

Pupil premium strategy statement

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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	North Worcester Primary Academy
Number of pupils in school	146
Proportion (%) of pupil premium eligible pupils	13.69%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Emily Calvert
Pupil premium lead	Rhian Duckworth
Governor / Trustee lead	Alan Gaunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,174
Recovery premium funding allocation this academic year	£
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	£15,174

Part A: Pupil premium strategy plan

Statement of intent

All schools within The Rivers C of E MAT have prioritised provision and outcomes for all vulnerable pupils (disadvantaged and SEND) during 2022-23.

Aims:

To improve outcomes for all disadvantaged pupils *so that*:

- The proportion of pupils attaining ARE or better in RWM combined compares favourably to disadvantaged and non-disadvantaged pupils nationally.
- The increased gap between disadvantaged and non-disadvantaged pupil in reading, writing and mathematics significantly closes.

To improve attendance for all disadvantaged pupils across the MAT *so that*

- Overall attendance improves and is, at least, in line with the national figure for all pupils.
- Persistent absence reduces significantly.

To ensure all disadvantaged pupils receive the appropriate mental health and well-being support so that:

- They engage in their learning and as a result attainment improves and they make at least good progress.

To ensure any language barriers faced by disadvantaged pupils are addressed with urgency from the start.

NWPA intent:

We believe that all pupils, irrespective of their background or the challenges they face, should make good or better 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. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who face hardships at home. The activity we outline in this statement is also intended to support pupils 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. 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	<p>The gap between PPG and Non-PPG is significant in Maths and needs to be closed. Attainment.</p> <p>Assessments have demonstrated that:</p> <ul style="list-style-type: none">• the gap between non-PP and PP in all core subjects is greatest in Y2 (July 2022 data M 92.31% v 33.33% R 84.61% v 33.33 % W 84.61% v 33.33 %)• across the school the gap between PP and non-PP is greatest in maths. (33% v 86%).• across the school the gap between PP and non-PP in reading and writing is also too high. (R 42% v 81% W 33% v 80%).
2	<p>Oral language skills.</p> <p>Assessments, observations and pupil voice indicate underdeveloped language skills and vocabulary gaps amongst many of our disadvantaged pupils, from Reception to KS2.</p> <ul style="list-style-type: none">• In 2021-2022 only 33% of PPG pupils passed the phonics check.• PPG Only 60% achieved GLD at the end of EYFS• At the end of KS1 only 44% of PP attained expected at the End of KS1 in reading• At the end of KS1 only 33% of PP attained expected at the End of KS1 in writing.
3	<p>To support PPG children with their MHWB to ensure they are ready to learn.</p> <p>Mental well-being.</p> <p>Some of our disadvantaged pupils have lower self-esteem and have a lower sense of self-worth/aspiration. Pupil voice and observations have identified social and emotional issues for many pupils resulting in lower progress and attainment in all subjects.</p> <p>Currently:</p> <ul style="list-style-type: none">• Over the past 3 years, several children have needed part-time timetables due to their heightened anxiety.• 15% of our disadvantaged pupils experience have 2 or more ACES

	<ul style="list-style-type: none"> • 10-20% of PPG families have adverse home related factors that affect well-being. • 50% of our PPG pupils receive counselling and nurture.
4	<p>To improve the attendance and persistent absentees of PPG children.</p> <p>Attendance.</p> <p>The number of PP pupils with poor attendance is high:</p> <ul style="list-style-type: none"> • 28.57% of PP children fall into the PA category compared to less than 6.92% of non-PP pupils. <p>The attendance gap between non-PP and PP pupils was 21.65% in 2021-22.</p>
5	<p>To support/improve life experiences/Cultural Capital for PPG children.</p> <p>Some of our disadvantaged pupils do not have access to wider experiences such as clubs and travel opportunities this is often due to the price of clubs.</p>

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
Decrease the gap in attainment between PPG and non-PPG children in Maths across all year groups.	<p>Children make expected or better than expected progress and the gaps between PP and non-PP close rapidly particularly in maths and reading.</p> <p>Attainment for PP pupils in maths and reading increases and is at least in line with national.</p>
Increase PPG's children's vocabulary enabling them to make links between different areas of learning.	<p>Children to be able to use key vocabulary in lessons and make links in learning.</p> <p>All PP pupils attain the expected standard at the end of the phonics screening check.</p>
Decrease the gap in attainment between PPG and non-PPG children in Reading across all year groups.	<p>All identified pupils make good progress within the phonics programme.</p> <p>Children's reading levels improve from 2021-2022 data (41% PPG ARE/ARE+).</p>
The social and emotional needs for pupils eligible for the PPG are identified/assessed and provision in place to meet these needs.	<p>Those pupils identify in need of mental health support make good progress towards the targets set through the Motional programme.</p> <p>Low incidents of poor behaviour reported.</p>
Higher levels of attendance and reduced persistent absence in PPG children.	<p>Increase in PPG attendance from last academic year (92.16%)</p> <p>Decrease in PPG persistent absence (2021-2022 35.29% 6/17 children)</p>
Increase the cultural capital/educational opportunities accessible for children eligible for PPG, giving them a	Maintain or improve a high level of attendance at, at least 1 after school clubs for PPG children (2021-2022)

wealth of personal experiences to promote resilience, independence and confidence.	= 70.59%). Increase percentage of PPG children attending school trips (2021-2022 = 94.12%)
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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: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Word Aware CPD</p> <p>Oral language intervention</p> <p>Speech and Language service to support teachers with QFT through consistency with programmes such as Word Aware, visual timetables and bespoke CPD.</p> <p>SALT SLA support for staff</p>	<p>Research evidence that supports approach:</p> <p>EEF: Oral language interventions +6</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>	2
<p>RWinc CPD</p> <p>Train staff on delivering high quality phonics and reading comprehension strategies.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics and early reading are a key skill for children and are a foundation to all future learning across the curriculum. Many of our disadvantaged children have not had early reading support at home and require the regular and systematic teaching of phonics.</p> <p>EEF Phonics</p> <p>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness</p>	2

	<p>and their knowledge of letter sounds and patterns (graphemes).</p> <p>4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p>	
Embed oral language interventions across EY and KS1.	<p>EEF: Very high impact for very low cost based on extensive evidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2
<p>New Maths Scheme introduced to school</p> <p>Mastering Number Reintroducing this year from the start as there is a change of staff and leadership.</p> <p>Staff Meeting and Training</p>	<p><i>Ofsted Review of Mathematics</i></p> <p>The review identifies that:</p> <ul style="list-style-type: none"> Teachers engineer the best possible start for all pupils by closing the school entry gap in knowledge of basic mathematical facts, concepts, vocabulary and symbols. The teaching of maths facts and methods is sequenced to take advantage of the way that knowing those facts helps pupils to learn methods, and vice versa. Throughout sequences of learning, pupils benefit from teaching that is systematic and clear. The aim is for pupils to attain proficiency. Pupils are then more likely to develop motivation and confidence in the subject. Pupils need regular opportunities to rehearse and apply the important mathematical facts, concepts, methods and strategies they have learned. Assessment is most useful when it focuses on the component knowledge that pupils have learned. This aids pupils' confidence and makes it easier to analyse and respond to gaps in learning. Teachers can support pupils' progression by ensuring written work is of a high quality. This is important because when pupils' calculations are systematic and orderly, they are better able to see the connections of number and to spot errors 	1
Maths Intervention	<p>Numberstacks Specific Maths Catch up intervention – Gaps in maths learning identified through ongoing teacher assessment demonstrate pupils need more. Access to regular and repetitive mathematical support.</p> <p>EEF maths guidance reports</p> <p>EEF Maths Counts project</p>	1
Staff CPD (teachers and learning assistants) to improve the quality of teaching, in particular for most disadvantaged pupils, with a focus on questioning and feedback. Staff meetings (in-school and with MAT) and training sessions for all learning assistants using Walk Thrus.	<p>Research evidence that supports approach:</p> <p>EEF Effective professional development report:</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p>	1, 2, 3, 4

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

Budgeted cost: £ 980

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-Led Tutoring contribution	<ol style="list-style-type: none"> 1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. 4. Providing training to the staff that deliver small group support is likely to increase impact. 5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school's pupil premium strategy. 	1, 2, 3
Books promote a love of reading Ensuring Children in receipt of PPG have access to age-appropriate books at home of their own	<p>There is convincing evidence that the interactions young children enjoy at home with their caregivers—especially conversation and hearing stories read aloud—play a significant role in academic success and beyond. Children who are read aloud to at home develop a stronger vocabulary, more background knowledge, better expressive and receptive language abilities, and stronger phonological awareness and early literacy skills. Neuman and Celano (2006).</p> <ul style="list-style-type: none"> • Findings show that providing children access to print materials accomplishes the following: <ul style="list-style-type: none"> - Improves reading performance. Among the studies reviewed, kindergarten students showed the biggest increase - Is instrumental in helping them learn the basics of reading, such as letter and word identification, phonemic awareness, and completion of sentences - Prompts them to read more frequently and for greater amounts of time - Improves their attitudes toward reading and learning. – Lindsay (2010) <p>The confidence in reading is paramount for children to be able to enjoy and read fluently. This in turn will allow them to access the curriculum. The teaching of reading and</p>	1

	comprehension strategies will develop our reading provision and provide support for disadvantaged children. Pedagogy for Reading for pleasure	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5,700

Activity	Evidence that supports this approach	Challenge number(s) addressed																		
<p>Target parents of pupils whose attendance is below 95% and formulate action plans - school to agree level of support and parents to agree to the plan.</p> <p>Weekly attendance checks on all PP pupils.</p> <p>Monthly monitoring meetings (SLT and MAT attendance officer)</p>	<p>In-house evidence that supports the need for action:</p> <table border="1"> <tr> <td>2021-22 attendance for all:</td><td>93.78%</td><td>94.91%</td></tr> <tr> <td>For Non-PP:</td><td>94.38%</td><td>95.18%</td></tr> <tr> <td>For PP:</td><td>90.89%</td><td>93.25%</td></tr> <tr> <td>PA for all:</td><td>19.76%</td><td>9.93%</td></tr> <tr> <td>For non-PP:</td><td>15.94%</td><td>6.92</td></tr> <tr> <td>For PP:</td><td>37.50%</td><td>28.57%</td></tr> </table> <p>52% of PP pupils had less than 95% attendance in 2021-22 includes Covid figures.</p> <p>Research evidence that supports approach: EEF: Parental engagement +4 <i>'Even short breaks from school can reduce a pupil's chances of succeeding at school by as much as a quarter, research reveals today (22 February 2015). The research, based on extensive pupil absence figures and both GCSE and primary school test results, highlights the importance of clamping down on pupil absence to ensure more pupils regularly attend school, and ultimately leave with the qualifications needed to succeed in modern Britain.'</i> https://www.gov.uk/government/news/short-breaksdamage-young-peoples-futures</p>	2021-22 attendance for all:	93.78%	94.91%	For Non-PP:	94.38%	95.18%	For PP:	90.89%	93.25%	PA for all:	19.76%	9.93%	For non-PP:	15.94%	6.92	For PP:	37.50%	28.57%	4
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For non-PP:	15.94%	6.92																		
For PP:	37.50%	28.57%																		
<p>Role of the Pastoral Support Manager is focused on our disadvantaged pupils and families.</p> <p>All members of staff will plan and deliver parental inspire workshops across the academic year on reading, writing and maths.</p> <p>Parenting courses to be offered to identified parents/families.</p>	<p>Parental involvement is consistently associated with pupils' success at school.</p> <p>It has a positive impact on average of 4 months' additional progress. But it is crucial to consider how to engage with all parents to avoid widening attainment gaps. EEF - Parental Engagement</p>	5,6																		
<p>Provide counselling and mentoring sessions for pupils with lower self-esteem and who are potentially vulnerable in terms of good mental health and well-being.</p> <p>Play therapist, Motional assessment, in-house counsellor</p>	<p>In-house evidence that supports the need for action: Small group of pupils identified across the school who are unable to access full-time learning/class due to their mental health and low self-esteem. For some, this leads to poor behaviour and can result in suspension from school.</p> <p>Research evidence that supports approach: EEF: Aspiration intervention EEF: Arts participation +3</p>	4																		

	EEF: Behaviour interventions +4	
Wrap around care for siblings of PPG children wanting to attend extra provision	<ul style="list-style-type: none"> • The demographic of our families means that it is too difficult to return to school to pick up twice and therefore sibling may miss out on club due to other sibling. 	6
Varied opportunities for cultural capital.	<p>Evidence suggests that the cultural capital passed on through families helps children do better in school. (Cultural Learning Alliance 2019)</p> <ul style="list-style-type: none"> • 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' <p>(Ofsted 2019)</p>	6

Total budgeted cost: £15,174

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.

1 Social and Emotional needs of children eligible for PPG – Lower self-esteem/aspirations/anxiety/returning to school full time after extended period in and out of education.

- Children returned to school confidently. Teacher identified those who needed motional and Lego Therapy. Interventions were swiftly implemented to target the individual needs of the children.
- Proportional on behaviour chart. 0/17
- Currently 1/17 on part time timetable.
- Proportional children receiving counselling. Including Lego Therapy 6/17

2 Gaps in reading, writing, maths and phonetical knowledge as a result of Covid-19 and the enforced school closures.

- RWinc Introduced. High impact in KS1, children in EYFS and KS1 progressed quickly. Phonic results in Year 1 90% pass.
- The teaching of Writing was altered through the year to ensure that children were given opportunities to write at length and improve stamina. KS1 54% EXS 13% GDS

3 Children eligible for PPG who also have SEND issues – specifically identified Speech and Language needs/ASD – multi-disadvantaged.

- Nurture was offered to all pupils that needed it at lunchtime which ensured that good behaviour continued, and children felt supported and confident.

4 Communication and Language skills – development of oracy/use of vocabulary in KS1

- All families eligible for the PP grant were supplied with several books to keep at home to ensure they had access to quality texts. The result of this was those pupils having made progress in reading across the school (Phonics dramatically improving from baseline to summer). Reading has been promoted in school with classrooms developing reading corners and a library upstairs. Books have been promoted through the newsletter with links to books being read out-loud. Teachers read bedtime stories which were released on a Sunday night. This promoted stories within the school and classroom giving all children a wide range of stories to listen to.

5 Many pupils lack a variety of life experiences due to lockdown, there is a need to provide a greater variety of opportunities

- PPG children encouraged to join clubs with provision for siblings to attend wrap around.
- Educational visits and balance-ability were paid for to ensure the children had access to cultural capital.
- 70.6% of PPG children attended after school clubs
- 94.1% of PPG children attended educational visits.
- Number of PPG children offered funding for educational visits 100%

6 Attendance - This was a focus for the school and MAT during a year of changing COVID guidance. The school implemented a rigorous system that ensured that absentees and lateness was targeted and addressed. PPG 92 %. This is in line with the MAT data for PPG.

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
Mindfulness	Relax Kids
Balance-ability	Open Trail

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Cultural capital to improve children's experiences.
What was the impact of that spending on service pupil premium eligible pupils?	Children felt similar to their peers and were able to gain hands on experience on educational visits.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.