, belongingness and self-esteem needs are met.</p>	<p>All staff are trained in 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.
<p>Gaps in learning are accurately identified and interventions are well matched to needs</p>	<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. <p>Pupil Progress meetings to identify interventions Interventions monitored for their impact Children with SEND have well written POPS with smart targets Parents fully informed of child's progress</p>
<p>Families are supported by a multi-agency approach.</p>	<p>Families no longer needs the Early Help and Support. Effective TAF Meetings and support in place.</p>
<p>Disadvantaged children become more emotionally literate, enabling them to build self-esteem and resilience</p>	<p>Children can identify and discuss their emotions Children know where they can go to get help Interventions (Lego-therapy, Chat and Chill, ELSA) Staff trained in ELSA Weekly Forest School Sessions</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: £ 4000 CPD, £1000 ELSA training, £7500 TA 3

Total: £12,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD to ensure teaching is of an excellent standard To facilitate a programme of targeted CPD per year focused for teachers and support staff.</p>	<p>July 2016 DfE Standards for Teachers' professional development for teachers states that: Professional development must be prioritised by school leadership. 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.</p> <p>The EEF's Maximising Learning states that 'The best available evidence indicates that greater teaching is the most important lever schools have to improve pupil attainment.' By ensuring that all our teachers receive support in their teaching and the right, targeted CPD will help them to deliver high-quality teaching.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>2, 3, 4, 5</p>
<p>Staff member trained in ELSA (Emotional Literacy Support Assistant)</p>	<p>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>1,2, 4, 5</p>
<p>TA3 15 hours for intervention support</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>	<p>2, 3</p>

	<ul style="list-style-type: none"> • Children having clear goals/ objectives • Teachers providing children with modelling, scaffolding, appropriate steps to achieve them. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6240.00 Forest School, £1829 Lego Therapy, £1829 Chat and Chill,

£2000 ELSA, TA 7500.00

Total= £19, 398.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group interventions	<p>Gaps identified in formative assessment allows for precisely targeted teaching to remedy these. Meta- Analysis of re- search 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. 	2, 3
Weekly enrichment group accessing Forest School	<p>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>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>	1,2, 4,5,
Lego Therapy	<p>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>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</p>	1,2, 4,5

	attainment is equivalent to four months progress	
Chat and Chill	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	1, 2,4,5,

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

Budgeted cost: £5000 Brighter Lives Counselling, £500.00 Breakfast Club, £2500 Support for families, £500 School trips

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving emotional wellbeing in order to access curriculum effectively.	DFE Counselling in Schools Jan 2016 Good mental and emotional wellbeing is an integral part of children and young people's holistic development. When this development is inhibited, counselling can be an effective and important resource. The aims of counselling are to: assist the child or young person to achieve a greater understanding of themselves and their relationship to their world; to create a greater awareness and utilisation of their personal resources; to build their resilience; and to support their ability to address problems and pursue personally meaningful goals.	1, 4, 5
Daily breakfast Club. TAs undertaking meets and greet with individuals.	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.	1
Families are supported by a multi-agency approach.	To ensure that families are support in a holistic capacity. By meeting their physiological, safety, belonging and self esteem	6

	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.	
To promote enjoyment of learning. Cost of school trips	<ul style="list-style-type: none"> • enhanced personal and social communication skills. • increased physical health. • enhanced mental and spiritual health. • enhanced spiritual, sensory, and aesthetic awareness. • the ability to assert personal control and increased sensitivity to one's own well-being. 	1, 4,6

Total budgeted cost: £ 35,398.00

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.

Covid from March 2020 – Feb 2021 led to National tests being cancelled in July 2020/21 – there is therefore no national data.

- To support all pupils, including PP children, assessment focus has been on using KLIP's for each year group and termly assessments (see the Assessment Policy), which have been monitored and moderated robustly internally and monitored through pupil progress meetings.
- Current assessments have then been used to inform this strategy document for the academic year 2021/22 ensuring the most seamless learning possible.
- This can be ratified via internal assessment systems

We have supported parents and carers throughout lockdown with phone calls, support with accessing food banks and food hampers, seeking benefits and offering well-being support. All families received weekly welfare phone calls during lockdown and weekly contact to 'check-in' on them. Laptops and home learning packs sent to all pupils. Seesaw platform observed By SLT to monitor teaching and learning,

- All SEND, Pupil Premium children were offered places in school during school closures/lockdown.
- Headteacher has attended multi agency and safeguarding team meetings to support the child and family

Breakfast club provision provided the children with a positive start to the day.

Targeted interventions for self-esteem, confidence, and lack of engagement are having a positive impact on progress

Gaps for PP children are closing as most are making at least expected progress (see below).

Children had access to additional, after school clubs and experiences. Covid did limit external experiences. Computing, football, chess, choir were available.

Brighter Lives counselling provided support for 6 pupils. This improved their emotional wellbeing in order to access curriculum effectively.

Lego Therapy and Precision Teaching was in place to support pupils

Families are supported by a multi-agency approach

Data-based on teacher assessment

Year 6's pupils (4 girls, 2 boys) - 6 steps progress in R, W, M (good progress)

Year 6 pupil (also SEND and LAC) made 6 steps progress in R and W and 2 steps in Maths. Progress also in emotional literacy and achieving PSED Targets (good and better progress).

4/7 are working at ARE in Reading –gaps are closing

4/7 is working at ARE in Writing-gaps are closing

3/7 are working at ARE in Mathematics-gaps are closing

Year 5 pupil- 3 steps progress in R, 2 steps in W, 5 steps in Maths

- 2 steps progress in R, 5 steps in W, 6 steps in Maths
- -2 steps in R, 6 steps in W, 6 steps in Maths
- 1 step in R, 2 steps in W, 2 steps in Maths

4/4 are working below ARE in Reading and Writing, $\frac{3}{4}$ are working below ARE in Mathematics.

Year 4 pupils

1 girl, 1 boy- 3 steps R, 3 steps W, 6 steps M

1 girl -6 steps R, 6 steps W, 4 steps M

2 girls - 6 steps R, 6 steps W, 6 steps M

2/4 working at ARE in Reading, 2 working below ARE in Reading

All are working below ARE in Writing

1 child working at ARE in Maths, 3 working below ARE in Maths

Year 3

1 boy – 2 steps R, 1 step W, 2 steps M

1 boy- 2 steps R, 1 step W, 1 step M

1 boy- 1 step progress in R, W and M

1 girl- 2 steps R and W, 0 steps in M

1 pupil is working at ARE in Reading

All working below ARE in Writing

1 pupil is working at ARE in Maths

Families have been supported with the cost of uniforms, and fees for breakfast and afterschool clubs.

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
S&L interventions -NELI
Maths Mastery Hub
Times Tables Rockstar
Talk for Writing
Ninja Vocab

Research used to inform our planning