

Pupil Premium Strategy Statement

2025 - 2026



Pupil Premium is funding allocated to schools by the government. It is for schools to decide how the Pupil Premium is spent, as they are best placed to assess what additional provision should be made for the individual pupils at their school.

PP grant is allocated to local authorities, who must distribute it to each school they maintain based on the number of pupils in year groups reception to year 11, who are:

- recorded as eligible for free school meals (FSM) or have been recorded as eligible in the past 6 years (FSM Ever 6). This includes eligible children of families who have no recourse to public funds (NRPF)
- previously looked-after children (PLAC): pupils who were looked after by a local authority or other state care immediately before being adopted, or who left local authority or other state care on a special guardianship order or child arrangements order (previously known as a residence order). From 1 April 2023, PP grant eligibility for pupils who have been adopted from care or have left care will include children adopted from state care or equivalent from outside England and Wales
- PP grant is also allocated to local authorities based on the number of looked-after children (LAC) supported by the authority. LAC are defined in the Children Act 1989 as those who are in the care of, or provided with accommodation by, an English local authority. It is for the local authority to decide how much of this funding to pass on to the child's school.

The portion of PP grant for children and young people with parents in the regular armed forces is referred to as service pupil premium (SPP). SPP is allocated to local authorities, to distribute to each school they maintain, based on the number of pupils who meet the following eligibility criteria:

- one of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full-time reserve service). This includes pupils with a parent who is in the armed forces of another nation and is stationed in England
- registered as a 'service child' on any school census in the past 6 years
- one of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme.

Pupil premium funding is used to ensure all disadvantaged children thrive and are effectively supported to achieve academic success and be secondary school ready. This means diminishing the difference between the attainment of these pupils and their peers.

This statement details our school's use of pupil premium for the 2024/ 2025 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	Worthington Primary
Number of pupils in school	426 in main school. 452 with nursery children
Proportion (%) of pupil premium eligible pupils	20% in main school (86 pupils) With nursery children 19 % (88 pupils)
Academic year/years that our current pupil premium strategy plan covers.	2025/26
Date this statement was published	October 2025
Date on which it will be reviewed	September 2025
Statement authorised by	Sarah Jones (Headteacher)
Pupil premium lead	Helen Chatterton (Deputy headteacher)
Governor lead	Ian Robbins and Clare Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,930
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£136,930

Part A: Pupil premium strategy plan

Statement of intent

We have the highest aspirations for all the children in our school community and believe that every child should be given the opportunity to reach their full potential (We Only Reach for The Highest). We seek, as a school community, to provide personalised learning opportunities and targeted support to allow every child to flourish.

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points).

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

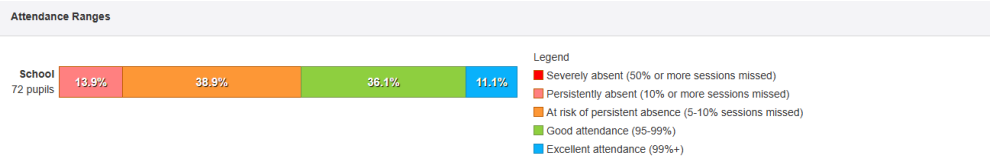
Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

Challenge number	Detail of challenge												
1	<p>Absence Rates:</p> <p>This is our attendance rates for the whole school compared with national and the LA.</p> <div data-bbox="1045 1467 1340 1601"> <p>Attendance percentage</p> <table border="1"> <tr> <td>School</td> <td>95.7%</td> </tr> <tr> <td>National</td> <td>94.5%</td> </tr> <tr> <td>Local Authority</td> <td>95.3%</td> </tr> </table> </div> <p>If we look at the attendance for the PP children who were in reception – year 5 last academic year we will see that their attendance is lower than the school attendance at 94.4%</p> <div data-bbox="989 1758 1316 1904"> <p>Attendance percentage</p> <table border="1"> <tr> <td>School</td> <td>94.4%</td> </tr> <tr> <td>National</td> <td>94.8%</td> </tr> <tr> <td>Local Authority</td> <td>95.9%</td> </tr> </table> </div>	School	95.7%	National	94.5%	Local Authority	95.3%	School	94.4%	National	94.8%	Local Authority	95.9%
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We still have 10 PP children who are in the 'persistently absent' zone. We also have 28 PP children who are in the 'at risk of persistent absence' zone

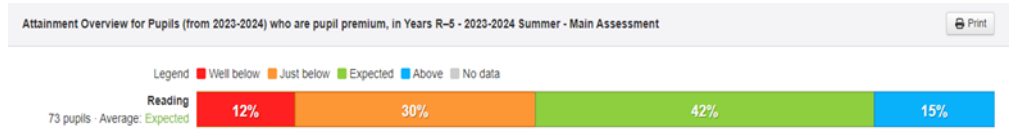


We want to work to:

- Improve the overall attendance for our PP children.
- Move children from the severely absent and the persistently absent zones

2

Reading Attainment:
This data is the children who are currently in years 1-6

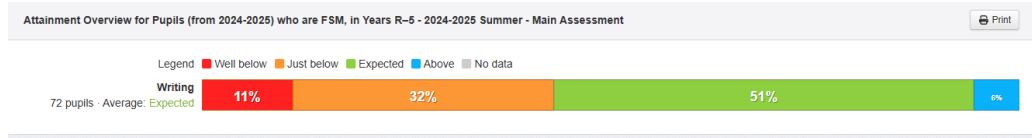


We want to work to:

- To increase the number of PP children working at above level in reading.
- To increase the number of PP children working at the expected level in reading.
- To reduce the number of PP children working well below the expected level in reading.

3

Writing Attainment:
This data is the children who are currently in years 1-6

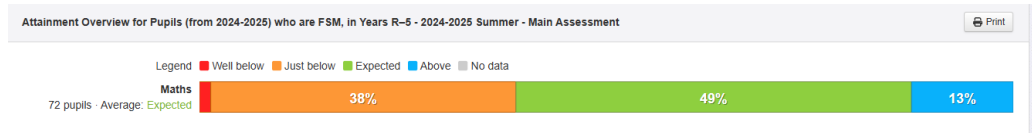


We want to work to:

- To increase the number of PP children working at above level in writing
- To increase the number of PP children working at the expected level in writing
- To reduce the number of PP children working well below the expected level in writing

4

Maths Attainment:
This data is the children who are currently in years 1-6



We want to work to:

- To increase the number of PP children working at above level in maths
- To increase the number of PP children working at the expected level in maths

	<p>➤ To reduce the number of PP children working well below the expected level in maths</p>																																								
5	<p>SEN and PP children: If we compare our data for the current year 1-6 in school of PP children's attainment without SEN and with SEN we can see that attainment between the two groups is different.</p> <p>Attainment Overview for Pupils (from 2024-2025) who are FSM, in Years R-5, with No SEN - 2024-2025 Summer - Main Assessment</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Well below</th> <th>Just below</th> <th>Expected</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0%</td> <td>12%</td> <td>67%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>0%</td> <td>22%</td> <td>73%</td> <td>5%</td> </tr> <tr> <td>Maths</td> <td>0%</td> <td>22%</td> <td>61%</td> <td>18%</td> </tr> </tbody> </table> <p>Attainment Overview for Pupils (from 2024-2025) who are FSM, in Years R-5, with SEN Support or EHC Plan - 2024-2025 Summer - Main Assessment</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Well below</th> <th>Just below</th> <th>Expected</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>52%</td> <td>14%</td> <td>5%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>57%</td> <td>0%</td> <td>5%</td> </tr> <tr> <td>Maths</td> <td>5%</td> <td>76%</td> <td>19%</td> <td>0%</td> </tr> </tbody> </table> <p>Work will be carried out alongside the SENCO to explore barriers to learning and provide support and intervention for individuals and groups of children.</p>	Subject	Well below	Just below	Expected	Above	Reading	0%	12%	67%	22%	Writing	0%	22%	73%	5%	Maths	0%	22%	61%	18%	Subject	Well below	Just below	Expected	Above	Reading	29%	52%	14%	5%	Writing	38%	57%	0%	5%	Maths	5%	76%	19%	0%
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6	<p>As a school we are mindful of the cost of living crisis. We want to provide opportunities for our PP children to have a range of wider opportunities</p>																																								

Intended outcomes

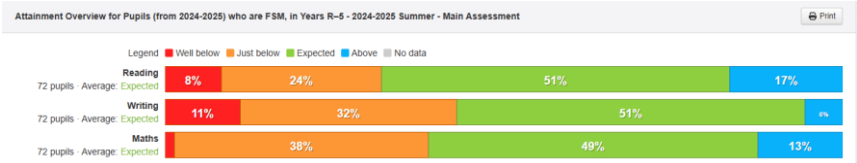
Intended outcome	Success criteria
To improve the attendance for our PP children	<p>To improve the overall attendance of the PP children.</p> <p>To improve the attendance of the 10 children who are persistently absent.</p>
To improve the attainment of the PP children in reading.	<p>To increase the number of PP children working at above level in reading</p> <p>To increase the number of PP children working at the expected level in reading</p> <p>To reduce the number of PP children working well below the expected level in reading</p>
To improve the attainment of PP children in writing	<p>To increase the number of PP children working at above level in writing</p> <p>To increase the number of PP children working at the expected level in writing</p> <p>To reduce the number of PP children working well below the expected level in writing</p>

To improve the attainment of PP children in maths	To increase the number of PP children working at above level in maths To increase the number of PP children working at the expected level in maths To reduce the number of PP children working well below the expected level in maths
To explore the barriers to learning for our PP children who are also SEN	To work alongside the SENCO to track progress.
To ensure that we financially support the parents/carers of PP children with wider opportunities.	To ensure that parents of PP children are aware of the financial support that school can provide.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £93,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistants</p> <p>We have maintained the number of teaching assistants in school.</p>	 <p>Our internal data shows that we need to:</p> <ul style="list-style-type: none"> ➤ To increase the number of PP children working at above level in reading, writing and maths. ➤ To increase the number of PP children working at the expected level in reading, writing and maths. ➤ To reduce the number of PP children working well below the expected level in reading, writing and maths <p>EEF toolkit states that teaching assistants can provide a positive impact on learner outcomes (+4 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	2,3,4
Training for PP lead	PP lead will continue to actively seek out training and disseminate this to staff and lead training where necessary.	1,2,3,4 and 5

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

Budgeted cost: £19,361

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on oracy to improve writing outcomes	<p>English lead to deliver staff training.</p> <p>Introduce a 'Talk for Writing' approach with EYFS where pupils are regularly engaged in oral storytelling, story mapping, and collaborative verbal rehearsal before writing.</p> <p>EEF toolkit states that teaching assistants can provide a positive impact on oral language interventions (+ 6 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2 and 5
Art therapy	<p>Working alongside the SENCo to determine a timetable and list of children who would benefit from sessions.</p> <p>The provision of one qualified and HCPC registered Creative Arts Therapist to provide professional consultation, advice, assessments, and evidence-based interventions to assist your School staff in improving SEMH – Social and Emotional Mental Health outcomes for children and young people. A wide range of bespoke approaches are provided at Universal, Targeted and Specialist level.</p>	2,3,4 and 5

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

Budgeted cost: £23,969

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring, rewarding, and supporting attendance.	EEF have moderate evidence to show parental engagement can have a positive impact. Evidence shows that pupils who regularly attend school do better.	1
Wider experiences- including school trips and residential, resource packs.	A number of studies have shown that pupils with a wide range of experiences do better in education. Children will develop cultural capital and have a range of experiences to draw up. This will support them with their understanding of topics and inference when reading.	6

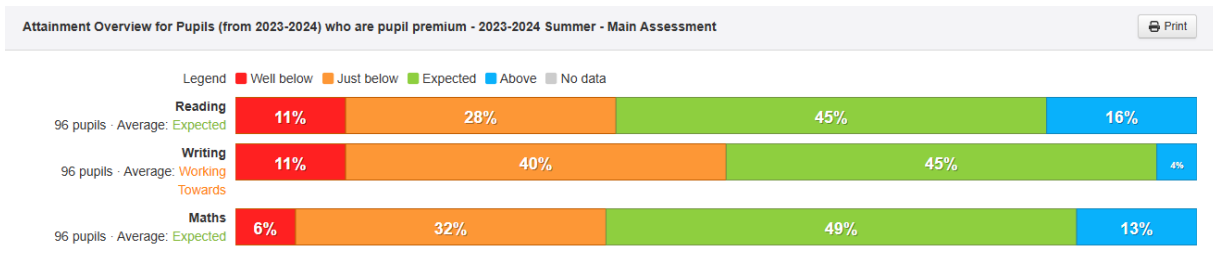
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

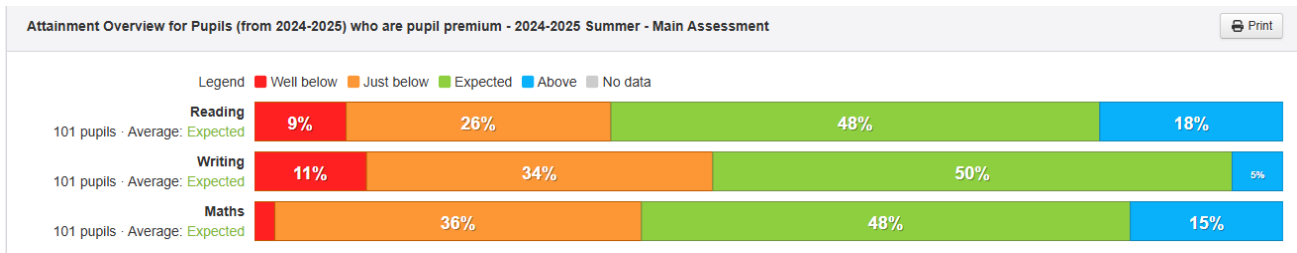
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<p>Attendance Ranges</p> <p>26 pupils persistently absent</p> <p>28 pupils at risk</p>	<p>Attendance Ranges</p> <p>15 pupils persistently absent</p> <p>32 pupils at risk</p>												
<p>What has been successful:</p> <ul style="list-style-type: none"> ✓ Our overall attendance for PP children increased. ✓ The number of pupils who were persistently absent fell from 26 to 15. 													

Attainment

Data for end of 2023/24:



Data for end of 2024/25:



What has been successful:

- ✓ We have maintained the level of PPG children reaching the GDS in all three subjects.
- ✓ The expected level of writing has increased from 45% to 50%. The overall level for writing in 2024-25 is expected which is in line with whole school.