Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Worth Valley Primary School
Number of pupils in school	235
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	01/09/2025
Date on which it will be reviewed	01/09/2026
Statement authorised by	Yvonne Brown (CEO)
Pupil premium lead	Ceinwen Lodge
Governor / Trustee lead	Sam Quigley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,360
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£158,360

Part A: Pupil premium strategy plan

Statement of intent

Worth Valley Primary School is determined that all pupils, irrespective of their background or the challenges they face, make good or better progress and achieve high attainment across all subject areas. Regardless of starting point, the focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or whose family receive support from wider external agencies. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Persistent absence and/or frequent lateness; resulting in a reduction in the impact of learning and sequential skills acquisition than that of their peers

2	Social, emotional and mental health needs that impact on learning and development
3	Less advanced early development; particularly in regard to speech, language and social skills that impact their future years
4	Historical gaps in learning that require addressing so children can access the curriculum and achieve as well as their peers
5	Challenging out of school environments/situations that mean children are less ready to learn when in school
6	Limited engagement of some parents/carers in children's learning and the wider academy life and opportunities on offer
7	Less opportunities outside of school for enrichment activities such as trips and music tuition
8	Lack of equipment and uniform that promotes a feeling of being disadvantaged

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 provide the highest levels of learning support that make sure children are not disadvantaged in their ability to make excellent progress and achieve strong outcomes.	• Accelerated progress of disadvantaged pupils in receipt of additional support staff • High quality, bespoke intervention provision for those pupils most in need of focused support • Staff have an increased confidence in addressing barriers to learning for vulnerable groups and deploy a range of strategies to overcome them. • EEF recommendations that focus staff support on early intervention, phonics and outdoor adventure learning result in accelerating progress for disadvantaged pupils
To have the highest level of community and pastoral support that ensures the mental and physical wellbeing needs of our children are met in school and at home. To also ensure that we provide a range of opportunities that support our cultural aspirations offer to raise the ambition of our children.	• Improved provision for all children's social, emotional and mental health needs • Increased parent/carer engagement and involvement in order to support learning • Improved attendance, punctuality and reduced persistent absence across all vulnerable groups which contribute to a rise in the whole school attendance figure • No child is disadvantaged by the need for quality uniform • Breakfast club is available to every pupil, free of charge. This promotes good attendance and punctuality, a nutritious start to the day,

	positive interactions and extra-curricular opportunities • Trips and educational visits are substantially subsidised by school wherever possible; ensuring no child is disadvantaged by being unable to afford trips
To utilise the expertise of external professionals to ensure that our children and families benefit from the professional involvement that ensures their needs are met. To also ensure professionals contribute to the upskilling and training of our staff so that they are well equipped to meet the needs of our children and families.	• Accelerated progress of disadvantaged pupils in receipt of support from external professionals • Improved intervention and support from staff as a result of working with external professionals and receiving their training and support • Improved attendance, punctuality and reduced persistent absence across all vulnerable groups which contribute to a rise in the whole school attendance figure

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)

Budgeted cost: **£80,578**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of proven resources that increase the rates of progress of disadvantaged children across the school; namely PiXL and Launchpad for Literacy	Early years interventions | Toolkit Strand | Education Endowment Foundation | EEF Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF Phonics | Toolkit Strand | Education Endowment Foundation | EEF Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF	2, 3, 4
Provision of additional classroom support for greater adult to child contact with a focus on small group intervention and collaborative learning	Collaborative learning | Toolkit Strand | Education Endowment Foundation | EEF Phonics | Toolkit Strand | Education Endowment Foundation | EEF Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF Teaching assistants | Toolkit Strand | Education Endowment Foundation | EEF	1, 3, 4, 7
Provision of external and internal training for staff that focusses on address-ing children's barriers to learning; specifically feedback, phonics and metacognition	Feedback | Toolkit Strand | Education Endowment Foundation | EEF Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF Phonics | Toolkit Strand | Education Endowment Foundation | EEF	3, 4, 7
Employment of an additional member of staff to focus on self-regulation through increased sports participation; specifically kickboxing & clubs	Behaviour interventions | Toolkit Strand | Education Endowment Foundation | EEF Sports participation | Toolkit Strand | Education Endowment Foundation | EEF	1, 6, 7

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

Budgeted cost: **£28,487**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of an Educational Psychologist on a weekly basis to target support for specific children and upskill staff and leaders in school wide provision **£4000**	Social and emotional learning I Toolkit Strand I Education Endowment Foundation I EEF	1, 4
Provision of a Speech & Language Therapist on a weekly basis to target support for specific children and upskill staff and leaders in school wide provision **£1430**	Early years interventions I Toolkit Strand I Education Endowment Foundation I EEF Oral language interventions I Toolkit Strand I Education Endowment Foundation I EEF	4
Mental health and wellbeing support worker employed to work alongside Safeguarding and Welfare Officer, in order to increase capacity to provide high-quality pastoral and mental health support to pupils **£23,057**	Behaviour interventions I Toolkit Strand I Education Endowment Foundation I EEF Social and emotional learning I Toolkit Strand I Education Endowment Foundation I EEF	

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

Budgeted cost: **£49,295**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of a parental involvement worker to lead attendance; provides support to our families in ensuring children attend school, as well as upskill our own staff.	Parental engagement I Toolkit Strand I Education Endowment Foundation I EEF	2
Employment of a Safeguarding and Welfare Officer that focuses on providing support to individuals and small groups in	Behaviour interventions I Toolkit Strand I Education Endowment Foundation I EEF	1, 5, 7, 8

class and outside of class **£33,295**	Social and emotional learning I Toolkit Strand I Education Endowment Foundation I EEF	
Provision of school uniform for those disadvantaged by their access to uniform **£1000**	School uniform I Toolkit Strand I Education Endowment Foundation I EEF	8
Provision of additional trips and enrichment that raise cultural capital and ensure children have the same opportunities as their peers, including raising their ambition, including provision of transport where needed so no child is disadvantaged by their inability to attend **£15,000**	Aspiration interventions I Toolkit Strand I Education Endowment Foundation I EEF	5, 6, 8

Total budgeted cost: £158,360

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 2024-2025 academic year.

Overall Narrative Summary

- *School performs exceptionally well for disadvantaged pupils overall, particularly at KS2, where disadvantaged pupils exceed national non-disadvantaged in most subjects*
- *Gaps at KS2 are extremely small: in Writing & Maths, disadvantaged pupils outperform their non-disadvantaged peers—reversing national trends*
- *EYFS outcomes are strong; providing a positive starting point for disadvantaged children*
- *Phonics shows broadly typical gaps, with disadvantaged scores slightly below national average scores but pass rates in line with national*
- *The main area requiring strategic focus is the Year 4 MTC, where disadvantaged pupils are underperforming significantly and the in-school gap is far wider than national*

End of KS2 outcomes 2025

School	N	RWM EXS+	Reading	Writing	Maths	GPS
Disadvantaged	23	65.2%	73.9%	78.2%	73.9%	82.6%
Non-disadvantaged	7	71.4%	85.7%	71.4%	71.4%	85.7%
Gap		-6.2%	-11.2%	+6.8%	+2.5%	-3.1%

National	RWM EXS+	Reading	Writing	Maths	GPS
Disadvantaged	47%	63%	59%	61%	59.5%
Non-disadvantaged	69%	81%	78%	80%	78.6%
Gap	-22%	-18%	-19%	-19%	-19.1%

Overall picture

- *Disadvantaged pupils outperform national disadvantaged pupils in every subject, and in many areas outperform national non-disadvantaged pupils*
- *In-school gaps are small and, in several subjects, reverse the typical national pattern*
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Reading, Writing, Maths (RWM Combined)

- *Gap -6.2% (school), compared with -22% nationally. This gap is dramatically smaller and far more equitable than national*

Reading

- *Gap -11.8%, compared with -18% nationally. This gap is stronger than national; disadvantaged pupils perform well above national disadvantaged (63%)*

Writing

- *Gap +6.8%. Disadvantaged pupils outperform non-disadvantaged—this reverses the national trend (-19%)*

Maths

- *Gap +2.5%. Another reversed gap—disadvantaged outperform non-disadvantaged*

GPS

- *Gap -3.1%, compared with -19.1% national. A very small, positive gap relative to national*

Y4 Multiplication Tables Check 2025

		School			National (2023-2024 data)		
Y4 MTC	N	21+	25	Av score	21+	25	Av score
Disadvantaged	15	26.7%	6.7%	17.7	49.4%	25%	18.9
Non-disadvantaged	13	69.2%	46.2%	22.4	68.6%	37%	21.3
Gap		-42.5%	-39.5%	-4.7	-19.2%	-12%	-2.4

Overall picture

- *Non-disadvantaged pupils perform very strongly, exceeding national in all measures.*
- *Disadvantaged pupils underperform relative to national, creating a large in-school gap.*
- *Disadvantaged v non-disadvantaged gap: 21+: -42.5% (vs national gap -19.2%). 25/25: -39.5% (vs -12%). Average score: -4.7 (vs -2.4)*

Areas of concern

- *Disadvantaged MTC outcomes are significantly below national.*
- *In-school gap is more than double the national gap, indicating a targeted need in KS2 fluency for disadvantaged pupils.*

Y1 Phonics Screening Check 2025

		School		National (2024-2025 data)	
Y1 Phonics Check	N	Pass	Av score	Pass	Av score
Disadvantaged	15	66.7%	23.9	67%	30.2
Non-disadvantaged	15	86.7%	30.1	84.0	34.2
Gap		20%	-6.2	-17%	-4.0

Overall picture

- *School disadvantaged and non-disadvantaged outcomes are broadly in line with national.*
- *The gap in phonics pass rate is smaller than the national gap.*
- *Disadvantaged v non-disadvantaged gap: Pass: 20% (school) vs 17% national*
  ➔ Slightly wider in school, but close.
- *Average score gap: -6.2 (vs -4 national)*

EYFS:

GLD	N	School	National (2023-2024 data)
Disadvantaged	13	69.2%	57.1%
Non-disadvantaged	12	83.3%	71.1%
Gap		-14.1%	-14%

Overall picture

- *Both groups perform above national.*
- *The disadvantaged group is substantially above national disadvantaged (69.2% vs 57.1%).*
- *Gaps (-14.1%) mirror national, which indicates typical early gaps but good overall attainment.*

Strengths

- *Early attainment is strong and well above national for both groups.*
- *Disadvantaged start school performing significantly above national peers.*

Externally provided programmes

Programme	Provider
PiXL	The PiXL Club
Launchpad for Literacy	Kirstie Page
Wellcomm	GL Assessment
Reciprocal Reading trial	Fisher Family Trust
My Happy Mind	NHS
Early Years Emotion Coaching	Emotion Coaching UK