

Pupil premium strategy statement Worthington School (2025 – 2026)

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	51
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2026
Date this statement was published	30 th October 2025
Date on which it will be reviewed	30 th October 2026
Statement authorised by	N Clark (Headteacher)
Pupil premium lead	N Clark (Headteacher)
Governor / Trustee lead	Mrs Kate Whitton (C of G)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£15,150

Part A: Pupil premium strategy plan

Statement of intent

School Vision

At Worthington Primary School, we believe in "Opportunity and Achievement for All." Our aim is to nurture the unique potential of every pupil, ensuring that all children, regardless of their background, have the opportunity to succeed and thrive in a supportive learning environment. Worthington Primary School's ultimate objective for disadvantaged pupils is that every pupil, regardless of background, achieves strong outcomes, is emotionally ready to learn and is fully included in the life and opportunities of the school. We will use Pupil Premium funding to remove barriers to learning and ensure disadvantaged pupils make at least equal progress to their peers in reading, writing, mathematics, communication & language, and personal development.

Context

Worthington Primary School is a small rural school which serves a diverse community, with 20% of our pupils eligible for Pupil Premium. We recognise that our Pupil Premium children face unique challenges, including socio-economic factors and rural isolation. Our commitment is to provide targeted support to help these pupils overcome these challenges and achieve their full potential.

We are extremely proud of our small school. Everyone within the school community works very hard to provide a secure and inspiring learning environment within which our children can flourish. We value the friendly family atmosphere, which allows us to know all the children really well. We aim to achieve high standards across a creative primary curriculum. Where appropriate we use specialist teaching and support staff, so that all our children have the opportunity to reach their full potential, whatever their talents. For all our children we aim to:

- Improve Academic Outcomes
- Enhance Attendance and Punctuality
- Support Social and Emotional Wellbeing

Strategies for Implementation

- High-Quality Teaching: Invest in professional development for staff to enhance teaching practices, particularly in English and maths.
- Targeted Interventions: Utilise Elsa and other interventions to provide additional support for Pupil Premium children
- Parental Engagement: Foster strong relationships with families to encourage involvement in their children's learning and to raise aspirations.
- Monitoring and Evaluation: Regularly assess the impact of Pupil Premium spending on pupil outcomes and adjust strategies as necessary.

Conclusion

Our commitment to Pupil Premium children at Worthington Primary School is unwavering. By implementing targeted strategies and fostering a supportive environment, we aim to close the attainment gap and ensure that all pupils have the opportunity to succeed.

Challenges

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

Challenge number	Detail of challenge
1	<p>Social, Emotional and Mental Health</p> <p>Our assessments, observations and discussions with pupils and families have identified an increase in social and emotional issues for many of our pupils. We have identified that a number of our children have a number of adverse childhood experiences (ACEs). These can have an impact on our pupils' learning and emotional well-being.</p>
2	<p>Attendance</p> <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been higher than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
3	<p>Language and communication Skills</p> <p>Assessments, observations and discussions with pupils indicate under developed oral language skills and vocabulary gaps. This is more prevalent among our disadvantaged pupils than their peers in Early years and KS1.</p>
4	<p>Early Maths</p> <p>We have identified that early mathematics skills among our children are significantly below those of their peers, with only 25% achieving a Good Level of Development (GLD) in the Early Years Foundation Stage (EYFS) in 2025. This data highlights a clear area of concern, suggesting that many children are not yet secure in key early maths concepts such as number recognition, counting, and basic problem-solving. Compared to national expectations, this gap indicates that children are entering Key Stage 1 without the foundational skills needed to access the wider curriculum effectively. Strengthening early mathematical understanding will therefore be a key priority moving forward.</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
To create a supportive and nurturing school environment that recognises and addresses the impact of Adverse Childhood Experiences (ACEs) on pupils' learning and emotional well-being. This will involve implementing targeted interventions and support systems such as Zones of Regulation to help pupils overcome the challenges associated with	<p>Staff Awareness and Capacity</p> <p>All staff receive ACEs and trauma-informed training by Autumn Term 2025.</p> <p>Staff can confidently identify signs of trauma and understand the impact of ACEs on behaviour and learning (evidenced through surveys, discussions, or observations).</p>

<p>ACEs, thereby improving their academic performance, emotional resilience, and overall well-being</p>	<p>Staff consistently apply trauma-informed strategies and language across classrooms (monitored through lesson observations and behaviour tracking).</p> <p>Implementation of Targeted Interventions</p> <p>The Zones of Regulation framework is implemented across all relevant year groups.</p> <p>Pupils can identify and name their emotions using the Zones language (assessed through pupil voice and classroom observation).</p> <p>Staff use Zones-based interventions and strategies consistently to help pupils self-regulate.</p> <p>Regular review meetings track progress of pupils receiving targeted emotional support.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Sustained high attendance by 2025/26 demonstrated by the overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by ensuring they are in line. The percentage of all pupils who are persistently absent being below 5%</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils. Speech and Language support</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. SALT outcomes will be achieved.</p>
<p>We aim to significantly improve early mathematical attainment so that at least 60% of children achieve a Good Level of Development (GLD) in the mathematical areas of the Early Years Foundation Stage (EYFS). Children will demonstrate secure understanding of key early maths concepts, including number recognition, counting, and basic problem-solving, enabling them to transition into Key Stage 1 as confident and capable learners. This improvement will help close the gap with national expectations and ensure that all children have the strong mathematical foundation required to access the wider curriculum effectively.</p>	<p>Improved Outcomes:</p> <p>The proportion of children achieving a Good Level of Development (GLD) in mathematics increases from 25% to at least 60% by the end of the academic year.</p> <p>The gap between school and national EYFS mathematics outcomes is significantly reduced.</p> <p>Progress and Attainment:</p> <p>Ongoing assessments (e.g., baseline, termly data, observational records) show steady and sustained progress in number recognition, counting, and basic problem-solving across all pupil groups.</p>

	<p>Targeted groups (e.g., disadvantaged pupils) make accelerated progress towards age-related expectations.</p> <p>Quality of Teaching and Learning: Practitioners demonstrate strong subject knowledge and confidence in teaching early mathematics through effective modelling, questioning, and use of manipulatives.</p> <p>Planning and provision consistently include high-quality mathematical opportunities in continuous and enhanced provision.</p> <p>Learning environments reflect rich mathematical language, resources, and opportunities for children to explore number and problem-solving independently.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 7, 495

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole-school CPD programme (year-long coaching + staff workshops) focused on: (a) explicit strategies for vocabulary-rich teaching and dialogic classroom talk; (b) high-quality early mathematics pedagogy (structured counting, mathematical talk, use of manipulatives + CPA approaches); (c) targeted phonics delivery and practice routines. Coaching includes in-class</p>	<p>Evidence: EEF guidance emphasises prioritising high-quality teaching and that professional development and instructional coaching support effective implementation of evidence-based approaches ([DfE/EEF Menu of Approaches]; see DfE pupil premium guidance referencing EEF) — DfE: Using pupil premium guidance (Menu). For early maths, the EEF Early Mathematics evidence store highlights the importance of educator knowledge, explicit teaching and professional development for early years practitioners (EEF: Early Mathematics). For SEL, integrating SEL into everyday teaching and providing teacher support/coaching is recommended (EEF: Improving SEL in Primary Schools).</p>	<p>1, 3, 4</p>

modelling and follow up coaching cycles for all Reception/KS1 staff.		
Invest in high-quality, evidence-aligned Reception resources and teacher assessment tools (language screeners, early number diagnostic, phonics validated SSP resources, concrete manipulatives, classroom number lines) and staff time to use them diagnostically each term.	Evidence: EEF recommends using diagnostic assessment and high-quality curriculum resources; Early Literacy, Early Mathematics evidence stores and DfE guidance support diagnostic assessment as part of high-quality teaching (EEF: Early Literacy ; EEF: Early Mathematics ; DfE Pupil Premium Menu).	3, 4
Scheduled CPD + coaching on classroom approaches for SEL (explicit teaching of SEL competencies, teacher modelling, embedding SEL into routines and lessons). Provide scripted/rubriced micro-lessons and follow-up reflective coaching.	Evidence: EEF guidance on SEL (Improving Social and Emotional Learning in Primary Schools) recommends teaching SEL skills explicitly, integrating SEL into everyday practice and coaching teachers to implement SEL effectively (EEF: Improving SEL in Primary Schools).	1
Provide funded release/cover time for Reception and KS1 teachers to undertake focused professional development (NPQ/EY leadership modules or mastery maths training) and peer lesson-study so the school retains and develops staff expertise.	Evidence: DfE/EEF guidance on the Pupil Premium & Effective Professional Development highlights coaching, sustained PD and time for teacher development as key to improving classroom teaching quality (DfE Pupil Premium guidance; EEF Effective Professional Development guidance referenced therein).	1, 3, 4

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

Budgeted cost: £ 3, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement Social communication groups, for Reception pupils identified with language delay (small-group delivery by trained staff / TAs with fidelity monitoring). Use school diagnostic screening to select pupils and track progress termly.</p>	<p>Evidence: The EEF trialled NELI (promising programme) and reports it produces 2–4 months additional progress in language skills for Reception pupils, with particularly strong effects for disadvantaged pupils in scaled trials (EEF: Nuffield Early Language Intervention (NELI); see also EEF Early Literacy evidence page (EEF: Early Literacy)).</p>	<p>3</p>
<p>Structured small-group or one-to-one tutoring (short, frequent sessions) for disadvantaged pupils in early number/KS1 maths who are below expected level, delivered by trained TAs/teachers using well-designed short programmes and linked to classroom curriculum. (Examples: focused number sense groups, number line practice, structured counting & subitising sessions.)</p>	<p>Evidence: DfE / EEF guidance (Menu of Approaches) highlights one-to-one and small-group tuition as effective when linked to classroom teaching and delivered by trained staff. EEF recommends well-structured tuition and provides guidance on implementing tutoring effectively (DfE: Using pupil premium guidance (Tutoring context); EEF tutoring resources referenced there). EEF Early Mathematics evidence highlights the effectiveness of targeted small-group interventions for number sense and early maths (EEF: Early Mathematics).</p>	<p>4, 3</p>
<p>Phonics catch-up groups for disadvantaged pupils in Reception / Year 1 / Year 2 using validated systematic synthetic phonics resources and regular assessment (daily small group practice + monitored fidelity).</p>	<p>Evidence: The DfE and EEF stress early reading / phonics as a priority (DfE's Reading Framework and EEF Early Literacy resources). The DfE Pupil Premium guidance highlights high-quality teaching of English and phonics as critical to disadvantaged pupils' progress (DfE: Using pupil premium guidance; EEF: Early Literacy).</p>	<p>3</p>

Structured deployment of teaching assistants: TAs trained to deliver the above small-group interventions with teacher oversight (TAs given explicit scripts, coaching and clear objectives) rather than replacing whole-class teaching.	Evidence: DfE/EEF guidance (Menu / Making Best Use of Teaching Assistants) emphasises that TAs can be effective when deployed to deliver structured, evidence-based interventions and are trained/coached appropriately (DfE: Using pupil premium guidance; EEF guidance on TA deployment referenced within).	2, 3, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4, 155

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted attendance support: establish an attendance action plan for disadvantaged pupils (prompt personalised communications/nudge letters, early meetings with families, designated attendance lead time, use of absence data to target support and referrals to multi-agency where appropriate). Focus on personalised, empathetic communications that increase parental awareness of days missed.	Evidence: EEF Rapid Evidence Assessment on attendance interventions indicates the evidence base is mixed but shows promise for parental communications (personalised messaging, nudge letters) and responsive targeted approaches; the EEF recommends tailored, multi-component approaches and careful communication design (EEF: Attendance interventions rapid evidence assessment).	2
Breakfast club / school meal support for pupils at risk of poor attendance or late arrival to improve readiness to learn, social inclusion and reduce barriers to daily attendance. Targeted provision for	Evidence: EEF attendance review and DfE menu note that meal provision (breakfast clubs) can be beneficial (evidence variable but potentially helpful for disadvantaged pupils). Use as part of a wider attendance strategy (EEF: Attendance interventions rapid evidence assessment ; DfE: Using pupil premium guidance (Menu of Approaches)).	2

disadvantaged pupils identified as most at risk.		
Whole-school and targeted parental engagement actions to build home–school partnerships for language, reading and attendance: workshops, regular positive two-way communications, guided home reading packs and parental prompts for early language activities.	Evidence: EEF and DfE emphasise parental engagement as a promising area; attendance evidence shows parental communication can influence attendance; EEF Early Literacy and NELI evaluations indicate family engagement and home activities can bolster language outcomes when part of an evidence-informed programme (EEF: NELI ; EEF: Attendance interventions rapid evidence assessment ; DfE Pupil Premium Menu).	
Targeted SEMH / wellbeing support via school counsellor / ELSA time / partnerships with local mental health services (time-limited). Use evidence-informed SEL curriculum for whole classes and targeted small groups; track outcomes using wellbeing tools.	Evidence: EEF SEL guidance finds explicit SEL teaching and targeted SEMH support can improve wellbeing and classroom behaviour and thus support academic learning (EEF: Improving SEL in Primary Schools). DfE Pupil Premium Menu supports using Tier 3 wider strategies to support disadvantaged pupils' SEMH and attendance (DfE Pupil Premium Menu).	1,2
Provide funded subsidised enrichment (after-school clubs, music lessons, trips) prioritising disadvantaged pupils to increase engagement and school belonging (linked to attendance and SEMH).	- DfE Pupil Premium Menu and EEF note the role of extracurricular activities in engagement; evidence suggests enrichment can increase engagement but impact on attainment depends on how activities connect back to school learning and attendance: DfE Pupil Premium Menu brief • [EEF Teaching & Learning Toolkit (arts/physical activity strands)].	1, 2

Total budgeted cost: £ 15 150

Evidence base — quick reference (key sources cited in this strategy)

- *Using pupil premium: guidance for school leaders (DfE, March 2025) — requirement to use the Menu of Approaches and publish strategy: [DfE Using Pupil Premium guidance](#)*

- *Pupil Premium: 'Menu of approaches' evidence brief (DfE/EEF): [Pupil Premium – Menu brief \(EEF/DfE\)](#)*
- *EEF: Improving Social and Emotional Learning in Primary Schools (guidance report): [EEF SEL guidance](#)*
- *EEF: Supporting School Attendance – reflection tool and evidence brief: [EEF attendance blog & resources](#)*
- *EEF: Oral language interventions (Teaching & Learning Toolkit technical appendix) and NELI (Promising Programme): [EEF oral language technical appendix](#) • [NELI \(EEF Promising Programme\)](#)*
- *EEF / UCL: Evidence review — Improving Mathematics in the Early Years and Key Stage 1; UCL evidence review PDF (Early maths): [EEF early maths news](#) • [UCL early maths evidence review PDF](#)*
- *EEF: Making a Difference with Effective Tutoring (practical guidance): [EEF tutoring guidance](#)*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS

At the end of Reception 2025 GLD for PP children was not achieved, hence the reason this continues to be a challenge and further work will continue.

Phonics (Year 1 children)

Phonics results were positive for the school with 50% of PP children achieving their phonics.

KS1 (Reading, writing and Maths)

We are incredibly proud of the progress our Pupil Premium children have made in KS1. Their results reflect the impact of targeted support and inclusive teaching strategies, with many children exceeding expectations and demonstrating strong foundations for future learning.

KS2 (Reading, writing and maths)

We are incredibly proud of the progress our Pupil Premium children have made in KS2. Their results reflect the impact of targeted support and inclusive teaching strategies, with many children exceeding expectations and demonstrating strong foundations for future learning. Our PP children achieved:

Reading – 100% achieved with 50% Greater depth

Writing – 100% achieved

Maths – 100% achieved

Attendance

It's fantastic to see that our Pupil Premium (PP) children have achieved an impressive attendance rate of 93.6%, which is notably higher than the 92.1% for non-PP children. This reflects the success of our targeted support strategies and the strong engagement of our PP families with school life.

We commend the growing awareness around Adverse Childhood Experiences (ACEs), recognising their profound impact on pupils' learning and emotional well-being. By acknowledging these challenges, we create a more compassionate and supportive environment where every child has the opportunity to thrive.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
White Rose Maths	White Rose Hub
Mastering Number	Maths Hub

Further information (optional)

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