Pupil Premium Strategy Statement 2025-28

School overview

Detail	Data
School name	Worsthorne Primary School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	14 pupils (7%)
Academic year/years that our current pupil premium strategy plan covers	2025-2028 (although reviewed annually)
Date this statement was published	August 2025
Date on which it will be reviewed	Termly
Statement authorised by	Mr. Andrew Foster (Chair of Governors)
Pupil Premium Lead	Mrs. S. Nicholls

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£21, 700
Recovery Premium funding allocation this academic year	£0
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total for this year	£21, 700

Part A: Pupil Premium Strategy Plan - Statement of Intent

Our belief is - and research evidence shows (e.g. from The Sutton Trust, EEF, John Hattie, Ofsted, DfE Reports) - that quality of teaching and learning is the most important factor in the achievement of all pupils. This is particularly true for pupils from areas with a high deprivation indicator.

We believe that quality first teaching is paramount in ensuring that learning is fully inclusive and we strive to provide additional support to ensure that children can thrive. We want all children to feel safe, settled and secure. Children can access learning in class because their physiological, safety, belongingness and self-esteem needs are met.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.
Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
  We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resourcemean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- Behaviour support during unstructured times
- All subject leaders will track the progress of PP learners
- Termly Pupil Progress meetings with a focus on PP children and their progress and attainment and to ensure that teaching and learning opportunities meet the needs of all pupils.
- Targeted support and interventions such as Welcomm, Precision Teaching
- Teaching Assistants deployed to classes or interventions dependent on needs
- Forest School enrichment opportunities

While we know that enriching classroom experiences are paramount in the Early Years, we also know that providing enhancements and enrichments to the curriculum are just as important. Experiencing the broader world is a crucial factor before joining it.

Challenges

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

Challenge number	Detail of challenge
1	78% of our pupil premium children fit into vulnerable groups: SEND, ASD, ADHD, SEMH, C&L to name a few. 36% of our Pupil Premium students are also on the SEND list. 14% of our Pupil Premium pupils have an EHCP 21% of the Pupil Premium cohort have an ASD or ADHD diagnosis and are on the pathway. 43% of the Pupil Premium cohort are vulnerable (SEMH, Safeguarding) 14% of the Pupil Premium cohort have English as an additional language. National SEND statistics indicate a direct correlation between a higher number of SEND and higher eligibility for Free School Meals. https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2023-24
2	Our disadvantaged pupils have lower levels of attainment than our non-disadvantaged pupils. Our assessments indicate a notable disparity in academic attainment between our PP cohort and their non-pupil premium peers. Currently: 57% are working below ARE in Reading 79% are working below ARE in Writing 79% are working below ARE in Mathematics
3	SEMH and wellbeing needs are common Our assessments, observations and discussions with pupils and families have highlighted significant social and emotional challenges affecting many of our pupils, with a particularly significant impact on a number of our disadvantaged pupils
4	A number of our pupils have been exposed to adverse childhood experiences (ACEs). These negative experiences can impact wellbeing and become contributing factors for mental health, attendance/punctuality and complex behavioural difficulties.
5	A number of our children are not eligible for pupil premium, as their families sit right on the cusp of eligibility. Our funding does not fully reflect the deprivation and levels of need completely within 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
Children can access learning in class because their physiological, safety, belongingness and self-esteem needs are met.	• All staff are trained in behaviour support and SEND and have strategies in place to support individual children. • Targeted interventions for self-esteem, confidence, and lack of engagement are having a positive impact on progress • ELSA sessions for individual pupils targeted their individual needs • Breakfast club provides a positive start to the day, which enables PP children to access learning. • The behaviour policy is embedded and is used consistently, taking into account SEND.

Measurable progress is clearly evident for all SEND pupils who are in receipt of pupil premium through the use of improved target setting, specific interventions and access to specialist support, as needed.	• Children with SEND in receipt of PP will make good academic progress in the core areas – reading, writing and maths – linked to specific target setting/PIVATs. • PIVATs will be embedded and consistently used by all staff and widened to include communication and PSE tools. • Attainment for these pupils will demonstrate a diminishing gap between them and peers and make marginal gains. • Daily English/maths/phonics interventions • Small group work to target individual needs across the school in core subjects. Additional reading support, minimum of 3 x per week for those children in the lowest 20%. • Children make good progress from their starting points, monitored through termly pupil progress meetings and half termly SEND evaluation reports/meetings. • Specialist teacher input where required to further support appropriate teaching strategies.

Gaps in learning are accurately identified and interventions are well matched to needs	• Formative assessment demonstrates gaps which have been addressed • Gaps for PP children are closing and they are making at least expected progress. • Pupil Progress meetings to identify interventions • Interventions monitored for their impact • Children with SEND have well written POPS with SMART • Parents fully informed of child's progress
Families are supported by a multi-agency approach.	• Families no longer needs the Early Help and Support. Effective TAF Meetings and support in place.
Disadvantaged children become more emotionally literate, enabling them to build self-esteem and resilience	• Children can identify and discuss their emotions • Children know where they can go to get help • Interventions (Lego-therapy, Chat and Chill, ELSA) • Staff trained in ELSA • Weekly Forest School Sessions

Increase cultural capital, ensuring children experience and access a wide range of learning experiences to make learning meaningful.	• Children will have experienced a range of experiences, visits, working with creative practitioners etc., bringing learning to life. • Wow Moments • Children have access to a range of extra-curricular provision to broaden their experiences. • School will fund visits for PP children, taking away the financial barriers for families.

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)

Approach	Activity	Evidence that supports This approach	Monitoring of actions	Challenge number (s) addressed
All Pupil Premium children make at least good progress from their starting points in Reading, Writing and Mathematics	• All class teams aware of the PP children • Allocated class TA support, offering boosters and interventions, for all year groups, supporting quality first teaching across the curriculum.	The difference is diminishing between PP/non due to timely intervention and quality first teaching, but needs to continue. Making Best Use of Teaching Assistants | Education Endowment Foundation | EEF Suttton Trust – quality first teaching has direct impact on pupil outcomes Pupil Premium Guide | Education Endowment Foundation | EEF **EEF guide to pupil premium – tiered approach** – teaching is the top priority, including CPD. We have looked at the capacity of staffwithin the school and recognise that we need to support staff to be able to support less experienced members of staff so have identified a	Pupil Progress meetings and data collection will be used termly to record and evaluate effectiveness of intervention/ analysis of quality first teaching and the impact in attainment and progress. Learning walks, outcomes and book looks will be triangulated to ensure quality first teaching in all classrooms (see monitoring schedule) Formative assessment demonstrates gaps which have been addressed. Gaps for PP children are closing and they are making at least expected progress. Interventions monitored for their impact Children with SEND have well written POPS with smart targets Parents fully informed of child's progress	All

		new member of staff who will take on and develop this role with the middle management structure.		

	• Regular CPD for teaching staff to ensure 100% of teaching is deemed good/outstanding	Highly quality CPD, to ensure skilled and confident staff will see better progress from children. Pupil Premium Guide | EducationEndowment Foundation | EEF	Appraisal/CPD reviews will ensure any gaps in subject knowledge or confidence are addressed.	All

Pupil Premium children being in more control of their emotions	Staff member trained in ELSA (Emotional Literacy Support Assistant). Regular updates and further CPD.	An EEF study on Social & Emotional learning found interventions have a significant impact on attitudes to learning, social relationships, and attainment itself. The impact on attainment is equivalent to four months progress An EEF study on Social & Emotional learning found interventions have a significant impact on attitudes to learning, social relationships, and attainment itself. The impact on attainment is equivalent to four months progress	· Children can identify and discuss their emotions · Children know where they can go to get help	1,3, 4

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

Approach	Activity	Evidence that supports this approach	Monitoring of actions	Challenge number(s) addressed
All Pupil Premium children make at least good progress from their starting points	• Regular intervention sessions for target pupils across school, run by class TA's	Communication and Language is the highest area of need on our SEND register – research supports the effectiveness of the chosen strategies Special Educational Needs in Mainstream Schools | Education Endowment Foundation | EEF	• Entry and exit data will be collected for pupils who are part of intervention groups and this will be used to discuss the next steps for pupils during termly Pupil Progress Meetings/ termly SEND meetings with SEND Co.	1,2,3,4,5
	• Phonic Daily lesson followed by interventions		• Phonics assessments will be conducted regularly and monitored by English Lead to ensure at least good progress	1,2,3,4,5
	• Daily readers for (at least) the lowest 20% of children and PP pupils.		• Targeted readers will be monitored by phonics lead • Pitch of phase/text matched monitored by phonics lead	1,2,3,4,5
	• Mastery Maths curriculum to accelerate the progress of ALL learners through quality first teaching and same day intervention. • Additional booster group implemented where children are struggling to access the content through daily TA support	High expectations of ALL children – no ceiling/differentiation in expectations Improving Mathematics in the Early Years and Key Stage 1 | Education Endowment Foundation | EEF	• Maths leader monitoring calendar/SLT Monitoring calendar • Pupil Progress meetings and data collection will be used termly to record and evaluate effectiveness of intervention/ analysis of quality first teaching and the impact in attainment and progress. • Learning walks, outcomes and book looks will be triangulated to ensure	1,2,3,4,5

			quality first • teaching in all classrooms	
	• SENDCo to ensure all staff are given the support to ensure SEND children have access to appropriate provisions to ensure best	Special Educational Needs in Mainstream Schools | Education Endowment Foundation | EEF	• Learning Plans • Parental engagement of SEND Children through termly meetings	1,2
	outcomes from starting points.			
	• Subscriptions to online/web based programs to support children at home (Purple Mash, Numbots, TT Rockstars)	Use of digital technologies – clear evidence to support technology at home for maths, English and phonics. Using Digital Technology to Improve Learning | Education Endowment Foundation | EEF Pupil Premium Guide | Education Endowment Foundation | EEF Working with Parents to Support Children's Learning | Education Endowment Foundation | EEF	• MK to monitor use of chosen technologies at home. • Tasks set online to support the children's learning journey, using Seesaw	1, 2

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

Approach	Activity	Evidence that supports this approach	Monitoring of actions	Challenge number (s) addressed
All children have access to a quality, rich curriculum, developing cultural capital	• Access to a range of extra-curricular provisions and a rich, first-hand curriculum offer to build cultural capital, language and vocabulary and life experiences – all subject leaders informed of PP children across school to offer additional extra-curricular provisions during the year (subsided by school)	Learning is contextualised in concrete and language rich experiences. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. EEF – sports participation increase educational engagement and attainment EEF – outdoor learning shows positive benefits on academic learning and self-confidence.	• A rich curriculum offer, with a range of opportunities for first hand learning and enriched with creative practitioners, ensuring learning is memorable and meaningful (long- term) • Extra Curricularoffer • Monitored by SLT	1,3,4

Children can access learning in class because their physiological, safety, belongingness and self-esteem needs are met.	Weekly enrichment groups	An EEF study on Social & Emotional learning found interventions have a significant impact on attitudes to learning, social relationships, and attainment itself. The impact on attainment is equivalent to four months progress An EEF study on Social & Emotional learning found interventions have a significant impact on attitudes to learning, social relationships, and attainment itself. The impact on attainment is equivalent to four months progress	• PIVAT assess children's PSED at baseline and the end of each term. Track and monitor progress • Class teachers aware of targets and help to embed into daily life in classes • SENDco to oversee the PIVAT assessment • Involvement of parents • Children can identify and discuss their emotions • Children know where they can go to get help	1,2,4,5
	Lego Therapy	An EEF study on Social & Emotional learning found interventions have a significant impact on attitudes to learning, social relationships, and attainment itself. The impact on attainment is equivalent to four months progress An EEF study on Social & Emotional learning found interventions have a significant impact on attitudes to learning, social relationships, and attainment itself. The impact on attainment is equivalent to four months progress		

	Chat and Chill-The Beehive	An EEF study on Social & Emotional learning found interventions have a significant impact on attitudes to learning, social relationships, and attainment itself. The impact on attainment is equivalent to four months progress An EEF study on Social & Emotional learning found interventions have a significant impact on attitudes to learning, social relationships, and attainment itself. The impact on attainment is equivalent to four months progress	• Case Studies provided by ELSA • Monitored by SLT • Children can identify and discuss their emotions • Children know where they can go to get help	1,3, 4
	Daily breakfast Club. TAs undertaking meets and greet with individuals.	The EEF found that breakfast clubs that offer free and nutritious meals before school can boost reading, writing and maths results by the equivalent of 2 months progress per year. Breakfast clubs improve attendance and punctuality.	• Data analysis • Case studies • Pupil Progress • Breakfast club provides a positive start to the day, which enables PP children to access learning.	1,3,4
	Families are supported by a multi-agency approach	To ensure that families are support in a holistic capacity. By meeting their physiological, safety, belonging and self-esteem needs we can reduce the barriers. To ensure parents are given a platform in which to discuss issues that they are facing, and are given accurate advice / guidance to help eradicate barriers and provide	• Families no longer needs the Early Help and Support. Effective TAF Meetings and support in place.	4

		early help.		

	To promote enjoyment of learning. Cost of school trips	• Enhanced personal and social communication skills. • Increased physical health. • Enhanced mental and spiritual health. • Enhanced spiritual, sensory, and aesthetic awareness. • The ability to assert personal control and increased sensitivity to one's own well-being.	• Observations	1,3,4

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 25-26 academic year.

- Through monitoring, both PP lead and class teachers know the needs of their PP pupils and have planned accordingly throughout the academic year.
- Most FSM children engaged in a range of sporting activities – see Sport's funding report
- SLT have supported parents and carers with phone calls, support with accessing food banks and food hampers, seeking benefits and offering well-being support. School have continued to provide FSM vouchers.
- Families have been supported with the cost of uniforms, and fees for breakfast and afterschool clubs.
- School trips have been subsidised.
- Breakfast club provision provided the children with a positive start to the day.
- Targeted interventions for self-esteem, confidence, and lack of engagement are having a positive impact on progress
- Gaps for PP children are starting to close as most are making at least expected progress
- Our ELSA is having a positive impact on individual children and their families
- Our core principles for highly effective teaching and learning continue to be embedded across the curriculum and especially in the core subjects, resulting in high quality provision for all pupils. 'Walk throughs' have been carried out across school and show the core principals are being well secured, with there clearly being less 'teacher talk' and an increased use of metacognition strategies. Pupils are beginning to demonstrate the use of their metacognitive thinking and strategies.
- Evidence shows that children are becoming increasingly independent in planning how to problem solve, in selecting their own equipment and in reviewing their own outcomes, and those of their peers.
- A significant majority of pupils display excellent behaviour for learning.
- A significant majority of pupils make at least good progress across the curriculum from their different starting points.
- All children with identified SEND have provision adapted under the direction of specialist teachers. Adaptations to provision are clearly identified on learning plans and evidence of this is collected through ongoing monitoring.
- Children have continued to receive high quality PSHE lessons. This has been evidenced through learning walks, pupil interviews, floor books and topic books. Children have reported that they feel their classroom is a safe environment to talk to adults about any problems that may arise and were able to give examples of when they had been able to use information given in lessons to address an issue that may have arisen. Children explain that they feel safe to talk to familiar adults in a safe and open forum. They can give details of who they would approach if there was a problem that they needed adult to support to resolve.

- Our ELSA has continued to undertake training in order to be best equipped to support our pupils and our staff.

- Additional signposting and liaison work with some families and external agencies has taken place through the assistance of the Pupil & Family Support Worker.

Externally provided programmes

Programme	Provider
Mastery Maths Hub	
S&L interventions - Welcomm	GL assessments
Times Table Rockstars and Numbots	TT Rockstars
Vocabulary Ninja	Vocabulary Ninja
Lancashire planning for English units	Lancashire Primary English
Red Rose Phonics, Bounce Back Phonics and Fast Track Phonics	LCC
White Rose subscription for Premium resources	White Rose
Purple Mash	2 Simple