

Pupil premium strategy statement 2023-2024

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	Worlaby Academy
Number of pupils in school	56
Proportion (%) of pupil premium eligible pupils	19.6% (11/56)
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	November 2023
Statement authorised by	Sharon Hatton
Pupil premium lead	Sharon Hatton
Governor / Trustee lead	Pat Kemshell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16005
Recovery premium funding allocation this academic year	£2000
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	£18005

Part A: Pupil premium strategy plan

Statement of intent

At Worlabby Academy we understand how different learning barriers can affect the academic achievement of all pupils, especially disadvantaged children. The needs of all pupils are identified through the rigorous analysis of data and information from a range of sources.

We direct our Pupil Premium funding and Recovery Premium funding to tackle these barriers and close the educational gap between disadvantaged pupils and their non-disadvantaged peers.

High quality teaching is at the heart of our approach, with a focus on areas of which disadvantaged pupils require the most support.

Our objectives are to:

- ✓ Remove barriers to learning created through poverty, family circumstance and background. We do this by ensuring the children have access to high quality resources within the academy including books, devices to use for home / online learning, extracurricular opportunities such as visits and support for securing good attendance.
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non disadvantaged counterparts both within school and nationally. *We do this by ensuring they receive quality first teaching.* High quality teaching, from well trained staff, is at the heart of our approach, with a focus on areas of which disadvantaged pupils require the most support.
- ✓ *Teach all children to read fluently with good understanding as quickly as possible to enable them to access learning across the wider curriculum. We do this by delivering a programme of systematic synthetic phonics, fluency and comprehension strategies. These are taught by highly trained staff. Targeted support is also given swiftly when pupils fall behind expected standards.*
- ✓ *Develop competence and confidence in communicating effectively across a wide range of contexts and subjects. We do this by teaching oracy skills explicitly and providing opportunities for both exploratory talk and presentational talk.*
- ✓ *Support pupils social and emotional wellbeing and promote positive mental health. We do this by using our trained practitioners in Elsa to identify and support the individual needs of pupils.*
- ✓ *Access a wide range of opportunities to develop their knowledge and understanding of the world. We will do this by delivering a curriculum that includes a wide range of first-hand learning opportunities. We ensure all children have equal opportunities to engage in enrichment activities including sport and music.*

The effectiveness of all strategies will be quality assured through an ongoing self-evaluation process and will develop in line with that process.

Challenges

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

Challenge number	Detail of challenge
1	<p>Reading, Writing, Maths and Phonics</p> <p>Observations, assessments, discussions with teachers and children indicate some gaps from disadvantaged pupils compared to their peers in reading, writing, maths and phonics</p>
2	<p>Social, Emotional and Mental Health</p> <p>Assessments, observations and discussions with families and pupils indicate that social and emotional issues are evident for some of the disadvantaged pupils. This is often linked to lack of educational and enrichment opportunities outside of school.</p> <p>Teacher's referrals for support remain prevalent for disadvantaged pupils with social and emotional needs</p>
3	<p>Speech, language and communication</p> <p>Assessments and observations have indicated underdeveloped oral language skills for some disadvantaged pupils. This is evident across all year groups</p>
4	<p>Parental engagement</p> <p>Parental engagement at all school events tends to be less frequent for parents of disadvantaged pupils than others. This includes performances, parents' evenings and stay and play sessions.</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
Phonics	<p>All children keep up with the ambitious pace of the phonics programme and are able to recognise and read all the sounds expected for their year group. All pupils read age-appropriate texts with increased fluency.</p> <p>In Year 2 phonics outcomes show that 100% of disadvantaged pupils met the expected standard in phonics</p> <p>In year 1, 100% of pupils will pass the Phonic Screening Check.</p>
Reading, Writing and Maths	<p>Increase the progress that all children make in Reading, Writing and Maths so that more than 90% of disadvantaged children meet the expectations standard in 2024/5.</p> <p>Increase the progress that the percentage of disadvantaged children that achieve greater depth in reading, writing and maths is in line with their peers.</p>

Communication and oracy	Children are more articulate in their responses, are able and willing to share opinions and have the confidence to engage in debates and discussions across the curriculum.
Social and Emotional Wellbeing	Children will have the mental resilience to develop confidence. There will be sustained high levels of wellbeing by 2024/2025. This will be demonstrated through the embedding of the Worlabby Values of Collaboration and independence, demonstrating a resilience.

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: £11500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy: Talk 4 Writing Feedforward Oracy	<p>Writing across the school has been above national standard from the last data in 2023. At the end of KS2 100% achieved the expected standard but only average progress was made.</p> <p>Embedding Talk 4 Writing will support more children in making greater progress. The writing in school as well as other curriculum areas will be underpinned by purposeful oracy activities. Assessment information captured in Feedforward Journals will identify strengths and gaps in learning so that teachers can tailor the content and delivery of lessons and address these gaps.</p> <p>Research evidence recommends the use of purposeful speaking and listening activities to support pupils' language development.</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	1, 3
Phonics	<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
Speech, language and Communication	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training through Voice 21.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	3

<p>Numicon CPD, Rekenrek CPD, Feedforward</p>	<p>Maths at KS1 was at 100% for the expected standard. Additionally, at KS2 maths was 100% at the expected standard but 0% Greater Depth. Numicon and Rekenrek are practical approaches to acquiring early mathematical skills. Teacher's understanding of this strategy will support and embed practical approaches particularly applicable for KS1 but across all year groups as appropriate. Additionally, use of the Feedforward will provide effective feedback and will be an important element of teachers' response to assessment. Using the Feedforward, allows teachers to address not only misconceptions but also understand why pupils may persist with errors.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Leadership</p>	<p>Monitoring of the wider curriculum by middle leaders. Middle leaders are supported to develop a monitoring strategy throughout the Academy. Cover Supervisors are employed in order to facilitate effective leadership. Effective leadership will ensure that curriculum areas are embedded, and progress is made across all year groups. Middle leaders are swift to take action should support be identified. Middle Leaders review how the academy works with parents and promote learning at home.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>
<p>CPD</p>	<p>High quality CPD in order to support all staff with quality first teaching. A carefully planned training programme identifies key areas of development based on the Academy priorities, as identified on the SEF. A variety of professionals are used at academy and Trust level to support these areas. Additional areas of support are sought in a wider context as necessary. This professional development needs to align with the needs and context of the school.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p>	<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>Parental Engagement</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Parents often have had bad experiences of school themselves therefore building relationships with them, to engage, is crucial. Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>

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

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention in reading	<p>Small group intervention in reading. Teachers are skilled in identifying children through quality first teaching in reading and then planning interventions that support and challenge children whilst addressing any misconceptions. The lowest 20% are targeted in order to close the gap, 1:1 sessions are planned according to need.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1
Small group intervention in maths	<p>Maths is taught through the same day intervention approach; any disadvantaged pupils who have misconceptions are addressed on the same day. Teachers use Ready 2 Progress as an intervention to support children's learning with a focus on the four key skills.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1
Small group intervention in writing	<p>Talk for Writing is used to support teaching of Writing across the Academy, children are supported in quality first teaching and interventions to develop vocabulary and grammatical skills alongside writing. Handwriting is taught discretely in order to support writing fluency. Handwriting stamina is a focus particularly with those who find this an area of need.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1
Speech and language (and communication)	<p>Children start at Worlabby Academy broadly average with speech and communication. Launchpad for Literacy is embedded through all aspects of the Early Years and Year 1.</p> <p>Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p>	3

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

Budgeted cost: £ 3005

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing	<p>Children are identified through a multiagency approach. Pastoral support is given initially through school however should it be necessary outside agency support is used for specific cases. Pastoral support is available throughout the school day to support children and parents.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	2
Engagement of all children within all aspects of academy life	<p>A range of systems are in place to support all children to engage in all aspects of Academy life these include rewards, star of the week, leadership roles. These rewards motivate and encourage all children to achieve.</p> <p>Actions are put in place to ensure all children can access trips and residential.</p> <p>Strategies in place to encourage parents to attend the academy and participate in academy life.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	2, 4
ELSA	<p>Improved SEMH of all pupils especially those who are the most vulnerable has a positive impact on all aspects of Academy life. Children receive support through ELSA in either small groups or 1:1 dependent on their individual need. Through baseline assessments ELSA addresses any gaps in development, this is supplemented with a whole school approach.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	2
Wider Opportunities	<p>Offering a wealth of experiences to children with experiences such as residential, subsidised for the disadvantaged children.</p>	4

Total budgeted cost: £ 18005

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Education outcomes for primary pupils:

Worlaby Academy outcomes for the 2022/2023 academic year have been analysed for the disadvantaged pupils using key stage 1 and 2 performance data, phonics screening results and our own internal assessments.

EYFS		
	2022 (1)	2023
GLD All	82%	100%
GLD PP	100%	N/A

Phonics Year 1		
	2022 (1)	2023
Pass All	91%	100%
Pass PP	0%	100%

Year 2				
	ARE 2022	GD 2022	ARE 2023	GD 2023
Reading All	100%	40%	89%	44%
Reading PP	100%	33%	0%	0%
Writing All	60%	20%	89%	22%
Writing PP	67%	0%	0%	0%
Maths All	80%	40%	89%	22%
Maths PP	100%	33%	100%	0%
Combined All	60%	20%	78%	0%
Combined PP	67%	0%	0%	0%

Year 6				
	ARE 2022	GD 2022	ARE 2023	GD 2023
Reading All	82%	18%	90%	30%
Reading PP	100%	50%	100%	25%
Writing All	91%	18%	100%	100%
Writing PP	75%	25%	20%	0%
Maths All	82%	9%	90%	0%
Maths PP	75%	25%	75%	0%
Combined All	64%	9%	80%	0%
Combined PP	75%	25%	75%	0%

Support and CPD from the Trust via Executive Principals, Directors of Learning and external providers in reading, phonics, writing, maths and reading enhanced curriculum has supported the outcomes for the disadvantaged pupils.

Fluency sessions have been timetabled in to improve reading further and teaching staff have received training regarding Reading Plus.

All staff have received training in the reading enhanced curriculum. Work in books is of a good quality and lessons are planned and delivered which connect prior and future learning. Lessons are progressive and tailored to the children's needs.

All classes have used the TfW approach following a comprehensive training package. CPD led by TfW has been further enhanced by writing lead hosting staff meetings and supporting teachers individually dependent on monitoring outcomes.

Staff have accessed training from Voice 21 regarding Oracy, this has then been cascaded to the staff team. The Oracy lead has received 1:1 support from Voice 21, this will be further developed next year.

Wider outcomes, for primary pupils:

Most pupils demonstrated an improvement in communication skills, and life skills as we were able to provide more opportunities to support them with activities in 2022. However, the impact of COVID-19 on wellbeing and mental health continued to affect pupils to varying degrees. We have invested in the ELSA programme to support these children.

Attendance was higher for disadvantaged pupils in 2022/23 than for non-disadvantaged pupils, and above national for both.

Externally provided programmes.

Programme	Provider
ELSA	ELSA
EMILE Spelling and maths	EMILE
VOICE 21	VOICE 21
T4W	T4W
Reading Plus	Reading Plus

