

# Pupil premium strategy statement - Worstead CE VA Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	108
Proportion (%) of pupil premium eligible pupils	8.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 to 2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Nick Read, Headteacher
Pupil premium lead	Nick Read, Headteacher
Governor / Trustee lead	Hayley Smith, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 13,635
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£ 13,635</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Worstead CE VA Primary School we use our Pupil Premium Grant in a number of ways, guided by the needs of the children on our roll who are currently eligible. Evidence-based research is considered when deciding how best to allocate the funding we receive which is automatically granted annually.

The PP group at Worstead are a small number of children across the school, mostly in the younger years, with current FSM entitlement rather than historic, and reflecting our middling national deprivation indicators and recent sharp increases in local universal credit uptake and households with relatively low income. They have wide-ranging needs and backgrounds and individual circumstances – the common factor is they attend our rural school. They are all high-focus individuals for staff and to maintain confidentiality this plan does not give operational details. Actions taken to mitigate their disadvantage will enhance high-quality teaching for the whole school community of which PP children are an integral part who will benefit. Children vulnerable in other ways receive targeted support and benefit from school-wide strategies.

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils, through assessment, observation and discussion with pupils and staff.

Challenge number	Detail of challenge
1	Geographical lack of access to wider opportunity and learning enrichment, due to rural isolation, poor public transport networks or technological disadvantage, leading to <b>lack of cultural capital</b> needed for success in education and later life
2	Adverse childhood experiences compounding disadvantage including lower-engagement home environments, leading to <b>higher social and emotional needs</b> vs. their peers
3	Under-developed early years communication skills and low affinity for school-based learning leading to <b>slower rates of overall progress</b> throughout the primary phase compared to peers

## 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. Due to the small size of our PP group across the school, some measures may not be easily in specific years.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics and reading attainment among disadvantaged pupils.	End-of-year reading outcomes in 2025/26 will show that more than 75% of disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils.	End-of-year maths outcomes in 2025/26 will show that more than 75% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2025/26 will be demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a low rate of incidents of poor behaviour or involvement in pupil turbulence or bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• attendance in line with school averages except for where part-time timetables are agreed</li> </ul>
Improved rates of academic progress in reading, writing and maths among disadvantaged pupils.	At least 50% of end-of-year and end-of-phase expected progress rates against prior baselines (EYFS-KS1, KS1KS2, EYFS-KS2).

## 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. Please note that due to cycles of financial year funding and academic year educational outcomes being different there are indicative/budgeted costs rather than exact short-term figures.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£6,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding <b>vocabulary-building</b> activities across the school curriculum (e.g. CUSP). These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We have maintain subscriptions to <b>CUSP</b> resources and fund ongoing teacher training, release time and high-quality reading books.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3</p>
<p>Ongoing resourcing and early reading staff to teach <b>Little Wandle Letters and Sounds</b>, a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure and maintain stronger phonics teaching for all pupils</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,3</p>

<p>Enhancement of our English and maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We fund teacher release time to embed key elements of guidance in school and to access <b>English and maths resources, local networking and CPD</b> (via St Benet's MAT, Angles Maths Hub, Wensum English Hub and CUSP curriculum). One of our teachers is working at the highest level to support the local Maths Hub in best practice in maths mastery.</p>	<p>The DfE and EEF guidance recommends schools are part of strong partnerships to enable effective and purposeful CPD, based on well-evidenced principles and the work of local English and Maths Hubs.</p>	<p>1,3</p>
<p>Purchase of and ongoing subscription to PiXL standardised diagnostic assessment system.</p> <p>Regular training for staff to ensure assessments are interpreted and administered correctly and that purposeful interventions emerge.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>These are also compared against wider local and national groups to ensure objective parity with standards.</p>	<p>3</p>

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

Budgeted cost: **£4,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Direct funding of an Early Reading Assistant to coordinate and 'keep up' those pupils who benefit from additional phonics sessions and support.	Systematic Synthetic Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,3
Funding of cover costs for staff to deliver specialist interventions outside of their main assignments – playleading, nurture, mental health support, speech & language, early help liaison, physical health.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	2,3
Ongoing resourcing of new group room to enable a wider and more effective range of targeted group and individual teaching activities to support learning in reading, writing, maths and phonics.	Observation and staff feedback shows that interventions do not thrive when interrupted or cancelled due to lack of appropriate space or competition for resources. Our Group Room and Retreat allow the space and time for a high standard of flexible teaching opportunities.	2,3

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

Budgeted cost: **£3,000**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Lunchtime play-leading and additional supervision to encourage purposeful physical activity, knowledge of games and sports, and sustainable friendship	Observations and pupil voice that suggest additional structured play opportunities and on-the-spot conflict resolution can enhance children's wellbeing and subsequent learning.	1,2

Physical Health leadership to promote a joined-up approach to inter-school competition, sports/team representation and training, afterschool clubs, SEND-specific physical and competitive activity and taught PE.	Physical health benefits are linked to good mental health. Disadvantaged children have many strengths outside of the academic and show success and high engagement in the many opportunities to represent the school at competitive level or take part in after-school activities, lengthening their school day.	1,2
Maintenance of an active Forest School entitlement for all pupils, linked to curricular themes, outdoor learning and good physical and mental health principles.	Parent and pupil voice shows that FS is a highly successful extra-curricular area at our school which fosters many life skills that stakeholders value including our school values.	1,2
Funding of an active school choir who practice weekly and perform regularly to the public.	The school choir has a high uptake, and disadvantaged pupils are enthusiastic members of this non-academic club, which fosters teamwork, technical skills and resilience.	1,2
Provision of Breakfast Club, After School Club and After-School Sports and Activities (e.g. cooking, football, running, music) to help families and children to thrive in work or learning	Evidence shows that cost-effective wraparound care enables low-income families to remove obstacles to working hours and children receive enhanced opportunities to enrich their school day.	1, 2, 3

**Total budgeted cost: £14,000**

## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged pupils**

We have analysed the performance of the school's and federation's disadvantaged pupils during the 2023/24 and 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

There were no disadvantaged pupils in the latest 2025 SATs cohort. However in the 2024 SATs the Year 6 federated cohort achieved 90.3% reading, 71% writing, 80.6%

maths and 61.3% combined. The PP pupils within that cohort achieved 80% reading, 80% writing, 80% maths and 60% combined, each of which was in line with the full cohort and on average 18% higher than national average. There were also no disadvantaged pupils in the Early Years cohort 2025. In Year 1 phonics, the PP group achieved in line with national given the limited number of pupils generating coarse data (50% school, 66.8% national). At Year 4 in the Multiplication Tables Checks, the PP group slightly outperformed the non-PP in terms of gap to national (-1.9 points vs -2.0 points respectively). The target of 75% of PP children achieving in reading, writing and maths in each year group is still therefore relevant and desirable as it represents a realistic and ambitious baseline.

PP attendance is 92.2% in the most recent term, 3.8% below the 96.0% of the whole school cohort but this in itself is higher than national average attendance of 94.8%.

One of the challenges with presenting and analysing performance data for the disadvantaged cohort is that they represent a very small proportion of the school as a whole and would be individually identifiable (in KS2 SATs, any Y6 class of less than 10 has its results suppressed). As we have a shared vision of education and inclusion at our federated schools and similar approaches to PP spend, where necessary we have used aggregated federation data to reveal more insight than with 'coarser' small groups. In general terms due to the size of our schools, any analysis of PP pupils' academic data is carried out on an individual level. As all of our disadvantaged pupils are in the younger half of the school, there is a necessary focus on the building blocks of learning within that 4-7 age range. Their learning and progress in reading, writing and maths particularly will be closely monitored by school leaders on a termly basis to ensure all reasonable support and opportunity is in place to drive their learning, founded on quality first teaching.

## Externally provided programmes

Programme	Provider
Speech Link	Speech Link, support from SENCO network
Little Wandle Letters & Sounds	Little Wandle, support from Wensum Hub
Little Wandle Handwriting	Little Wandle
CUSP Curriculum for English, history, geography, science, art and DT	CUSP, support from St Benet's North
White Rose Maths	White Rose Maths, support from Angles Hub

## Further information (optional)

This academic year we are due to join St Benet's MAT on a proposed conversion date of 1<sup>st</sup> March 2025. This ensures we access high quality CPD from a large, well-structured and resourced academy group. In order to support the best possible teaching, our staff are members of active professional networks, whose recommendations are brought back into school and enacted, and other teachers trained in e.g SEND, Early Years, English. This is a major organisational change for us, over the period of this report, with the aim being that we can develop the high standard of our teaching and learning even further with external support. This will benefit all disadvantaged children at our school.

Additionally Worstead is in a hard federation under shared leadership with The Belfry Primary School in Overstrand. This significant development has inevitably altered working methods and ways of thinking strategically to improve the education of disadvantaged children across the federation.

The profile of our PP group has changed distinctly over the period of this report, becoming concentrated in the youngest years. This will necessarily alter our strategies long-term to focus more on building the basics of learning, particularly early reading, writing and maths. There is increasing crossover between SEND and PP groups of children at Worstead but this is not definitive and we remain committed to each PP child as an individual with individual needs.