Pupil Premium Strategy Statement

2026 - 2027

Pupil Premium is additional funding provided by the government to improve the educational outcomes of disadvantaged pupils. Schools are best placed to assess the needs of their pupils and therefore have the flexibility to determine how this funding is used to provide targeted support and improve attainment.

Pupil Premium funding is allocated to schools based on the number of eligible pupils in Reception to Year 11 who are:

eligible for free school meals (FSM), or who have been eligible at any point in the last six years (FSM Ever 6), including eligible children from families with no recourse to public funds (NRPF)

previously looked-after children (PLAC), including children who were adopted from care, left care under a special guardianship order or child arrangements order, and children adopted from state care or equivalent outside England and Wales

Pupil Premium Plus funding is also allocated to local authorities for looked-after children (LAC). Looked-after children are defined in the Children Act 1989 as those who are in the care of, or provided with accommodation by, an English local authority. Virtual School Heads are responsible for managing this funding and determining how best it can be used to improve educational outcomes.

For the 2026/27 financial year, schools receive:

£1,550 for each eligible primary-aged pupil

£1,100 for each eligible secondary-aged pupil

£2,690 for each looked-after or previously looked-after child

£360 for each service child through the Service Pupil Premium (SPP)

The Service Pupil Premium (SPP) provides additional funding for pupils who have a parent serving in the regular armed forces, have been recorded as a service child within the last six years, or whose parent died while serving in the armed forces and who receive a pension under the Armed Forces Compensation Scheme or War Pensions Scheme.

Pupil Premium funding is used to ensure that all disadvantaged pupils thrive academically, socially and emotionally. We are committed to removing barriers to learning, raising attainment, improving attendance and engagement, and ensuring pupils are fully prepared for the next stage of their education.

Our strategy is informed by the latest evidence from the Education Endowment Foundation (EEF) and focuses on high-quality teaching, targeted academic support and wider strategies that address non-academic barriers to success. The ultimate aim is to reduce the attainment gap between disadvantaged pupils and their peers while enabling every child to achieve their full potential.

This statement details our school's use of Pupil Premium funding for the 2026/27 academic year to support the achievement and progress of disadvantaged pupils. It outlines our strategy, how we intend to spend the funding, and the impact of previous expenditure on outcomes for our pupils.

Why does it matter?

A wide, persistent gap in achievement separates disadvantaged pupils from their better off peers.

The attainment gap at the end of the reception year is 4.7 months, and that gap doubles by end of primary and doubles again by end of secondary. A key focus of the Pupil Premium strategy should be to intervene early to prevent gaps from growing.

Education impacts more than just jobs. Higher achievement is also tied to better health and well-being throughout our lives beyond education.

School overview

Detail	Data
School name	Worthington Primary
Number of pupils in school	402 in main school (430 including nursery)
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers.	2026-27
Date this statement was published	24th November,2026
Date on which it will be reviewed	September 2027
Statement authorised by	Sarah Jones (Headteacher)
Pupil premium lead	Helen Chatterton (Deputy headteacher)
Governor lead	Clare Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,090
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	

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 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.

Our Pupil Premium Strategy is informed by the latest Education Endowment Foundation (EEF) guidance and follows the updated five-step approach to effective Pupil Premium planning. We use a robust cycle of:(1) diagnosing pupils' needs, (2) using strong evidence to inform decisions, (3) developing a targeted strategy, (4) delivering and monitoring implementation, and (5) evaluating impact to sustain improvement. This evidence-informed approach ensures that Pupil Premium funding is used strategically to improve outcomes and remove barriers to learning for disadvantaged pupils.

Our strategy is closely aligned to our School Improvement Plan priorities of:

- Developing a consistent whole-school approach to adaptive and inclusive teaching through implementation of the EEF Inclusive Teaching Framework

- Strengthening classroom management, self-regulation and learning behaviours to maximise engagement and learning time

- Ensuring that targeted interventions are evidence-based, precisely matched to need and supplement high-quality classroom teaching.

Through these approaches, we aim to ensure disadvantaged pupils achieve highly academically, attend regularly, participate fully in school life and develop the confidence and aspirations required to fulfil their potential.

Challenges

Challenge Number	Detail of Challenge
1	Although disadvantaged pupils' attainment is broadly in line with whole-school outcomes, a small number remain working towards age-related expectations in reading, writing and mathematics and require further support.
2	Many disadvantaged pupils who are below age-related expectations also have SEND, including pupils with EHCPs, literacy difficulties, speech and language needs and neurodiverse profiles.
3	Some pupils experience barriers relating to reading comprehension, writing fluency, spelling, independence and mathematical understanding which affect attainment and progress.
4	Some disadvantaged pupils require additional support to develop self-regulation, resilience, engagement and positive learning behaviours.
5	Some disadvantaged pupils face wider barriers which may impact attendance, enrichment opportunities, aspiration and access to cultural capital.

Intended outcomes

Intended Outcome	Success Criteria
Improved attainment and progress in reading, writing and mathematics.	Disadvantaged pupils continue to attain at least in line with whole-school averages and the number of pupils working towards age-related expectations decreases annually.
High-quality adaptive teaching embedded across school.	Monitoring evidences consistent implementation of the EEF Inclusive Teaching Framework, adaptive teaching strategies and the Worthington Inclusive Teaching Toolkit.
Improved outcomes for disadvantaged pupils with SEND.	Pupils demonstrate improved engagement, independence, progress and attainment
Stronger learning behaviours and self-regulation.	Pupils demonstrate improved engagement, resilience and readiness to learn. Behaviour and engagement data remain positive
Increased attendance and participation in enrichment activities.	Attendance improves and disadvantaged pupils access wider curriculum opportunities at rates comparable to their peers.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £94,760

Activity	Evidence that Supports this Approach	Challenge Addressed
Implementation of the EEF Inclusive Teaching Framework and associated staff training.	The EEF identifies high-quality teaching and effective adaptive practice as having the greatest impact on disadvantaged pupils' outcomes.	1,2,3
Development and implementation of the Worthington Inclusive Teaching Toolkit.	Summer term analysis identified that many disadvantaged pupils below age-related expectations also have SEND. Strengthening adaptive practice will improve curriculum access.	1,2,3
CPD focused on adaptive teaching, scaffolding, formative assessment and inclusive classroom practice.	Effective professional development supports sustained improvement in teaching quality and pupil outcomes.	1,2
Implementation of whole-school approaches to metacognition, self-regulation and classroom management.	EEF evidence demonstrates positive impacts from metacognition and self-regulated learning approaches, particularly for disadvantaged pupils.	3,4

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

Budgeted cost: £20,361

Activity	Evidence that Supports this Approach	Challenge Addressed
Targeted interventions in reading, writing and mathematics for disadvantaged pupils identified through ongoing assessment.	Evidence indicates that targeted academic support can have a positive impact on pupil attainment when delivered alongside high-quality teaching. EEF Teaching and Learning Toolkit: Small Group Tuition (+4 months progress) and One to One Tuition (+5 months progress) indicate that targeted academic support is effective when delivered alongside high-quality teaching. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3
Additional small-group and one-to-one support for disadvantaged pupils with SEND to improve access to learning and progress across the curriculum.	Targeted support helps pupils overcome specific barriers to learning and enables them to engage more successfully with classroom teaching. EEF Special Educational Needs in Mainstream Schools guidance report emphasises the importance of targeted support that complements high-quality teaching and is matched to individual need. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1,2,3
Pre-teaching, vocabulary development and curriculum support to increase participation and achievement in core subjects.	Developing subject-specific vocabulary and prior knowledge supports pupils to access learning more effectively. EEF evidence highlights the positive impact of explicit vocabulary instruction and targeted support in improving disadvantaged pupils' access to the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit and EEF Guide to the Pupil Premium.	1,2,3

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

Budgeted cost: £24,969

Activity	Evidence that Supports this Approach	Challenge Addressed
Attendance monitoring, family support and early intervention.	The DfE and EEF emphasise the importance of wider strategies that help pupils attend and succeed	5
Pastoral support, wellbeing provision and emotional literacy support.	Supporting wellbeing and belonging improves readiness to learn and pupil engagement.	4,5
Financial support for educational visits, residentials and enrichment opportunities.	Access to wider experiences contributes to cultural capital and pupil aspiration.	5
Extra-curricular clubs and wider curriculum experiences.	Participation promotes engagement, confidence and belonging.	4,5

Further Information

Our strategy reflects both our school vision, “We Only Reach for the Highest," and the findings from Summer 2026 data analysis. Summer data demonstrates that disadvantaged pupils achieve broadly in line with their peers and that attainment across reading, writing and mathematics is in line with whole-school outcomes. The analysis also highlights that the most significant barriers to achievement occur where disadvantage overlaps with SEND.

As a result, the majority of pupil premium funding will continue to support:

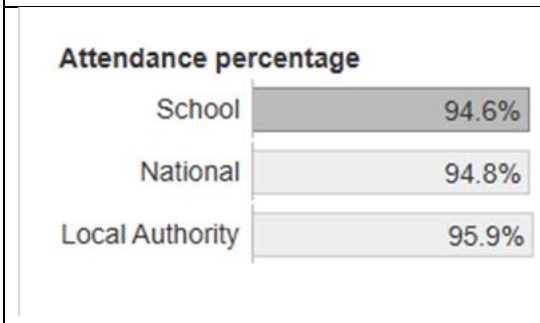
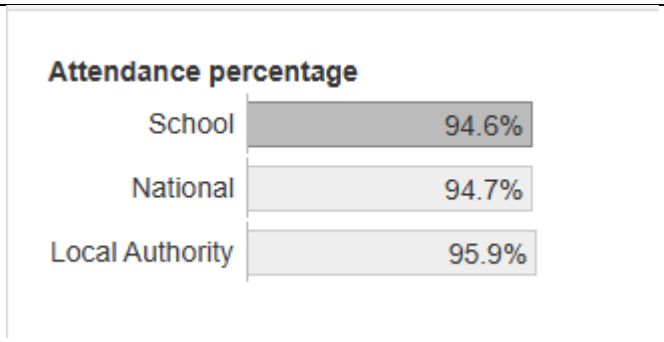
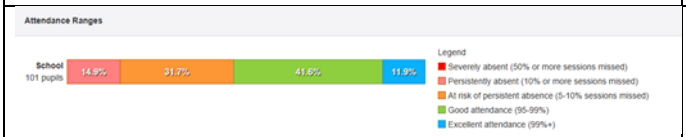
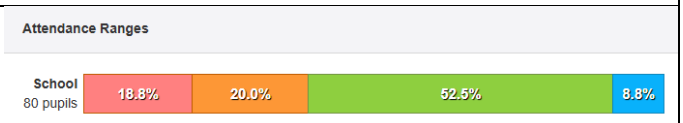
- High-quality adaptive teaching.
- Inclusive classroom practice.
- Evidence-informed intervention programmes.
- Attendance and pastoral support.
- Access to enrichment and wider curriculum opportunities.

This work will be evaluated through termly assessment analysis, learning walks, book scrutiny, pupil voice, attendance data, intervention reviews and ongoing monitoring of disadvantaged pupil outcomes. The strategy is designed to ensure that all disadvantaged pupils access an ambitious curriculum, overcome barriers to learning and achieve highly in line with our school vision: We Only Reach for the Highest.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Attendance

Data for academic year 2024/25	Data for academic year 2025/26
	
 **15 pupils persistently absent** **32 pupils at risk**	 **15 pupils persistently absent** **16 pupils at risk**

What has been successful:

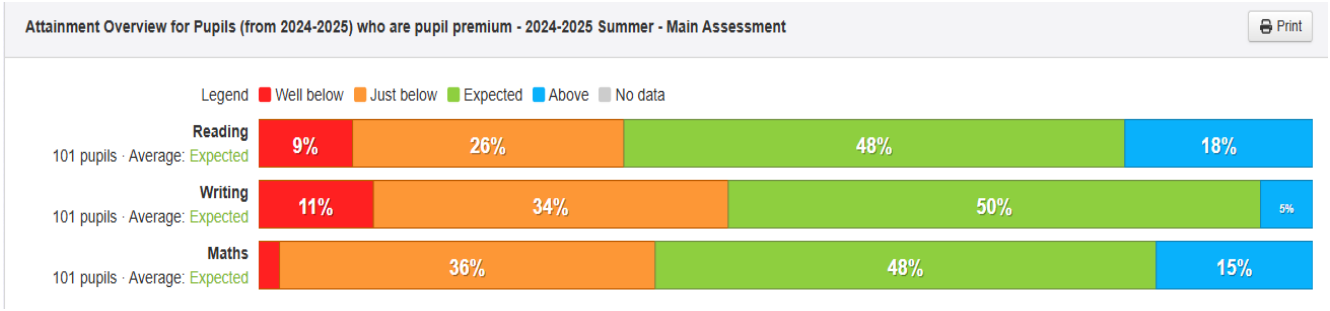
- ✓ We have maintained the attendance for our PP children and the number who are persistently absent/
- ✓ The number of pupils who were at risk of being persistently absent fell from 32 to 16.

What do we still need to do?

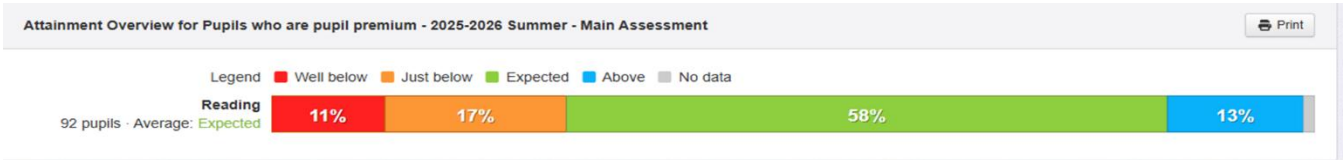
- Target those children who are persistently absent and explore what barriers there are to them being in school.
- To increase the attendance percentage to be in line with the local authority.

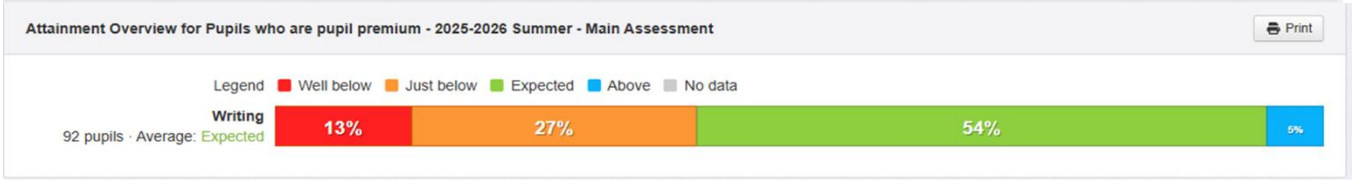
Attainment

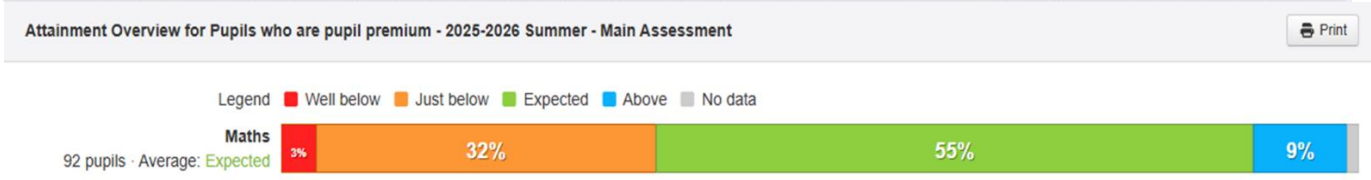
Data for end of 2024/25:

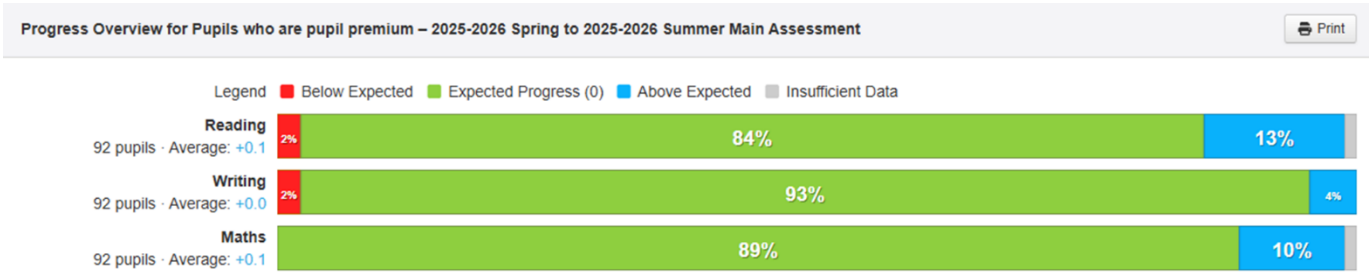


Data for the end of 2025/26:









What has been successful:

- ✓ The expected standard has increased across all three areas.
- ✓ The average attainment is expected which is in line with the attainment for all pupils.
- ✓ Progress for PP children is in line for reading and writing.
- ✓ Progress for our PP children is slightly higher in maths.

What do we continue to explore?

- When we are looking at attainment of our PP children look at the barriers to their learning and include this in more depth in our termly analysis.