

## Pupil premium strategy statement – Worlingham CEVC Primary School

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	322
Proportion (%) of pupil premium eligible pupils	15% (48 eligible)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2025 to 2026
Date this statement was published	31 <sup>st</sup> Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Holly Marchand
Pupil premium lead	Holly Marchand
Governor lead	Mark Hurren + Martyn Fitt

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 66,925
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 0
<b>Total budget for this academic year</b> <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>	£66,925

## Part A: Pupil premium strategy plan

### Statement of intent

At Worlingham CEVC Primary School we believe that all children have an equal right to access the National Curriculum. As a school, we acknowledge and recognise the additional challenges children from disadvantaged backgrounds face, and the additional challenges of disadvantaged children when there are fewer proportionally to the rest of the school.

Our aims for all pupils are the same – to overcome their barriers to learning, to reach their full potential and to help them to develop into kind, respectful and happy pupils. This will enable them to be ready and prepared for High School, and to thrive and prosper demonstrating our school values of kindness, respect, belonging, courage, curiosity and perseverance as well as our school vision of: Growing Minds, Kind Hearts, Rooted in Love.

Their journey with us as a school is one that lasts seven years; we know that for many these challenges will not be turned around in just a term or a year but with longer, sustained support, especially those pupils that we consider to be disadvantaged (which include those pupils eligible for Pupil Premium). We are committed to providing pupils with enjoyable, engaging and stimulating learning experiences, enabling them to succeed regardless of age, gender, disability, ethnic or social group.

Our approaches look to overcome academic disadvantage; support social and emotional needs; and to give our pupil premium children the same-if not more-access to life opportunities and experiences to help them leave us at the end of Year 6 armed with the best possible start to begin their lives in secondary education.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. At Worlingham CEVC Primary School, we target support in English, Maths, Phonics and mental health and wellbeing. There is a strong focus on CPD and developing good practice to ensure consistently high standards of teaching throughout the school.

At Worlingham CEVC Primary School we pride ourselves in the positive relationships that we develop with our children and their families. Furthermore, we use our knowledge, understanding and compassion to deliver an exciting and rich curriculum which enables all children to continue to learn and develop new skills. Teaching staff will ensure, on a daily basis, that all pupils are given the appropriate support, provision, and challenge. Through the strategy, the progress and attainment of all pupils will continue to be monitored to ensure it is consistently improving, alongside the progress and attainment of our disadvantaged pupils.

The governor monitoring of pupil premium ensures further support to ensure the best provision is offered specifically for our disadvantaged pupils.

Our subject leaders are released on a regular basis, to support all staff, to ensure that quality first teaching is delivered in all subject areas and year groups.

To ensure our strategy plan is effective we will:

- Ensure staff have access to a range of high quality CPD to support consistently high standards of 'quality first teaching' across the school.
- Identify gaps in knowledge early and provide targeted intervention / booster work.
- Ensure we have a whole school approach where we look to provide high quality support for our disadvantaged pupils and encourage them to access out of school clubs and other enrichment opportunities.
- Have high expectations and provide challenge for all our pupils, including disadvantaged pupils.
- Provide opportunities for pupils to improve their mental health and wellbeing and teach strategies to help them to understand and regulate their emotions.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Targeted Academic Support</b> Pupil premium children are shown to continue to face increased challenges in achieving in line with their peers. Some of these children need daily in-class support to help ensure their learning is on track primarily in phonics, reading, writing and maths.  As a result, we provide; class based group support; individual support; and various interventions to enable children to feel more able to access their learning and close the academic attainment gap between pupil premium children and their peers.
2	<b>Behaviour, Mental and Social Health and Well-being Needs</b> Some children, including those who are disadvantaged, find it difficult to self-regulate their behaviour and this directly affects their learning. Many children suffer from anxiety, low self-esteem and poor mental health and wellbeing. Some of our children have challenges with managing their emotions and accessing work - this can impact on their learning and well-being. We have appointed a Pastoral Support Assistant to help identified pupils to manage their emotions and also to support pupils and their families who are open to Early Help.
3	<b>Life opportunities and Experiences</b> All of our pupils, including those who are entitled to pupil, continue to benefit enormously from extra-curricular opportunities such as music lessons as well as school trips and the residential visit in Year 6. These opportunities will raise

	aspirations, widen their knowledge, enhance their learning and introduce different sporting or creative interests which may be continued and developed outside of school.
4	<b>Attendance and Punctuality</b> Some children benefit from extra support with their attendance. This includes encouraging good attendance for all pupils and supporting individuals, where needed, to raise attendance rates.
5	<b>Speech, Language and Vocabulary Development</b> Many of our children are joining school with limited language and social communication skills. In addition, as a school we have identified that we want to continue to develop subject specific vocabulary in all subjects, for pupils across the school.

## 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 ensure pupil premium children's attainment and progress is better than other pupil premium children against national benchmarks, and there is a demonstrable 'closing of the gap' over time for our pupil premium children.	Tracking and Attainment data evidence shows favourable outcomes for our pupil premium children and a closing of the gap over their time at the school.
To ensure that pupils access additional booster and / or interventions to meet their needs and help to close any gaps.	Booster and interventions have a positive impact on helping to close the gap over time for our pupil premium children.
Children have access to appropriate and effective Social and Emotional support, when needed.	Social and emotional interventions demonstrate a positive impact on children accessing them. Children are better equipped to deal with a range of social situations inside and outside of school. Children are able to identify and regulate their emotions more independently.
Children and their families have access to Early Help which is offered to support. In addition, our Pastoral Support Assistant has regular sessions and catch ups with families who are open to Early Help or in need of additional pastoral support.	Children and their families, who are open to Early Help, feel supported and listened to in school and have a trusted adult that they can check in with and meet regularly for pastoral support.
To fund a range of out of classroom experiences for pupils which build their cultural capital and understanding of the rich society of the UK and its communities.	Where possible, all children attend trips and additional funding is provided for disadvantaged pupils to support them to do this.

	All pupil premium children in KS2 have the opportunity to learn a musical instrument.
Children have access to a range of extra-curricular clubs and opportunities to take part in sporting events such as tournaments and competitions.	Children have access to a range of extra-curricular clubs. All disadvantage pupils are encouraged to take part in sporting activities including tournaments, interschool competitions and other sporting events.
Entitled families are encouraged to apply for Free School Meals (FSM).	Uptake of Free School Meals (FSM) increases. Therefore, there is more awareness of those who are eligible and how they can be further supported.
Speech, language and subject specific vocabulary is further developed for all pupils. This has a positive impact on standards in other areas of the curriculum.	Speech and language remains a priority to support pupils to be able to articulate their needs and views clearly. This includes a new speech sound programme which will improve speech and language skills. In addition, the use of 'Widgit' provides appropriate visual aids to support communication for some pupils. Vocabulary development is highlighted within all classrooms so pupils use the correct terminology and can explain the meaning of subject specific vocabulary in all curriculum areas. Standards of attainment are good in all areas of the curriculum as pupils understand and use subject specific vocabulary effectively.

## 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: £11,043

Activity	Evidence that supports this approach	Challenge number(s) addressed
Linking to our SIDP, continue to support 'Quality First Teaching' using the WalkThrus approach.	<b>Professional Development – linking to high quality teaching (Tier 1)</b> WalkThrus and Instructional Coaching are a recognised approach to develop teaching practice. The focus of this work	5 + 1

Speech and Language Programme in EYFS and KS1.	during this academic year is around developing oracy skills along with continuing to embed specific vocabulary development as an ongoing area.	
<p>Therapeutic Thinking Training – pay for two staff members to attend the training and then deliver this 6 hour training to all teaching and support staff.</p> <p>Pay for further training and resources to provide nurture, well-being and emotional regulation support for pupils. E.G. The Zones of regulation and Sensory Regulation.</p> <p>Purchase of annual licence for Jigsaw to support the teaching of RSHE.</p>	<p><b>Professional Development (Tier 1)</b>  <b>Supporting pupils’ social, emotional and behavioural needs-</b>  Social and emotional skills support effective learning and are linked to positive outcomes later in life. This supports our PSHE / RSHE curriculum and includes a whole class approach as well as targeted intervention as required by individual pupils to help them to regulate their emotions.  EEF evidence suggests that simple activities, routines, and strategies that teachers can use to develop particular social and emotional skills are effective. Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.</p>	2
Subject leader time to develop their role, monitor teaching and learning, and support teaching staff.	<b>Professional Development (Tier 1)</b> linking to high quality teaching and learning. Subject leaders complete CPD, monitoring and support teachers to improve teaching in all subject areas.	1
Purchase ongoing assessment software ‘Smartgrade’ in Maths and English - a tracking system to identify gaps and therefore improve attainment.	<b>Professional Development (Tier 1)</b> linking to high quality teaching and assessment to enable teachers to respond and fill gaps accordingly.	1
<p>Purchase of further resources and training from a DfE validated systematic synthetic phonics programme to further strengthen phonics teaching, reading and attainment in both.</p> <p>Ongoing subject leader release time to support the development of phonics in school.</p>	<b>Professional development (Tier 1)</b> - to support the implementation of evidence – based approaches including in further resources and training from a DfE validated systematic synthetic phonics programme.	1

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

Budgeted cost: £37,573

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted support for pupils across the school working below age related expectations and who are at risk of not making expected progress and maintain a high level of TA classroom support.	<b>Targeted Academic Support – Tier 2</b> National studies evidence that there is a gap between disadvantaged and non-disadvantaged children. Additional small group support by an adult in English, Maths and Phonics lessons.	1
Purchase and teaching of an online Maths intervention for individual pupils in KS2 - Dynamo Maths	<b>Targeted Academic Support – Tier 2</b> To support maths development for pupils in KS2 who need to close the gap in maths with their peers.	1
Purchase and teaching of an online intervention to support individual pupils in KS2 English - Nessy	<b>Targeted Academic Support – Tier 2</b> To support phonics, spelling and reading development for KS2 pupils who need to close the gap in reading, phonics and spelling with their peers.	1
Little Wandle Phonics Catch-Up and Intervention	<b>Targeted Academic Support – Tier 2</b> Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:  To support phonics and reading development for pupils who are not on track with the Little Wandle Phonics Programme and may not be at the expected attainment for their age in phonics.	1
A range of booster and intervention groups in school / after school.	<b>Targeted Academic Support – Tier 2</b> School-based tutoring is an approved and recommended government approach targeted at disadvantaged children.	1



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

Budgeted cost: £18,357

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support with any school trip or visitor into the school, including contribution to residential trip.	<b>Wider Strategies – Tier 3</b> Research has identified positive gains in progress from arts and sports participation, and also outdoor learning as having a positive effect on overall pupil outcomes.	3
Supporting families with attendance through meetings and involving the EWO.	<b>Wider Strategies – Tier 3</b> Research has identified positive gains from careful tracking and support with attendance.	4
Funded musical tuition for disadvantaged children in KS2.	<b>Wider Strategies – Tier 3</b> Research has identified positive gains in progress from music participation and this can also impact positively on pupil wellbeing.	3
Library sessions to promote a love of reading and provide all pupils with a library experience.	<b>Wider Strategies – Tier 3</b> Providing all pupils with access to a wide range of texts and opportunities to take books home to read at home from a well resourced library encourages a love of reading and improves reading attainment.	3
Dedicated Pastoral Support Assistant time for social and emotional development interventions and 1:1 sessions to support Early Help Plans.	<b>Wider Strategies – Tier 3</b> Use of a new Pastoral Support Assistant to support children with their social and emotional wellbeing.	2
Squirrels Support for children in receipt of pupil premium to support improved attendance.	<b>Wider Strategies – Tier 3</b> Provide greater flexibility for families in receipt of pupil premium with regards to picking up and dropping off children to improve attendance.	4
Provide access to High Street vouchers.  Provide funded uniform and/or water bottle.	<b>Wider Strategies – Tier 3</b> Evidence suggests, not all families who should do apply for Free School Meals and access pupil premium funding. Incentives ensure more families register and their children receive access to additional support.	3
Mental Health First Aider Training Updates for 3 staff members	<b>Wider Strategies – Tier 3</b> Providing well trained staff to support pupils and their families with positive mental health and wellbeing improves attendance and pupil outcomes overall.	2

**Total budgeted cost: £ 67,973.00**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### School Data July 2025

##### KS2 SATs (Year 6 Pupils)

In reading, 67% of our pupil premium children achieved the expected standard in reading for the end of Year 6 compared with 80% of all pupils in the year group. 82% of our non pupil premium children group achieved the expected standard in reading.

In writing, 50% of our pupil premium children achieved the expected standard in writing for the end of Year 6 compared with 63% of all pupils in the year group. 64% of our non pupil premium children group achieved the expected standard in writing.

In maths, 67% of our pupil premium children achieved the expected standard in maths for the end of Year 6 compared with 82% of all pupils in the year group. 84% of our non pupil premium children achieved the expected standard in maths.

##### KS1 SATs (Year 2 Pupils)

In reading, 100% of our pupil premium children achieved the expected standard in reading for the end of Year 2 compared with 91% of all pupils in the year group. 89% of our non pupil premium children met the expected standard in reading.

In writing, 88% of our pupil premium children achieved the expected standard in writing for the end of Year 2 compared with 78% of all pupils in the year group. 76% of our non pupil premium children met the expected standard in writing.

In maths, 88% of our pupil premium children achieved the expected standard in maths for the end of Year 2 compared with 76% of all pupils in the year group. 73% of our non pupil premium children met the expected standard in maths.

##### Year 1 Phonics Screening Check

80% of our pupil premium children achieved the expected standard in the phonics screening check at the end of Year 1 compared with 93% of all pupils in the year group. 92% of our non pupil premium children group achieved the expected standard in the phonics screening check.

##### Year 2 Phonics Screening Retake

We had no pupil premium children that needed to retake the phonics screening check at the end of Year 2 during this academic year.

### Early Years – Good Level of Development (GLD)

0% of our pupil premium children achieved the 'good level of development' judgement at the end of Reception compared with 62% of all pupils in the year group. 67% of our non pupil premium children group achieved GLD.

### Overall

Please note, the number of pupil premium pupils fluctuates between year groups but in some cases the total number is very low which can distort the overall data picture. For example, our lowest number of pupil premium children is 3 in a year group making each child represent 2.2% of the cohort figures. The pupil premium figures in the year groups identified above range from 3 to 8 in a year group.

## 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
Little Wandle Phonics Programme	Little Wandle
Teaching Walkthrus Instructional Coaching	Tom Sherrington & Oliver Caviglioi (John Catt Publications)
Dynamo Maths	Jelly James Publishers
Nessy Learning programme	Nessy Learning
Jigsaw PSHE / RSHE Programme	The Jigsaw Education Group
Widgit	Widgit Software Company
Smartgrade Assessments	Smartgrade Ltd

## 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?	Information available but suppressed given very low numbers so as not to identify children.
What was the impact of that spending on service pupil premium eligible pupils?	Information available but suppressed given very low numbers so as not to identify children.