

Pupil premium strategy statement 2026 to 2027

Worth Primary School

Three year strategy 2026 to 2029 Year 1

This statement explains how Worth Primary School will use pupil premium funding in 2026 to 2027 to improve the attainment and wider educational outcomes of disadvantaged pupils. It follows the Department for Education strategy statement structure and the Education Endowment Foundation five step, tiered approach: diagnose need, use reliable evidence, develop the strategy, deliver and monitor it, and evaluate and sustain effective practice.

School overview

Detail	Data
School name	Worth Primary School
Number of pupils in school	71 at September 2026
Proportion of pupil premium eligible pupils	30 of 71 pupils, 42% at September 2026
Academic years covered by this strategy	2026 to 2027, 2027 to 2028 and 2028 to 2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Local Governing Body
Pupil premium lead	Katy Chance, Headteacher
Governor or trustee lead	Mick Brazier, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation for 2026 to 2027	£32,910.00
Pupil premium funding carried forward	£0.00 unless subsequently confirmed
Total budget for 2026 to 2027	£32,910.00

Part A Pupil premium strategy plan

Statement of intent

Our intention is that disadvantaged pupils, including high attainers and pupils with SEND, achieve well across the curriculum and participate fully in school life. The strategy prioritises excellent day-to-day teaching

because this has the greatest potential to improve outcomes for disadvantaged pupils, supported by precise academic intervention and action on attendance, wellbeing and access to enrichment.

Worth is a small village primary school organised through mixed-age classes. At September 2026, 30 of 71 pupils are disadvantaged and 34 pupils are identified with SEN, so need and disadvantage overlap substantially. Individual pupils can materially affect percentage data. We will therefore report numbers and percentages, combine cohort measures with pupil-level diagnostic information, work scrutiny, attendance data and pupil and family voice, and protect confidentiality. Support will be based on assessed need, not assumptions about disadvantage, and adjusted where monitoring shows weaker implementation or impact.

The strategy builds on lessons from 2024 to 2025: phonics training was associated with strong Year 1 outcomes; targeted teaching and wellbeing work were valuable but were disrupted by pupil or staff absence; reading fluency improved more securely than comprehension; and breakfast or after-school provision had inconsistent take-up. For 2026 to 2027, interventions will be more tightly linked to classroom teaching, protected in timetables, reviewed half-termly and evaluated for pupil attendance, fidelity and transfer into independent work.

Challenges

The barriers below merge the school's 2025 to 2026 diagnosis with the newer barrier analysis supplied for this plan.

Challenge	Detail of challenge and diagnostic evidence
1	Overlap of disadvantage, SEND and layered need. The Inclusion Strategy identifies high and overlapping levels of need, including cognition and learning, communication, sensory or physical access, regulation and transition. Pupils with multiple barriers are at greatest risk of low attainment, reduced participation and dependence on adult support.
2	Oracy and vocabulary. Observation, discussion and assessment indicate underdeveloped spoken language, vocabulary and ability to explain ideas accurately. This limits comprehension, reasoning and the quality of written responses.
3	Reading. Some disadvantaged pupils have gaps in phonics, fluency and comprehension. Pupils may decode text but find inference, vocabulary and unfamiliar question formats difficult.
4	Writing and mathematics. Diagnostic and statutory assessment information indicates gaps in core knowledge, transcription, composition, number fluency and mathematical reasoning, compounded for pupils with interrupted learning or multiple needs.
5	Attendance, regulation and belonging. Although disadvantaged attendance improved to 95.65% in the latest Inclusion Strategy baseline, a small number of pupils remain vulnerable to absence, lateness, dysregulation, anxiety or withdrawal. These reduce time in class and access to intervention.
6	Participation, transition and small-school capacity. Unequal access to resources, clubs, trips and cultural experiences can limit vocabulary and belonging. Mobility and transition can disrupt continuity. Limited specialist capacity, multiple staff roles and fragile timetables create a risk of fragmented or displaced provision.

Intended outcomes

Intended outcome	Success criteria by July 2029 with annual milestones
Disadvantaged pupils with SEND access ambitious classroom learning and become more independent.	By July 2027, agreed inclusive practices are evident in at least 90% of monitored lessons; at least 75% of pupils with relevant learning targets make expected progress; reliance on adult prompting reduces where appropriate.

Intended outcome	Success criteria by July 2029 with annual milestones
Improved oral language and vocabulary.	Vocabulary and structured-talk routines are evident in at least 90% of classes; at least 80% of targeted pupils improve on taught-vocabulary checks and at least 75% increase participation from baseline.
Improved reading attainment.	Phonics, fluency and comprehension assessments show sustained progress from baseline; the proportion meeting age-related expectations rises and gaps are reduced, interpreted carefully for small cohorts.
Improved writing and mathematics attainment.	Termly assessment and moderated work show accelerated progress from starting points; more disadvantaged pupils meet age-related expectations and high attainers are appropriately challenged.
Improved attendance, regulation and belonging.	Sustain disadvantaged attendance at or above the 95.65% latest baseline where possible; reduce persistent absence for pupils on targeted plans; at least 70% improve against agreed engagement or regulation baselines.
Sustained engagement and wider participation.	At least 75% of disadvantaged pupils access one wider opportunity; participation gaps reduce; pupil voice shows stronger belonging; at least 80% of planned priority transition or family meetings occur.

Activity in this academic year

The activities below are drawn from the DfE menu of approaches and organised through the EEF tiered model. High-quality teaching is the first priority; targeted support is closely connected to classroom content; wider strategies address barriers that reduce pupils' opportunity to benefit from teaching.

Teaching

Budgeted cost £13,500.00

Activity	Evidence and rationale	Challenges	Monitoring
Diagnostic assessment and inclusive teaching repertoire	Purchase and administer standardised and curriculum-aligned assessments; train staff to interpret results; embed the Inclusion Strategy repertoire of explicit instruction, checks for understanding, responsive scaffolds, flexible grouping, reasonable adjustments and fading support. EEF pupil premium guide: diagnose need before selecting activity. EEF SEND guidance supports high-quality teaching, explicit instruction and careful assessment. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 3, 4, 6	Headteacher and SENCO; termly pupil progress meetings, lesson checks, assessment trends, books and pupil independence.
Oracy, vocabulary and reading comprehension	Embed structured talk, explicit vocabulary instruction, oral rehearsal and reading comprehension strategies across subjects; provide staff development, coaching and release time. EEF oral language interventions are high impact and very low cost; reading comprehension strategies support pupils to make meaning from text. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2, 3, 4	English lead; half-termly learning walks, language samples, reading assessments and work scrutiny.

Activity	Evidence and rationale	Challenges	Monitoring
Read Write Inc. phonics and early reading	Sustain fidelity to Read Write Inc., the school's DfE-validated systematic synthetic phonics programme; train new and existing staff and strengthen daily keep-up, targeted catch-up and decodable reading. EEF phonics evidence shows moderate impact for very low cost, particularly when systematic and matched to pupils' current knowledge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 3	Phonics lead; half-termly checks, Read Write Inc. fidelity, Year 1 screening and catch-up outcomes.
White Rose Maths, writing and adaptive teaching CPD	Use White Rose Maths materials and assessment to support sequenced teaching and targeted intervention, alongside explicit instruction, worked examples, guided practice and retrieval. Fund CPD, coaching and release time to embed mastery and effective feedback. DfE menu: high-quality teaching, assessment, professional development and mastery-based approaches. EEF evidence supports metacognition and self-regulation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 4	Curriculum leads; termly White Rose and school assessment, moderated work, lesson visits and implementation checks.

Targeted academic support

Budgeted cost £12,410.00

Activity	Evidence and rationale	Challenges	Monitoring
Read Write Inc. and White Rose targeted teaching	Provide time-limited one-to-one or small-group teaching using Read Write Inc. for identified phonics and early-reading gaps and White Rose materials for identified maths gaps, alongside targeted fluency, comprehension and writing teaching. Group by precise need, align with current class teaching and protect sessions from avoidable disruption. EEF evidence supports small-group and one-to-one tuition when tightly targeted, delivered consistently and linked to classroom learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 3, 4	Read Write Inc. and White Rose baselines and exit measures every 6 to 8 weeks; session attendance; transfer to classwork; stop, adapt or intensify after review.
Targeted speech language and vocabulary support	Use Speech and Language Link, Speech Link or equivalent assessment-led provision; pre-teach vocabulary and sentence structures; seek specialist advice for persistent receptive or expressive needs. EEF oral language evidence supports purposeful whole-class and targeted speaking and listening approaches connected to curriculum learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2	Individual targets, language samples, staff observation, specialist advice and family feedback each term.
Teaching assistant interventions	Train and deploy TAs for structured, brief interventions, pre-teaching and guided practice planned with teachers; avoid replacing access to high-quality teacher instruction. EEF evidence stresses structured programmes, training and close links between intervention and classroom teaching. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3, 4	Provision map, fidelity checks, entry and exit criteria, pupil progress and independence.

Wider strategies

Budgeted cost £7,000.00

Activity	Evidence and rationale	Challenges	Monitoring
Attendance, regulation and belonging	Implement DfE attendance expectations alongside the Inclusion Strategy: accurate daily data, early contact, supportive conversations, individual plans, predictable routines, check-ins, regulation plans and proportionate breakfast or before-school support. DfE menu includes attendance, behaviour and wellbeing strategies. The EEF pupil premium guide advises addressing wider barriers alongside teaching. https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy	5	Fortnightly attendance and pastoral review; half-termly pupil plans; record actions, barriers, safeguarding links and impact.
Social emotional learning and nurture	Provide protected, structured ELSA or nurture support, emotional check-ins and staff development. Establish cover and referral arrangements so provision is not routinely displaced. EEF social and emotional learning evidence supports explicit, sequenced teaching integrated with everyday practice. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 6	Entry and exit measures, attendance at sessions, pupil voice, behaviour and readiness-to-learn records.
Family engagement, transition and equitable participation	Use specific, practical communication, enhanced transition visits and one-page profiles; support access to trips, clubs, leadership, music, sport, swimming, uniform or equipment where diagnosis shows a barrier. EEF parental engagement evidence emphasises positive, personalised communication linked to learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5, 6	Termly participation audit; planned transition and family meetings; pupil and family feedback; clear case-by-case rationale.
Contingency for newly identified acute need	Retain a small, controlled contingency to respond promptly to mobility or newly identified barriers, with approval recorded against the DfE menu of approaches. EEF implementation guidance supports monitoring and adaptation; expenditure must remain evidence-informed and linked to diagnosed need. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation	All	Headteacher approval, documented need and intended outcome; termly governor review.

Alignment with the Inclusion Strategy

This plan and the Worth Primary School Inclusion Strategy 2026 to 2027 use one shared model: ambitious universal teaching, timely adaptations and additional support, and wider action on belonging and participation. Pupil premium pays only for activity that is additional, evidence-informed, linked to diagnosed barriers and permitted by the DfE menu of approaches; it does not replace the school's SEND, equality or safeguarding duties.

Inclusion Strategy priority	Pupil premium contribution	Shared evidence
Inclusive teaching	CPD, coaching, diagnostic assessment, explicit instruction, vocabulary, scaffolding, independence and effective TA deployment.	Lesson and work evidence, assessment, staff confidence and pupil independence.

Inclusion Strategy priority	Pupil premium contribution	Shared evidence
Early literacy language and maths	Phonics, fluency, comprehension, communication, writing and maths teaching in six to eight week cycles connected to class learning.	Screening, baseline and exit measures, curriculum transfer and avoided curriculum loss.
Regulation belonging and attendance	Predictable routines, attendance response, nurture, check-ins, regulation plans and family contact.	Attendance, engagement, pastoral evidence, pupil and family voice.
Access participation and transition	Practical adjustments and equitable access to enrichment, leadership and transition support.	Participation audit, accessibility evidence, meeting completion and belonging.
Sustainable small-school implementation	Protected review time, cross-training, clear leads, contingency and termly governor scrutiny.	Fidelity, continuity during absence, workload feedback, spend and decisions.

Budget summary

Tier	Budget	Share of total
High-quality teaching	£13,500.00	41.0%
Targeted academic support	£12,410.00	37.7%
Wider strategies	£7,000.00	21.3%
Total	£32,910.00	100.0%

Implementation monitoring and evaluation

The pupil premium lead will maintain an implementation record for each activity covering the intended mechanism, delivery milestones, staff responsibility, reach, fidelity and cost. The school will review provision half-termly and outcomes termly. Governors will receive a termly summary that distinguishes whether an activity was delivered as intended from whether it improved pupil outcomes.

When	Review focus	Decision
Half-termly	Delivery, pupil attendance at support, fidelity, staffing, participation and emerging barriers.	Continue, solve an implementation problem, adapt or stop.
Termly	Attainment and progress from baseline; attendance and punctuality; work, pupil voice, wellbeing and family evidence.	Maintain, retarget, intensify or replace activity.
Annually	Overall outcomes, value for money, subgroup patterns and sustainability; review against the EEF five-step process.	Publish updated statement and revise the three-year strategy.

Part B Review of the previous academic year

Pupil premium strategy outcomes 2025 to 2026

The 2025 to 2026 evidence indicates strong improvement in internal attainment and progress for disadvantaged pupils, alongside improved attendance. Outcomes were less consistent in statutory phonics and Key Stage 2 reading and mathematics. Because Worth has small cohorts and high overlap between disadvantage, SEND and mobility, percentages can move sharply with one pupil. The evaluation therefore considers numbers and percentages alongside starting points, progress, cohort context, work and professional review. It does not assume that pupil premium activity alone caused the changes reported.

Headline outcomes

Measure	2025 to 2026 outcome	Comparison or context	Evaluation
Internal attainment at expected standard	79.2% of disadvantaged pupils; 100% when pupils with SEND are excluded.	58.3% of disadvantaged pupils reached the expected standard in 2024 to 2025. Whole-school attainment was 79.2%.	A substantial improvement. The difference when SEND is excluded confirms that overlapping need remains the most important attainment barrier.
Internal attainment above expected	4.2% of disadvantaged pupils.	0% in 2024 to 2025; whole-school figure was 10.4%.	Some improvement, but disadvantaged high attainers remain a priority so support does not focus only on pupils below expectation.
Internal progress	100% of measurable disadvantaged pupils made expected progress; 41.7% made accelerated progress.	Whole-school figures were 95.7% expected progress and 40.4% accelerated progress.	Strong evidence that adaptive teaching and targeted support helped disadvantaged pupils move forward from their starting points.
Attendance	Disadvantaged attendance reached 95.65%.	Previous position was 91.2%. Whole-school attendance rose from 93.5% to 95.5%; persistent absence fell from 22.9% to 8.8%.	Early follow-up, family contact and pastoral support were associated with stronger engagement. Individual persistent absence remains significant in a small cohort.
Phonics screening	50% met the standard.	91% in 2025; the 2026 cohort was 60% SEND and the school prediction was 30%. All pupils made progress from their starting points.	The result exceeded the cohort prediction but remains below the previous year. Fidelity, keep-up teaching and language support must remain priorities.
Key Stage 2 statutory outcomes	Reading 42.9%; writing 86%; maths 57.1%; combined 42.9% at expected standard.	Seven pupils in the cohort; 43% SEND and 43% joined the school after the usual starting point. National 2026 figures recorded in school data were reading 75%, writing 74.6%, maths 75% and combined 63.2%.	Writing was a clear strength and reflected the whole-school writing focus. Reading comprehension and mathematics remained weaker and require more systematic support.
Key Stage 2 disadvantaged progress	Reading progress 9.32; writing 17.44; maths 3.22 in the school assessment record.	Small cohort results are not published and should be interpreted with the cohort profile and individual trajectories.	Positive progress measures support continuation of ambitious teaching, while low attainment in reading and maths shows that progress has not yet removed all gaps.

Evaluation of funded activity

Activity area	What the evidence indicates	What we learned and will change
High-quality teaching and staff development	Internal disadvantaged attainment rose to 79.2%, and 100% of measurable disadvantaged pupils made expected progress. Writing outcomes were particularly strong. School review evidence identified adaptive teaching, visual and verbal supports and clear routines as effective.	Continue the common inclusive teaching repertoire and coaching. Give greater emphasis to phonics, reading comprehension, mathematical fluency, oral language and fading scaffolds so pupils become more independent.
Targeted academic support	Targeted help contributed to strong progress from starting points, including for pupils with SEND and disadvantage. However, statutory phonics, reading and maths attainment remained uneven, and previous review evidence showed that absence and timetable disruption weakened intervention impact.	Use six to eight week cycles with precise baselines and exit measures. Align intervention with current class learning, protect delivery, record pupil attendance and check transfer into independent classroom work.
Attendance, pastoral and family support	Disadvantaged attendance improved from 91.2% to 95.65%, whole-school attendance reached 95.5%, and persistent absence reduced substantially. Family contact and pastoral support increased engagement.	Retain rapid, needs-aware follow-up and fortnightly review. Target the remaining individual cases, monitor punctuality, and evaluate whether improved attendance is followed by stronger attainment and participation.
Wellbeing and inclusion	School evaluation found that joined-up pastoral and teaching work, predictable routines and support for regulation benefited vulnerable pupils. Staff absence had previously displaced some nurture provision.	Protect structured provision, cross-train at least two adults for essential support, connect pastoral plans with classroom practice and use entry and exit measures rather than counting sessions alone.
Enrichment and participation	Support widened access to educational visits and wider opportunities, but earlier provision such as breakfast and after-school support had inconsistent family take-up.	Use a termly participation audit, consult families about practical barriers, and target funding where it demonstrably improves access, belonging, readiness or curriculum learning.

Overall lessons for 2026 to 2027

The school will continue the approaches with the strongest evidence of reach and benefit: adaptive teaching, writing development, rapid attendance response, family contact and joined-up pastoral support. The next phase will concentrate resources on fewer, better-implemented priorities. Phonics, reading comprehension, oral language and mathematics will receive additional attention; interventions will be time-limited and connected to class teaching; essential provision will be protected during foreseeable staff absence; and governors will review implementation, outcomes and expenditure separately each term.

Externally provided programmes

Programme	Provider
Speech and Language Link or Speech Link, if commissioned	Speech Link Multimedia Ltd
Read Write Inc. phonics and early reading	Ruth Miskin Training and Oxford University Press
White Rose Maths curriculum resources and interventions	White Rose Education
Standardised diagnostic assessments and online learning tools	Confirm providers used in 2026 to 2027

Service pupil premium

Where service pupil premium is received, it will be used primarily for pastoral support during mobility, parental deployment or other challenging periods, and for academic support where assessment identifies this as a priority. Its impact will be reviewed through individual progress, wellbeing, attendance and transition evidence without identifying pupils.

Evidence sources

Organisation	Resource	Web address
Department for Education	Pupil premium and strategy statement template	https://www.gov.uk/government/publications/pupil-premium
Department for Education	Using pupil premium guidance for school leaders and menu of approaches	https://www.gov.uk/government/publications/pupil-premium/using-pupil-premium-guidance-for-school-leaders
Education Endowment Foundation	The EEF Guide to the Pupil Premium	https://educationendowmentfoundation.org.uk/using-pupil-premium
Education Endowment Foundation	Teaching and Learning Toolkit	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit
Education Endowment Foundation	Special Educational Needs in Mainstream Schools	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send