Pupil Premium Strategy Statement
Wormholt Park Primary School

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.
This Strategy Statement will be planned carefully in order to ensure it is sustained. It will be closely monitored by school leaders annually.

School overview

Detail	Data
Number of pupils in school	280
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028
Date this statement was published	September 2025
Date of first review	September 2026
Statement authorised by	Anika Hargie
Pupil premium lead	Nadia Osta
Governor / Trustee lead	Emma Porteous

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,700
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	£207,700

Part A: Pupil Premium Strategy Plan

Statement of Intent

The school's intention is that every pupil, irrespective of their background or the challenges they face, is enabled to reach their full potential.
We will use the pupil premium to ensure that disadvantaged pupils are supported to achieve this goal, including pupils who are high achievers.
The school considers that vulnerable pupils (those with social workers or who are young carers) should equally be supported, considering the challenges they face. This is regardless of whether they are disadvantaged or not.
We will achieve this by:

- Ensuring all teaching is of high-quality – all children will benefit from this, whether disadvantaged or not.
- Ensuring assessments are effective in identifying gaps, so interventions can be put into place swiftly. These will be carefully monitored to ensure children are making progress.
- Having high expectations for all our pupils and creating a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes
- Offering a broad and ambitious curriculum and wider school experiences, to engage and motivate pupils.
- Ensuring our play provision is outstanding to support children's physical, social and emotional development, with a focus on resilience.

This will enable:

- The disadvantaged attainment gap to be narrowed/closed. Other children's attainment and progress will be sustained and improved.
- Gaps in learning to be closed due to targeted interventions
- All staff to have high aspirations of all the pupils
- All pupils to have opportunities to develop their potential and participate in all aspects of school life

We use a tiered approach to pupil premium funding, balancing approaches to improving teaching, targeted academic support and wider strategies.
Putting Evidence to Work - A School's Guide to Implementation
This strategy is aligned to our SDP and existing practices to ensure a sustained impact.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, screening and observations show that there are significantly low levels of speech, language and communication skills across the school, with both disadvantaged and non-disadvantaged pupils
2	Observations and assessments in EYFS and KS1 show that some pupils, including disadvantaged pupils have low phonic knowledge, negatively impacting their ability to develop swiftly as readers
3	Observations and assessments in EYFS and KS1 show that some pupils, including disadvantaged pupils lack reading comprehension skills and wider

	vocabulary knowledge. Home circumstances which do not promote parent support with reading.
4	Social, emotional and mental health issues resulting in low confidence and self-esteem which affects participation
5	Pupils may have family circumstances or expectations that impact negatively upon their learning and ability to take up extra-curricular opportunities
6	Some levels of attendance are low, impacting negatively on pupils' learning

Intended outcomes 2026 - 2028

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
Accelerated progress in reading, writing and maths to close gaps between disadvantaged and others, while sustaining and improving attainment and progress of non-disadvantaged.	All children have baseline assessment, so gaps in learning can be identified and progress assessed Intervention groups established and class teaching planned to close these gaps. **Using Summer 2025 data as a baseline, there will be an improvement in % of pupils meeting expected standard by Summer 2028**
Accelerated progress in phonics across KS1 and KS2 KS2 children who did not previously pass the test, will pass	Baseline assessments carried out in September for all pupils from Reception to Y2. Assessments carried out each half term to measure progress Any KS2 child who didn't pass the check also baselined. Interventions put in place for those needing it All new starters are assessed in phonics **There will be an increase in the % of pupils passing the phonics check at the end of Y1** **by Summer 2028**
Accelerated progress in reading comprehension and vocabulary development **(new outcome added in September 2026)**	Introduction of DSR (Daily Supported Reading) Children will make accelerated progress through book bands. Children will demonstrate a wider, richer vocabulary
Children will develop their speech, language and communication skills	Screening of children in Nursery and Reception S&L interventions established across EYFS and KS1 **There will be significantly improved speech, language and communication skills across the school by Summer 2028**
Whole school attendance will improve for both disadvantaged and non-disadvantaged pupils	Attendance officer and Family Practitioner to work closely with families RHE sessions used to promote good attendance with pupils, focussing on well-being.

	There will be an increased percentage of attendance in line with national by Summer 2028
Pupils' mental health and wellbeing will be a priority across the school.	Teachers trained to identify children with mental health issues All children will receive high quality RHE/RSHE sessions MESH team will work with identified pupils Partnership with MIND who will support children with SEND **Pupil surveys and pupil voice, as well as staff observations, will show that there are improved and sustained high levels of wellbeing.**
Parents will be more positively engaged with their child's learning	Weekly Head Teacher's Newsletter shared with parents Parent Workshops every half term Engagement with Google Classroom Communication from school each half term, explaining what the children will be learning (also on website) Parent Meetings **Parental surveys and communication with school will demonstrate increased engagement.**
Children will receive an outstanding play offer every day at playtime through OPAL project.	Platinum Status will be maintained. Physical, emotional, social skills will be enhanced. Children's resilience will significantly increase. School to become a host school for the South East Region.

Activity in this academic year

This details how we intend to spend our pupil premium to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.

It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the 'bread and butter' of effective teaching.

Budgeted cost:

Activity (Costs in 2026-27)	Evidence that supports this approach	Challenge number(s) addressed
Whole School Phonics Training (ELS) and purchase of high quality phonic books.	EEF Toolkit: Phonics *Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.* Phonics | EEF	2,3,
	Shrec	
Regular whole staff CPD opportunities to enhance and sustain understanding of school improvement strands, including: *National College CPD- £1244.*	Teacher Development Trust *Research shows that effective CPD helps children succeed and teachers thrive.* Why is CPD so important? EEF - Effective Professional Development *Ensuring that teachers are provided with high quality PD is crucial in improving pupil outcomes* Effective Professional Development	1,2,3,4
Ensure all teaching staff can identify pupils in need of interventions. Sonar Tracker System- £1,602	EEF - Diagnostic Assessment *When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups* DIAGNOSTIC ASSESSMENT	1,2,3,5,6
Ensure all teaching staff can identify pupils with Social, Emotional and Mental Health issues	EEF: Improving Social and Emotional; Learning in Primary Schools Guidance Report IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS	4,5,6
Ensure all teaching staff receive CPD to improve teaching of writing.	Teacher Development Trust *Research shows that effective CPD helps children succeed and teachers thrive.* Why is CPD so important? EEF - Effective Professional Development *Ensuring that teachers are provided with high quality PD is crucial in improving pupil outcomes* Professional Development Guidance Report	1,2, 3, 4
Purchase of standardised	EEF- Diagnostic Assessment	1,2,3

diagnostic assessments NFER Tests- £1,800	*Standardised tests provide a reliable measure for strengths and weaknesses and gaps in learning. Enable accurate interventions to be established* DIAGNOSTIC ASSESSMENT Assessment & Feedback Guidance	
Focus on staff workload and wellbeing. Eg: PPA at home for all teachers	DfE School workload reduction toolkit School workload reduction toolkit Anna Freud Centre Ten steps towards school staff wellbeing	1-6
Ensuring a broad and ambitious curriculum, with a language rich focus KAPOW Cost: £1,706	EEF Toolkit: Early Literacy Approaches *Early literacy approaches have been consistently found to have a positive effect on early learning outcomes* Early literacy approaches - EEF EEF Toolkit: Communication and Language Approaches *Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills* EEF	1, 2, 3,4

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

Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.
These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to be ongoing, but manageable.
Learning in one to one and small groups is carefully linked with classroom teaching.
For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced and well-trained.
Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Same day in class interventions (TAs) - *PS6 - £41030*	EEF Toolkit - Teaching Assistant Interventions *Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact* Teaching Assistant Interventions | EEF	1,2,3,4,

S&L – Therapies *External Agencies working across the school from Nursery to Year 6 -£17,338*	*Early Years and Whole School* EEF - Early Language Development Research *Evidence shows that 'at all levels of communicative development in the preschool years (0–5), the right environmental support has the potential to make a real difference to children's language learning, and, consequently, to their later academic success. However, ensuring that all children benefit from rich environmental support requires a coherent approach'* Early language | EEF *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*. Oral language interventions | EEF	1
Daily Supported Reader KS1 small group teaching *£5000*	EEF Toolkit - Small Group Tuition *Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.* Small group tuition | EEF	1,2,3,4
Parent curriculum workshops	EEF- Parental Engagement Guidance Report *It is crucial to consider how to engage with all parents to avoid widening attainment gaps.* Parental engagement | EEF	4,5,6
Educational Psychologist - £7,800	EEF – SEN in mainstream school *It is important to acknowledge that there is so much to know about SEND that it is unreasonable to expect teachers to become experts in every aspect of such a broad and varied field. The focus, instead, should be on learning the skills required to understand pupils and their learning needs, gaining the confidence to make decisions based on observations and experience, and knowing when to seek specialist support* SEN in mainstream school	1, 2, 3, 4, 5, 6
Additional phonic sessions to catch up R-Y2. *In addition, extra adult in Y1 to run interventions* *TA support 1.5 hrs per day, 5 days per week - £6,500*	EEF Toolkit: Phonics *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.* Phonics | EEF	2,3,4

New EAL starters receive 1:1 sessions to assist transition into school *Teacher support 0.5 days per week – £5,500*	EEF- Toolkit One to one tuition | EEF Wormholt Passport	5
Speech and Language Targeted Work Teaching assistants *Early Years and Whole School* *£24,914*	EEF - Early Language Development Research *Evidence shows that 'at all levels of communicative development in the preschool years (0–5), the right environmental support has the potential to make a real difference to children's language learning, and, consequently, to their later academic success. However, ensuring that all children benefit from rich environmental support requires a coherent approach'* Early language | EEF *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*. Oral language interventions | EEF	1, 2, 3
Additional class teacher x 2 days per week in Valley *£20,000*	School Inclusion Base	

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

Social and emotional skills are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. (EEF)

At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.

Activity	Evidence that supports this approach	Challenge number(s) addressed
RRSA - Rights Respecting Ethos	RRSA School award	1 - 6

embedded across the school	*Children, at Wormholt Park, know they have their rights from birth, they are for life, cannot be taken away and are all equally important.* *Underpinned by a common rights respecting language, our children learn about their rights by putting them into practice in school every day, whilst knowing that these rights apply in the wider world.* *Our learning climate empowers children to always try their best, support each other and learn to their fullest potential, in a positive and calm school.* The Rights Respecting Schools Award | UNICEF UK	
Art Therapy *Identified pupils receive Art therapy for a set number of weeks* *Art Therapy Provision - £21600*	EEF: Improving Social and Emotional Learning in Primary Schools *Social and Emotional Learning is the process through which children understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.* Improving Social and Emotional Learning in Primary Schools	5, 6
Attention Autism *Small group work with identified pupils CPD* *TA support 1.5 hrs per day, 5 days per week - £6,500*	EEF – SEN in mainstream school *Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.* SEN in mainstream school	1, 5
Working with parents and external agencies to improve attendance Attendance Officer - £21,000	DfE: Improving School Attendance *Schools need to offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families* Improving school attendance: support for schools and local authorities	6
Working with vulnerable families to support attendance and pastoral care *Family Practitioner* *Provision - £12,000*	*EEF - Parental Engagement Guidance Report* *Communicate with parents to support attendance and pastoral care* *Parental engagement | EEF*	5, 6

Breakfast club *ensures every child who needs it eats a healthy breakfast* *£18,500*	EEF - Magic Breakfast *The aim of the project was to improve attainment outcomes by increasing the number of children who ate a healthy breakfast.* Magic Breakfast | EEF	4, 6
ELSA - Emotional Literacy support given to identified pupils *£11,000*	EEF - Toolkit:Communication and Language Interventions *Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills* EEF EEF - Toolkit: Social and Emotional Learning *Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.* Social and emotional learning | EEF	5, 6
RSHE sessions - weekly sessions delivered	EEF - Toolkit: Social and Emotional Learning *Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.* Social and emotional learning | EEF	5,6
Staff Wellbeing	DfE School workload reduction toolkit School workload reduction toolkit Anna Freud Centre Ten steps towards school staff wellbeing	1-6
Trips and Workshops costs - £4,000	EEF Toolkit: Life Skills and Enrichment *At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.* Life skills and enrichment | EEF	6
Free after school clubs for all pupils	Participation in arts, sport, outdoor learning and wider enrichment opportunities improves motivation, confidence, teamwork and engagement with school. These experiences are particularly beneficial for disadvantaged pupils by broadening opportunities and raising aspirations. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	

Skills Builder Programme - *Our school is part of an exciting programme called Skills Builder. The mission is to "equip young people with the skills, experiences and aspirations they need to succeed in life".* *£1275*	EEF Toolkit: Evidence on life skills and enrichment from *By 'Character', we mean a set of attitudes, skills and behaviours that are thought to underpin success in school and beyond. These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes.* Life skills and enrichment | EEF	1-5
Wellbeing for Families	Felix Project Second-hand uniform Second-hand book Sales Outdoor Library Parent Workshops Emergency donations Smol and Shine laundry service Referrals to foodbank Referrals to Summer holiday schemes Learning Packs distributed Toiletries Packages Family Practitioner School Nurse Coffee Mornings Weekly Newsletters Transition to Secondary School for Vulnerable pupils	6

Part B: Review of outcomes in 2025-2028

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2025-2026** academic year.

<table>
<tr><th>Intended outcome</th><th>Success criteria</th><th>Comments</th></tr>
<tr>
<td>Accelerated progress in reading, writing and maths to close gaps between disadvantaged and others, while sustaining and improving attainment and progress of non-disadvantaged.</td>
<td>All children have baseline assessment, so gaps in learning can be identified and progress assessed
Intervention groups established and class teaching planned to close these gaps.
Using Summer 2025 data as a baseline, there will be an improvement in % of pupils meeting expected standard by Summer 2028</td>
<td>SATS results
<u>Pupil Premium</u>
Percentage of pupils who got combined
<table>
<tr><th></th><th>2024</th><th>2025</th><th>2026</th></tr>
<tr><td>PP</td><td>62% (26/42)</td><td>48% (13/27)</td><td>70% (16/23)</td></tr>
<tr><td>Non PP</td><td>44% (8/18)</td><td>54% (15/27)</td><td>46% (5/11)</td></tr>
<tr><td>% of PP in cohort</td><td>70% (42/60)</td><td>50% (27/54)</td><td>68% (23/34)</td></tr>
</table>
Multiplication Check
<table>
<tr><th></th><th>WPS 2024</th><th>WPS 2025</th><th>WPS 2026</th></tr>
<tr><td>PP</td><td>48% (10/21)</td><td>30% (6/20)</td><td>57% (12/21)</td></tr>
<tr><td>Non PP</td><td>50% (5/10)</td><td>44% (8/18)</td><td>90% (9/10)</td></tr>
<tr><td>% of PP in cohort</td><td>68% (21/31)</td><td>53% (20/38)</td><td>68% (21/31)</td></tr>
</table>
</td>
</tr>
<tr>
<td>Accelerated progress in phonics across KS1 and KS2
KS2 children who did not previously pass the test, will pass</td>
<td>Baseline assessments carried out in September for all pupils from Reception to Y2. Assessments carried out each half term to measure progress
Any KS2 child who didn’t pass the check also baselined.
Interventions put in place for those needing it
All new starters are assessed in phonics
There will be an increase in the % of pupils passing the phonics check at the end of Y1
by Summer 2028</td>
<td>Phonics results
<u>Pupil Premium</u>
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<tr><td>PP</td><td>64% (14/22)</td><td>73% (8/11)</td><td>76% (19/25)</td></tr>
<tr><td>Non PP</td><td>77% (23/30)</td><td>77% (10/13)</td><td>75% (15/20)</td></tr>
<tr><td>% of PP in cohort</td><td>42% (22/52)</td><td>46% (11/24)</td><td>56% (25/45)</td></tr>
</table>
</td>
</tr>
</table>

Children will develop their speech, language and communication skills	Screening of children in Nursery and Reception S&L interventions established across EYFS and KS1 **There will be significantly improved speech, language and communication skills across the school by Summer 2028**	**GLD C&L results** 3.5% increase in pupil premium children reaching the expected level in C&L at the end of Reception
Whole school attendance will improve for both disadvantaged and non-disadvantaged pupils	Attendance officer and Family Practitioner to work closely with families RHE sessions used to promote good attendance with pupils, focussing on well-being. **There will be an increased percentage of attendance in line with national by Summer 2028**	Whole School Attendance dip 94-93% Work with LBHF attendance pilot scheme to commence in Sept 26
Pupils' mental health and wellbeing will be a priority across the school.	Teachers trained to identify children with mental health issues All children will receive high quality RHE/RSHE sessions MESH team will work with identified pupils **Pupil surveys and pupil voice, as well as staff observations, will show that there are improved and sustained high levels of wellbeing.**	Partnership with MIND who will support children with SEND in 26-27 Pupil surveys/voice consistently demonstrating very high levels of pupil happiness and wellbeing
Parents will be more positively engaged with their child's learning	Weekly Head Teacher's Newsletter shared with parents Parent Workshops every half term Engagement with Google Classroom Communication from school each half term, explaining what the children will be learning (also on website) Parent Meetings **Parental surveys and communication with school will demonstrate increased engagement.**	Parent surveys demonstrate positive view of school and engagement with children's learning

Children will receive an outstanding play offer every day at playtime through OPAL project.	Physical, emotional, social skills will be enhanced. Children's resilience will significantly increase.	Platinum Award received – highest 1% of schools receive this for outstanding play provision. School has been asked to host OPAL open days for existing and prospective OPAL schools

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Wider Curriculum Scheme Kapow Primary	Kapow Primary https://www.kapowprimary.com
Maths Scheme	White Rose Maths https://whiterosemaths.com/
ELSA	ELSA Network https://www.elsa-support.co.uk/
Skills Builder	Skills Builder Partnership https://www.skillsbuilder.org/
ELS	Essential Letters & Sounds https://www.essentiallettersandsounds.org
CPD for Schools	National College CPD https://nationalcollege.com