

Pupil premium strategy statement – East Worlington Primary School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	39
Proportion (%) of pupil premium eligible pupils	23% (Rec-Year-6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 3 year plan to cover 2025-2028
Date this statement was published	Dec 25
Date on which it will be reviewed	Dec 26
Statement authorised by	Suzie Pinn
Pupil premium lead	Suzie Pinn
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,790 from April 2025-2026 £13,635 from April 2026
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£11,712

Part A: Pupil premium strategy plan

Statement of intent

At East Worlington Primary School, it is our intention to remove barriers to learning and promote high standards of excellence for all pupils. We aim to deliver equal and equitable opportunities in all aspects of the curriculum and school experience.

We are relentlessly ambitious for all pupils and are determined that, irrespective of challenges such as financial deprivation, all pupils make good progress and achieve high standards across the curriculum. For the purposes of this report, the term 'disadvantaged' refers to pupils in receipt of pupil premium funding and those who are disadvantaged due to an additional need. However, we make no assumptions and recognise that pupils who fall into the disadvantaged category have varying experiences and endeavour to treat each pupil as an individual.

All members of staff are responsible for ensuring pupils, deemed disadvantaged, receive high quality educational experiences which allow them to thrive and achieve to the highest possible standard in all aspects of their development. Our Pupil Premium Strategy aims to ensure all pupils, including those considered disadvantaged, have their needs identified early and receive high-quality teaching. We believe that the early identification of needs will ensure gaps in attainment are lessened and, where gaps do exist, they are quickly addressed by high quality teaching and by supporting the whole family. This is proven to have the greatest impact on narrowing the attainment gap and outcomes for pupils across school.

We also foster a bespoke approach. We aim to nurture the passions and abilities of each pupil to encourage them to enjoy lifelong learning and to ensure they are well prepared for the next stage of their education. We pride ourselves on knowing our pupils and their families very well and endeavour to provide family, small group or one to-one support as required to ensure the success of our pupils. We believe that, wherever possible, our pupils and their families should receive our support to address their needs inside and outside of school.

It is our intention to deliver this strategy using robust assessment processes to review and react to outcomes. We will ensure approaches are quality assured regularly, and impact reports are shared with stakeholders.

Our approach to the pupil premium and this strategy promotes our Trust values throughout.

Challenges

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

Challenge number	Detail of challenge
1	Lower levels of attainment in reading, writing and maths compared to non-disadvantaged peers
2	Low levels of Oracy and vocabulary acquisition, due to reduced access to high-quality language at home
3	Most of our disadvantaged pupils have Special Educational Needs such as autism, dyslexia or ADHD which impact on their ability to: process instructions and teaching input; focus during lessons; and read and write.
4	Attendance – Our disadvantaged pupils have a lower level of attendance and higher levels of persistent absence than their non-disadvantaged peers
5	Limited access to extracurricular activities, including swimming, out of school clubs and wider cultural opportunities

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 improve basic skills in phonics, reading, writing and arithmetic	NFER and teacher assessment, phonic screening checks, baseline assessment, SATs and multiplications checks show that children are narrowing the gaps between themselves and their peers. Children make accelerated progress from starting points compared with their peers
Improve and embed the speech and language and communication skills of our pupils.	Children are exposed from entry into the nursery or school to high quality vocabulary teaching, access to an environment rich in language and high-quality texts. AR vocabulary and engaging and responding to texts scores improve. Children are able to acquire and retain new knowledge and apply in their learning.
Children with complex needs can access their age-appropriate curriculum and make progress with the basics of reading, writing and maths	Parents are engaged and supported to support their children through high attendance and home learning. In class children are able to access the curriculum through having their communication and language, social and emotional and sensory needs met

Improved attendance	All PP pupils will have attendance of at least 96% and the proportion of persistent absence for PP pupils reduced each year. EBSA is reduced.
Raise aspirations for pupils through enrichment activities, good attendance and quality first teaching	SMART targets are completed and reviewed

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: £1,712

Activity	Evidence that supports this approach	Challenge number(s) addressed
Autism Training for all Staff	Staff know and understand the needs of pupils with autism Feedback EEF T&L toolkit	1,2,3,4
Trauma Training for all staff	Staff know and understand the needs of pupils who have experienced trauma	1,2,3,4
Bug club phonics	Literacy audit supported the implementation of a rigorously taught phonics program taught with fidelity and with targeted intervention for KS2 catch up. The Rose Report DfE reading framework Phonics toolkit EEF DfE accredited phonics programmes. Phonics strategies, EEF T&L toolkit	1,2,3
Whole school vocabulary initiative -explicitly extending pupils' spoken vocabulary. The use of purposeful, curriculum focused, dialogue and interaction.	EEF toolkit – up to 6 months of additional progress Disadvantaged pupils are provided with ample opportunities to speak with confidence and accuracy throughout school. - Early identification of need ensures speech and language interventions are put in place quickly. Feedback EEF T&L toolkit DfE English as an additional language – help for early years provider Book writes promote high quality writing and reading experiences Trips to library promote love of reading	1,2,3,4,5

	AR enables all children to access age-appropriate language rich texts	
Improve and embed the speech and language and communication skills of our pupils.	AR vocabulary and engaging and responding to texts scores improve. Children are able to acquire and retain new knowledge and apply in their learning. Infant language link acquired to ensure that early identification of needs are addressed through intervention. All in year entries, starters of each KS and at the start of reception the relevant language link assessment is completed and referrals to S& L area completed where needed	1,2,3,4
Coaching and mentoring of staff focusses on improving the outcomes for disadvantaged pupils	Feedback EEF T&L toolkit DfE English as an additional language – help for early years provider	1,2,3,4
Maestro curriculum, subject leader training and Subject specific subscriptions e.g., Historical Association, Geographical Association etc, Tiverton Museum, library membership	The Teachers Toolkit: Raised classroom achievement with strategies for every learner Feedback EEF T&L toolkit Access for all to the wider curriculum impacts on overall outcomes assessment of non-core subjects enables us to track progress for PP children through Curriculum Maestro, cultural capital and enrichment linked to the curriculum enhance children's life experiences Feedback EEF T&L toolkit	1,2,3,4,5
<i>Mastery Maths</i> - Children are taught fluency and problem solving and reasoning skills to ensure a deep understanding and competency	A Jurassic Maths Hub Project based on the Singapore learning style. This has also been linked to mastery learning a combination of direct instruction and collaborative learning is used. Mastering number program in Yr R,1/2 3/4 and 5 ensures children's key skills are developed	1,2,3,4
National College subscription	The Teachers Toolkit: Raised classroom achievement with strategies for every learner from entry into Nursery onwards Feedback EEF T&L toolkit Faculty of Education - University of Oulu (Norway) Can virtual reality improve dyslexic English students reading fluency and their emotional valence towards reading?	1,2,3,4,5
<i>1:1 Music lessons from a Peripatetic teacher</i>	Ofsted document 'The importance of music' states a link between music lessons and resilience and self-regulation as well as an improvement in reading skills.	1,3,5
Decision making spelling implemented through the teaching of spellings	Data from project, run by the NDTSA, shows accelerated progress for schools using this program compared to control	1,2,3

	schools. This links to oral language interventions and metacognition and self-regulation. Direct teaching of spellings as well as home learning	
Sports coaching and clubs provided free of charge	Access to free clubs and sports events during and after school enable children to experience a wide range of sports and culturally rich experiences EEF T&L toolkit +2 physical activity	1,2,3,4,5
10 swimming lessons for all school aged children	All school aged children are provided swimming lessons each year to enable all children to access the skills of swimming which are essential for our rural and near coastal location	5

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

Budgeted cost: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions	Gaps addressed – evidence in NFER assessments and AR star tests Oral language interventions Sp& L interventions	1,2,3,4,5
Accelerated Reader programme	Reading 5x per week for 20 minutes is required to sustain age-appropriate progress in reading. Accelerated Reader (KS2) allows this to be monitored and to ensure that children are reading books that match their reading skills which promotes a love of reading. Feedback EEF T&L toolkit. Open University and UK Literacy Association 'Reading for Pleasure' Project DfE reading framework The Rose Report	1,2,3,4,5
<i>TA in class to support 1:1 and with small groups</i>	All children accessing age-appropriate curriculum through support in class adaptations to provision	1,2,3,4
<i>Sensory breaks, sensory room and sensory equipment in class</i>	To support children with sensory issues and to help them manage and self-regulate during the day	1,2,3,4
<i>Social and emotional interventions in place</i>	Training from NDADA, Attend training and attachment-based mentoring and trauma informed training used for a	1,2,3,4,5

	targeted but bespoke intervention for children in needs of support	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Monitoring of attendance and engaging with families and AIO/Early help</i>	DfE Working together to improve school Attendance. EEF -Improved tracking of attendance and improved engagement with external agencies leads to better outcomes. EEF Report - Magic Breakfast DfE - Evaluation of breakfast clubs in schools with high levels of deprivation' Staff have EBSA training Attend framework and questionnaire used in school	1,2,3,4
Engagement targeting for events and experiences throughout the year.	Feedback EEF T&L toolkit Daniel Hughes – PACE	1,3,4,5
Expanding our nursery provision to 9 months	To ensure that all children in the local area are able to access high quality childcare using childcare vouchers and so providing a strong start for all	1,2,3,4,5
School minibus	To improve access to school for children with transport, EBSA or other attendance-based issues	1,2,3,4
Uniform	Providing free uniform from the second hand stock as needed	1,4,5

Total budgeted cost: £11,712

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

National assessments for PP pupils 2024-2025

- *EYFS (2) 100% of PP pupils achieved a GLD*
- *KS1 (1) 0% of PP pupils passed the Phonics Screening Check*
- *PP at the end of KS1 (1) 100% of PP pupils achieved EXS or above in reading, 0% of PP pupils achieved EXS or above in maths and writing*
Average scaled score: Reading:100 Writing:92 Maths:93 based on KS1 SATS
- *Multiplications test 100%*

There were no PP pupils in year 6 in 2024-2025

- *PP pupils in KS2 (3) 67% of PP pupils achieved EXS or above in reading, 33% of PP pupils achieved EXS or above in writing and 100% of PP pupils achieved EXS or above in maths*
Average scaled score: Reading:106 Writing:90 Maths:105 based on NFER assessments

Attendance data 2024 – 2025

Yearly average for PP pupils 90.8% (just below national PP attendance) Yearly average for non-PP pupils 93.3% (Previous years have been above or in line with nation average, data impacted by EBSA)

Review of intended outcomes 2024 - 2025

Children with complex needs can access their age-appropriate curriculum and make progress with the basics of reading, writing and maths.

- *Disadvantaged pupils have been encouraged to complete homework and reading with opportunity for this to be completed at school where parental support is not available.*
- *Reading books have been purchased with greater emphasis on diversity and inclusion*
- *Parents invited into school regularly to share success through open afternoons, parent workshops, celebration assemblies*
- *Parent/carer workshops on maths and phonics have been well received*
- *Fortnightly meetings with AIO ensure the attendance of disadvantaged children is regularly monitored and timely support and intervention offered where this is of concern.*
- *Parent survey results demonstrate that parental engagement has improved with 100% of parents agreeing or strongly agreeing that:*
 - *the school makes me aware of what my child will learn during the year*
 - *The school lets me know how my child is doing*

.Improve and embed the speech and language and communication skills of our pupils. - *The new curriculum provides opportunities for children to develop oracy through skills such as debating, discussion and partner talk*

- *Staff have received training to ensure their assessments of S&L needs are highly effective and that programmes for the teaching of S&L are tightly matched to individual needs.*

- Vocabulary acquisition has been a focus of reading sessions and good practice from the Reading Framework have been followed by staff from nursery onwards.
- Vocabulary acquisition is a key feature of all lessons and children are beginning to develop wider understanding

To narrow the gap in phonics, reading, writing and arithmetic in KS1 for our PP pupils.

- A new ambitious curriculum has been introduced, and teachers have been provided with training to ensure successful implementations for all children, as well as training to adapt this curriculum to meet the needs of disadvantaged pupils when necessary.
- Subject Leaders participate in Trust wide CPD to ensure the curriculum provision in school is high quality and in line with Trust wide and national expectations.
- Disadvantaged pupils, who do not read at home, have had priority access to one to one reading sessions. -Bug Club books have been purchased to support early reading for all pupils.
- Writing club offered for all pupils out of school
- All staff have received high quality bug club CPD, and the programme is used throughout the school to support the delivery of SSP. KS2 Decoders intervention takes place for children who have not mastered phonics in KS1.
- Timetables and staffing structures have been reviewed to ensure increased reading time in school with PP children achieving over 20 minutes of average reading per day
- Structured approach to lesson format ensures that children have opportunities to practice and embed prior knowledge and key vocabulary is taught and revised in each lesson.

Raising aspirations of pupils, through quality first teaching, good attendance, and enrichment activities

- A new ambitious curriculum has been introduced, and teachers have been provided with training to ensure successful implementations for all children as well as training to adapt this curriculum to meet the needs of disadvantaged pupils when necessary.
- A robust monitoring cycle identifies where professional development is required and staff are provided with high quality PD.
- Teachers 'check in' with disadvantaged children in all lessons, ensuring they understand the learning and feel supported.
- Regular pupil progress meetings identify and review targets for disadvantaged children.
- Fortnightly attendance monitoring takes place to identify those children whose attendance is falling. Support plans and Early Help plans are provided to support families and prevent children becoming persistent absentees.
- Curriculum provides termly opportunities to develop cultural capital through memorable moments. Opportunities are also provided for children to access extracurricular activities and participate in inter school events across the Trust primary schools.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Phonics program training– Bug Club	Ilsham Literacy Hub
AR	Accelerated Reader
Attend	Babcock
Mathletics	3P Learning LTD
Times Tables Rock Stars	Maths Circle LTD
FFT	FFT Aspire
NFER	NFER online hub
Spelling Frame	Mathsframe
AIO attendance officer	Babcock

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

To support children with EBSA last year we have worked to use the Attend Framework rolled out through Babcock. To do this we have given children mental health support, completed the Attend school and parent-based questionnaires and implemented a needs-based program. For some children this has included providing free school transport to enable them to attend school when transport or late attendance was an issue.

We have also implemented the free breakfast clubs as part of the trail for schools. This has had a big impact on our PP children because we have been able significantly reduce L and U codes as well as ensuring the best possible start. We intend to retain this provision for the next 3 years.

We provide all afterschool clubs including sports clubs free of charge to ensure that our PP children can participate our uptake on this for PP children is 66% increased from 50% the previous year.