



## Pupil premium strategy statement

This statement details our school's 3 year strategy statement for the use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It also outlines how we intend to spend the funding in this 2024 - 2025 academic year. The impact of this year's spending of pupil premium within our school will be evaluated and reported at the end of the year.

### School overview

| Detail  | Data                                    |
|---|---|
| School name   | Wormley CE Primary School               |
| Number of pupils in school  | 417 (440 with YN)                       |
| Proportion (%) of pupil premium eligible pupils   | 29%                                     |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024-2027                               |
| Date this statement was published   | November 2024                           |
| Date on which it will be reviewed   | July 2027 (with interim annual reviews) |
| Statement authorised by   | Tracy Gaiteri                           |
| Pupil premium lead  | Deborah Harris                          |
| Governor / Trustee lead   | Ellie Ridgeway & Wesley Fox             |

### Funding overview

| Detail   | Amount ( <b>Actual</b> ) |
|--|--------------------------|
| Pupil premium funding allocation this academic year                                    | £ 167,410                |
| Recovery premium funding allocation this academic year                                 | £ 0                      |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £1,425                   |

|  |                               |
|--|-------------------------------|
| <b>Total funding for the academic year</b> | £ 168,835 ( <b>£176,924</b> ) |
| <b>Total budget for this academic year</b> | £ 168,859 ( <b>£183,175</b> ) |

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision is that, from arrival at Wormley CofE Primary School, each child should grow in their awareness of themselves and others, moving forward in their learning journey and maximising their learning potential in school and beyond. Our intention is that they come to know that they are loved by God, and therefore, all things are possible.

We believe that every pupil should have the opportunity to achieve the best possible start in life. We are committed to breaking down any barriers to outstanding achievement and attainment.

Our aim is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across all subject areas through a focus on quality provision informed by a rigorous cycle of review and planning, whilst raising attainment for all. 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 and young carers. 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 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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Attainment gaps in reading, writing and maths between pupils eligible for PPF and other pupils. |

|   |   |
|---|---|
| 2 | Language deficit on entry to school as a result of lack of talk, experiences and reading at home or as a result of English being an additional language at home. Many of our older pupils are also unable to express themselves in a clear, confident manner which impacts on their learning and sense of agency. |
| 3 | Emotional well-being is lower than for the non-disadvantaged group and ACEs higher as a result of trauma, domestic issues and poverty   |
| 4 | Attendance rates for pupils eligible for PPF have historically been lower than for the non-disadvantaged group. Reduced school hours results in reduced progress  |
| 5 | A significant percentage of pupils eligible for PPF have complex needs including SEN. 28% of these pupils also have SEN. 65% have another need in addition to financial disadvantage.   |
| 6 | Some families within the PP group are reluctant to work in partnership with the school. We aim to take sensitive and supportive action especially in the context of concerns around the coronavirus pandemic.   |

## 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  |
|---|---|
| The gap between the attainment and progress of PPF pupils in reading, writing and maths and their peers is diminishing.         | The attainment gap between Pupils in receipt of PPG and their peers will diminish.<br>They will achieve national average progress scores in reading, writing and maths.             |
| The average attendance of PPF pupils will increase in line with the attendance of all pupils                                    | Attendance of pupils in receipt of PPG will be in line with their peers<br>Persistent absence will continue to diminish for the pupils in receipt of PPG                            |
| PPF Pupils will become more effective speakers and listeners and be empowered to find their voice to succeed in school and life | PPF pupils will value oracy, effectively communicate their thinking and listen well to others.<br>Pupils will make progress in all 4 elements within the Oracy Framework (Oracy 21) |

## Activity in this academic year

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

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

Budgeted cost: £ 123,877 (**£144,488**)

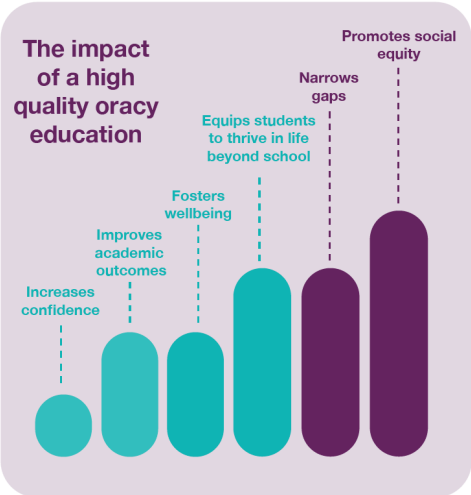
| Activity   | Evidence that supports this approach  | Challenge |
|--|---|-----------|
| <p><b>Pupil premium lead</b> – <i>a member of the school's senior leadership team has specific responsibility for championing the disadvantaged, delivering the strategy and working closely with families</i></p>                       | <p>Evidence shows that providing a clear, strategic and responsive leadership focus on PPF is common in schools which are more successful in raising attainment for disadvantaged pupils.</p> <p><i>An integral part of delivery is the continual monitoring of the progress of the strategy so that the approach can be adapted when and where appropriate, enabling the strategy to be embedded and improved within the reality of the context.</i></p> <p>Levels of parental engagement are consistently associated with improved academic outcomes.</p> <p><i>Close engagement is clearly crucial to ensure that pupils are supported to learn and thrive.</i></p>  | 1 - 6     |
| <p><b>Developing high quality teaching, assessment and a broad and balanced, knowledge based curriculum which responds to the needs of the pupils</b></p>  | <p><i>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils.</i></p> <p><i>Supporting continuous and sustained professional development is crucial to developing teacher practice.</i></p> <p><i>A sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs. Meaningful and manageable assessment is crucial.</i></p> <p><i>Pupils' wellbeing and social, emotional learning is not separate from their academic, curriculum-based learning.</i></p> <p>EEF reports:<br/>A tiered approach to school planning<br/>Making Best Use of Teaching Assistants advises that schools should provide sufficient time for TA training</p> | 1 - 6     |
| <p><b>Mentoring and Coaching for teaching staff</b></p> <ul style="list-style-type: none"> <li>● <i>mentors for ECTs and students with release time to meet</i></li> <li>● <i>Termly coaching sessions for middle leaders</i></li> </ul> | <p><i>Evidence shows that mentoring and coaching can be an important source of support to teachers and to their ongoing development</i></p>   | 1 - 6     |

|   |   |         |
|---|---|---------|
| <p><b>Support the recruitment and retention of teaching staff:</b></p> <ul style="list-style-type: none"> <li>● <i>renew wellbeing award</i></li> <li>● <i>programme of wellbeing training</i></li> <li>● <i>shared PPA</i></li> <li>● <i>release time for middle leaders</i></li> <li>● <i>support for professional development</i></li> </ul> | <p><i>Evidence shows that managing workload and offering effective professional development are key to retaining great teachers which, in turn, is crucial to maintaining a high standard of teaching and learning</i></p>  |         |
| <p><b>Teaching assistant deployment and interventions</b></p> <p>will provide in high quality provision within the classroom as well as learning interventions bespoke to the needs of pupils to bridge the gaps in maths, reading, writing and phonics</p>   | <p>Strategic development of teaching assistants is important to ensuring that priority pupils are supported.</p> <p>Evidence shows that deploying staff effectively to work with pupils who need the most support has a positive impact on the attainment of disadvantaged pupils.</p> <p>The overriding principle from the evidence is that teaching assistants (TAs) should be deployed in a way that supplements, not replaces, the teacher.</p> <p>Evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils.</p> <p>High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. These interventions are carefully targeted through identification and assessment of need and the intensity should be monitored. Some pupils may make quick gains, so assessment needs to be monitored - in a manageable fashion - over time.</p> | 1,2,3,5 |
| <p><b>Diagnostic assessment tool</b></p> <p>Star assessment for maths and reading</p>   | <p>Assessment software designed to provide an online test for tracking, measuring and reporting on student maths and reading ability and identifying gaps in learning.</p> <p><i>“Enabling school analysis, Star is a reliable tool which can track student and child development..... to give robust diagnostics and insight which can inform student development and track progress.”</i></p>   | 1, 5    |

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

Budgeted cost: £ £27, 893 (**£25,972**)

| Activity  | Evidence that supports this approach  | Challenge         |
|---|---|-------------------|
| <p><b>Inclusion team:</b> provide targeted intervention and resources to vulnerable pupils including the specific needs of disadvantaged pupils with SEND</p>   | <p>Disadvantaged pupils with SEND have the greatest need for excellent teaching.</p> <p>Small group support allows teaching to be adapted to meet the social and academic needs of pupils. Learning is personalised and structured to meet the needs of individual pupils.</p> <p>The overriding principle from the evidence is that teaching assistants (TAs) should be deployed in a way that supplements, not replaces, the teacher.</p> <p>Evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils.</p> <p>High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored. Some pupils may make quick gains, so assessment needs to be monitored - in a manageable fashion - over time.</p> | <p>1, 2, 3, 5</p> |
| <p><b>Oracy project</b></p> <p>School taking part in 3 year Oracy 21 project to help pupils become more effective speakers and listeners and be empowered to find their voice to succeed in school and life</p> | <p>Spoken language skills are one of the strongest predictors of a child's future life chances. Being an effective orator is a route to social mobility therefore it is essential to empower all pupils, not just some, to find their voice to succeed in school and life.</p> <ul style="list-style-type: none"> <li>● On entry to school, disadvantaged pupils' language is significantly lower than their more advantaged peers</li> <li>● These gaps grow as children move through school. Students receiving free school meals are twice as likely to be below the expected language standard at age 11, up from 1.6 times at age 5</li> <li>● On leaving school, children with poor verbal communication skills are less likely to find employment and more likely to suffer from</li> </ul>  |                   |

|   |   |            |
|---|---|------------|
|   | <p style="text-align: center;">mental health difficulties</p>   |            |
| <p><b>Targeted reading support</b></p> <p>Additional staff members to focus on reading (KS1) and another to spend 1 hour per day hearing targeted KS2 pupils read</p> | <p>Encouraging a love of reading and an understanding that once we learn to read, we read to learn.</p> <p><i>“Reading for pleasure is the single biggest factor in success in later life, outside of an education. Study after study have shown that children who read for pleasure are the ones who are most likely to fulfill their ambitions”</i></p>   | <p>1,2</p> |
| <p><b>Tutoring hours</b></p> <p>Targeted small group tuition for year 6 pupils and those taking (or retaking) the phonics assessment</p>                              | <p>Tutoring can have a positive impact on pupils’ academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive <a href="#">small group tuition</a> may make, on average, 4 months additional progress and pupils who receive <a href="#">one-to-one tuition</a> may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.</p> <p>Tutoring can also help pupils to build resilience. <a href="#">Research</a> shows that individual tuition builds pupils’ confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom.</p> | <p>1,3</p> |
| <p>Third space learning<br/>Online maths <b>tutoring</b> (NTP)</p>  | <p>Providing specialised and personalised support. Third space learning are a recognised and well established training partner offering diagnostic assessment and targeted maths support to individual pupils</p> <p><i>“Evidence consistently shows the positive impact that targeted academic support can have.” (EEF, 2020)</i></p>  | <p>1</p>   |

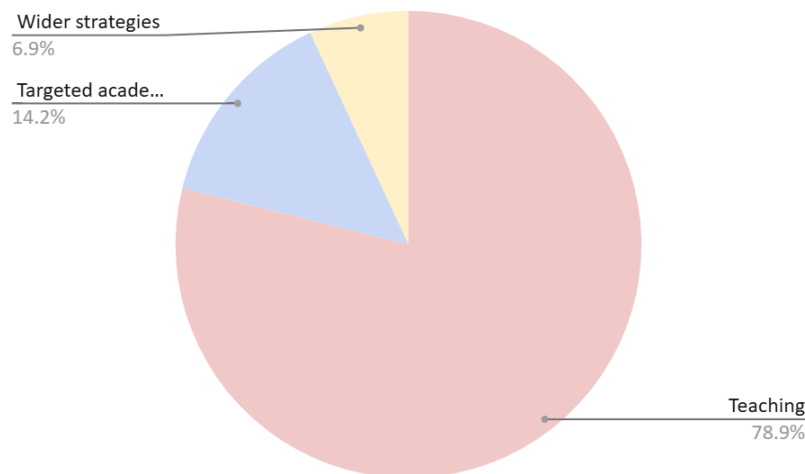
|                           |  |      |
|---------------------------|--|------|
| <b>Home Learning Club</b> | Providing pupils with access to devices and resources to enable them to complete home learning tasks | 1, 6 |
|---------------------------|--|------|

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

Budgeted cost: £17,089 **(12,715)**

| Activity   | Evidence that supports this approach  | Challenge |
|--|---|-----------|
| <b>Speech and language therapist</b><br>Pupils with identified language needs have specialised language provision  | Identified language gap in school. Research indicates that early intervention is the most effective. Overall, evidence from school internal tracking tells us that early years and pre-school intervention is beneficial  | 1,2       |
| <b>Supporting pupils' social, emotional and behavioural needs</b> Specialist therapist<br>Well-being award<br>Staff training<br>Therapeutic approach to behaviour management | EEF shows meta-cognition and self-regulation as potentially having an 8+ months impact on learning. These strategies address emotional barriers to learning, raise children's self-confidence and teaches them self-regulation and how to become effective learners                     | 3, 4, 6   |
| <b>HABs</b><br>Family support service.<br>Specialists available to support and work with families undergoing difficulties  | Research and our own data analysis shows that many vulnerable families have complex needs beyond financial difficulties. Early intervention and support can often prevent escalation and / or significant impact of pupils' well-being and education                                    | 3, 6      |
| <b>Supporting attendance</b><br>Targeted parental engagement interventions   | Poor attendance at school is linked to poor academic attainment.  | 1,2,4     |
| <b>Extra-curricular sport provision</b><br>Clubs provided free of charge / at a reduced cost to encourage pupils to attend   | Evidence shows that regular physical activity impacts positively on health, mental wellbeing and social skills.   | 1 - 6     |
| <b>Enrichment activities</b><br><br>Range from the provision of equipment / clothing to support with school trips, PGL residential trip, music lessons and holiday clubs     | NFER research indicates that ensuring high quality opportunities for all is effective in promoting good attainment.<br>To ensure the well-being of individual pupils and their readiness for learning.<br>To develop cultural capital<br><br>Removing non-academic barriers to success. | 1 - 6     |

**Total budgeted cost: £ 168,859 (Actual spend: £183,175)**



Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being directly funded by pupil premium. That will include:

- addressing race inequity and developing a more inclusive school
- investment in technology to enhance learning
- specialist teachers for sport, modern foreign languages and music
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated the impact of activity undertaken in previous years, consulted with stakeholders and reflected on research. We have previously commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address

challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's Guide to the Pupil premium \(Autumn 2024\)](#) and [EEF's implementation guidance](#) (May 2024) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put an evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

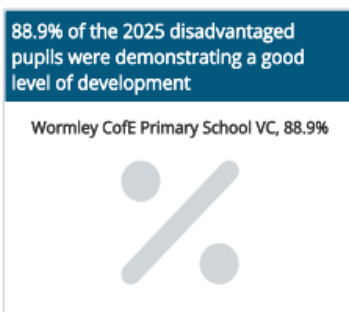
This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

### 1. The gap between the attainment and progress of PPF pupils in reading, writing and maths and their peers is diminishing.

#### Statutory assessments

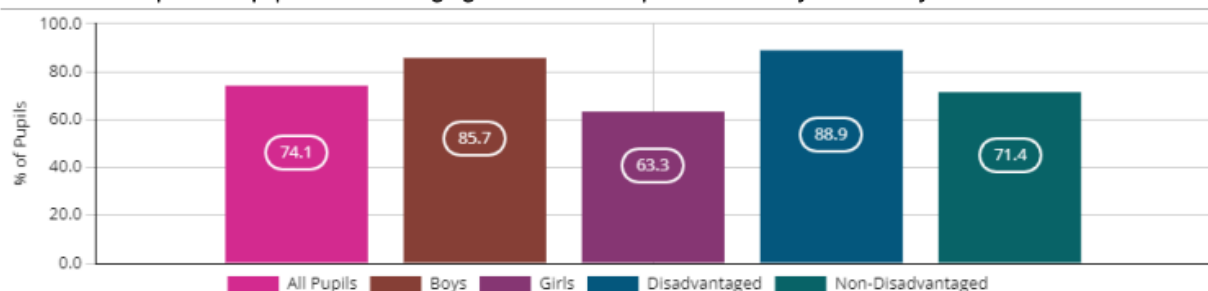
Early years : Good Level of Development

88.9% of the 2025 disadvantaged pupils demonstrated a good level of development. Our pupil premium eligible pupils performed better than the not pupil premium cohort in school. They performed better than in 23/24 84.6% Free school meal pupils performed considerably better than their Hertfordshire (45%) and National (51%) cohorts. Disadvantaged pupils outperformed their non-disadvantaged peers. There is no attainment gap.



| Disadvantaged                  | 2022 | 2023 | 2024 | 2025 |      |
|--------------------------------|------|------|------|------|------|
| Wormley CofE Primary School VC |      | 44.4 | 80.0 | 84.6 | 88.9 |
| Broxbourne                     | 42.6 | 57.3 | 54.8 | 55.4 |      |
| Hertfordshire                  | 41.6 | 47.6 | 48.0 | 45.0 |      |
| England                        | 49.4 | 52.1 | 51.5 | 51.4 |      |

Comparison of pupils demonstrating a good level of development at Wormley CofE Primary School VC for 2025



#### KS1 Phonics screening



| Student Group              | 2022/2023 | 2023/2024 | 2024/2025 | Change since 2023/2024 |
|----------------------------|-----------|-----------|-----------|------------------------|
| Pupil Premium Eligible     | 59.1%     | 73.7%     | 84.2%     | ▲ 10.5%                |
| Not Pupil Premium Eligible | 86.8%     | 65%       | 87.2%     | ▲ 22.2%                |

Our pupil premium eligible pupils have improved by over 10% compared to 23/24 and there is an improving trend over time.

Over time, the disadvantaged gap has reduced from 27% to 3%

The gap between FSM and non-FSM is significantly lower than the Herts gap.

## KS2 RWM

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

Data from statutory tests show that the performance of our disadvantaged cohort is strong.

Disadvantaged pupils outperformed their Hertfordshire cohort and their National cohort (where data is available) in ALL key areas.

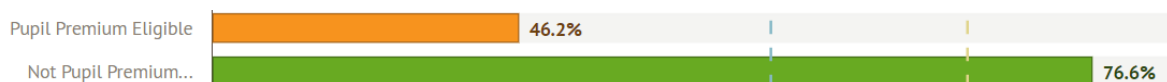
The gap between disadvantaged and non-disadvantaged pupils is less than their Hertfordshire cohort and their National cohort (where data is available) in ALL key areas.

Internal data shows that not disadvantaged pupils outperform the disadvantaged cohort in all subjects across the school. This is a national picture.

35% of disadvantaged pupils also have a SEN. About 25% were persistently absent (attendance < 90%)

## KS2 results

### RWM



|           | School | Herts |
|-----------|--------|-------|
| FSM       | 50%    | 40.3% |
| FSM boys  | 67%    | 35.1% |
| FSM girls | 33%    | 43.5% |
| Gap       | 25%    | 27.7% |

Pupils qualifying for free school meals outperformed Herts data. The gap between FSM and non-FSM is lower than the Herts gap. Boys outperformed girls.

### Reading



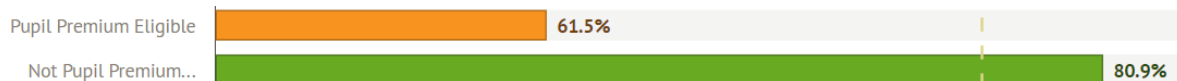
Gap reduced from 30% to 6%

### Writing



Gap increased from 17% to 37%

### Maths



Gap is similar ( 18% to 19%)

### Multiplication Test (Y4)

|                           | Scoring 25 (100% correct)  | Scoring 20+ (80% correct)                                     |
|---------------------------|--|---|
| <b>Cohort (60)</b>        | <b>32 (53%)</b><br>2024 27 (42%)<br>2023 19 (32%)<br>2022 25 (42%) | <b>51 (85%)</b><br>2024 42 (70%)<br>2023 68%<br>2022 43 (73%) |
| <b>Disadvantaged (19)</b> | <b>6 (32%)</b><br>2024 5 (26%)<br>2023 2 (17%)<br>2022 3 (27%)     | <b>14 (74%)</b><br>10 (53%)<br>2023 8 (67%)<br>2022 5 (45%)   |

More disadvantaged pupils scored full marks than in previous years and more scored at least 80% correctly than in previous years


|                            |       |       |
|----------------------------|-------|-------|
| Pupil Premium Eligible     | 17.21 | 19.37 |
| Not Pupil Premium Eligible | 22.02 | 23.41 |

The average scaled score for pupils in receipt of PPG has increased by over 2 marks. It remains less than their non-disadvantaged peers, however the gap is decreasing year on year.

### KS2 Reading, Writing and Maths combined

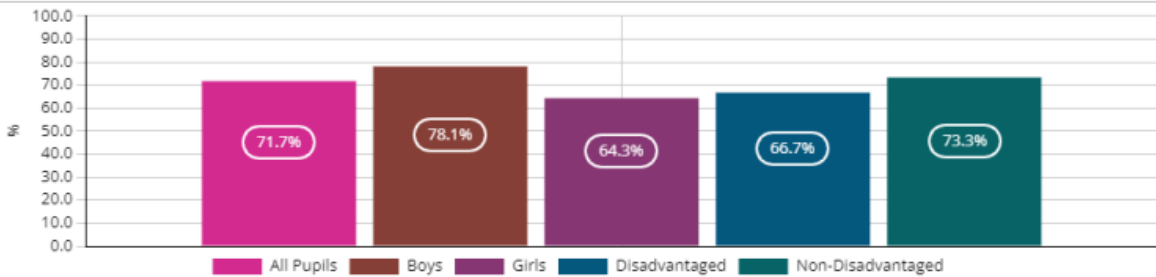
66.7% of the 2025 disadvantaged pupils were working at or above the reading, writing and maths standard

Wormley CofE Primary School VC, 66.7%



| Disadvantaged                  |                      | 2021 | 2022 | 2023 | 2024 | 2025 |
|--------------------------------|----------------------|------|------|------|------|------|
| Wormley CofE Primary School VC | No Data / Suppressed |      | 60.0 | 46.2 | 41.7 | 66.7 |
| Broxbourne                     | No Data / Suppressed |      | 38.1 | 43.0 | 43.6 | 39.8 |
| Hertfordshire                  | No Data / Suppressed |      | 36.3 | 36.3 | 40.6 | 39.2 |
| England                        | No Data / Suppressed |      | 42.7 | 44.0 | 45.5 | 47.4 |

Comparison of pupils working at or above the reading, writing and maths standard at Wormley CofE Primary School VC for 2025




67% of our disadvantaged pupils are age related in all 3 core subjects. This is an improvement of over 25% on 23/24 and is over 20% better than our local area, our local authority and the national picture.

The disadvantaged gap has reduced to 4% from 30%

### KS2 Reading

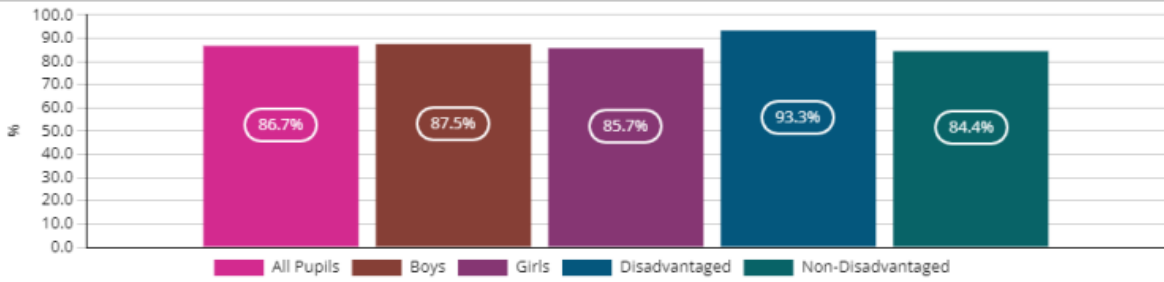
93.3% of the 2025 disadvantaged pupils were working at or above the reading standard

Wormley CofE Primary School VC, 93.3%



| Disadvantaged                  |                      | 2021 | 2022 | 2023 | 2024 | 2025 |
|--------------------------------|----------------------|------|------|------|------|------|
| Wormley CofE Primary School VC | No Data / Suppressed |      | 80.0 | 46.2 | 75.0 | 93.3 |
| Broxbourne                     | No Data / Suppressed |      | 62.7 | 62.7 | 67.9 | 61.8 |
| Hertfordshire                  | No Data / Suppressed |      | 59.8 | 57.2 | 60.9 | 59.8 |
| England                        | No Data / Suppressed |      | 62.3 | 60.2 | 62.4 | 63.2 |

Comparison of pupils working at or above the reading standards at Wormley CofE Primary School VC for 2025



93% of our disadvantaged pupils attained at age related levels in reading, an increase on 23/24 of 18%. This group outperformed the equivalent group, locally, across the local authority and nationally by over 30%.

The disadvantaged group outperformed the non- disadvantaged group.

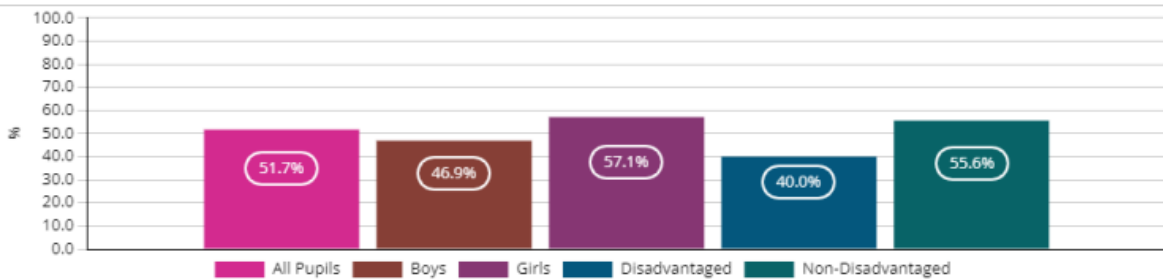
**Reading at a higher standard**

40.0% of the 2025 disadvantaged pupils were working at a higher standard of reading

Wormley CofE Primary School VC, 40.0%

| Disadvantaged                  | 2021                 | 2022 | 2023 | 2024 | 2025 |
|--------------------------------|----------------------|------|------|------|------|
| Wormley CofE Primary School VC | No Data / Suppressed | 26.7 | 23.1 | 16.7 | 40.0 |
| Broxbourne                     | No Data / Suppressed | 14.7 | 16.6 | 16.2 | 23.9 |
| Hertfordshire                  | No Data / Suppressed | 15.8 | 15.6 | 17.1 | 18.9 |
| England                        | No Data / Suppressed | 17.3 | 17.5 | 18.1 | 21.3 |

Comparison of pupils working at a higher standard of reading at Wormley CofE Primary School VC for 2025




40% of our disadvantaged pupils attained at a higher standard in reading, an increase on 23/24 of 23%. This group outperformed the equivalent group, locally, across the local authority and nationally.

**Writing**

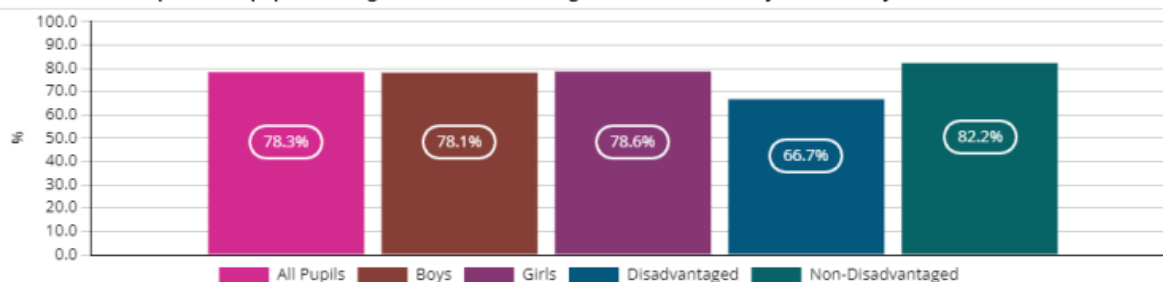
66.7% of the 2025 disadvantaged pupils were working at or above the writing standard

Wormley CofE Primary School VC, 66.7%



| Disadvantaged                  |                      | 2021 | 2022 | 2023 | 2024 | 2025 |
|--------------------------------|----------------------|------|------|------|------|------|
| Wormley CofE Primary School VC | No Data / Suppressed |      | 60.0 | 53.8 | 41.7 | 66.7 |
| Broxbourne                     | No Data / Suppressed |      | 53.1 | 54.7 | 57.3 | 56.3 |
| Hertfordshire                  | No Data / Suppressed |      | 48.8 | 50.0 | 53.2 | 51.7 |
| England                        | No Data / Suppressed |      | 55.2 | 57.9 | 58.5 | 59.4 |

Comparison of pupils working at or above the writing standards at Wormley CofE Primary School VC for 2025




67% of our disadvantaged pupils attained at age related levels in writing, an increase on 23/24 of 25%. This group outperformed the equivalent group, locally, across the local authority and nationally.

### Writing at a higher standard

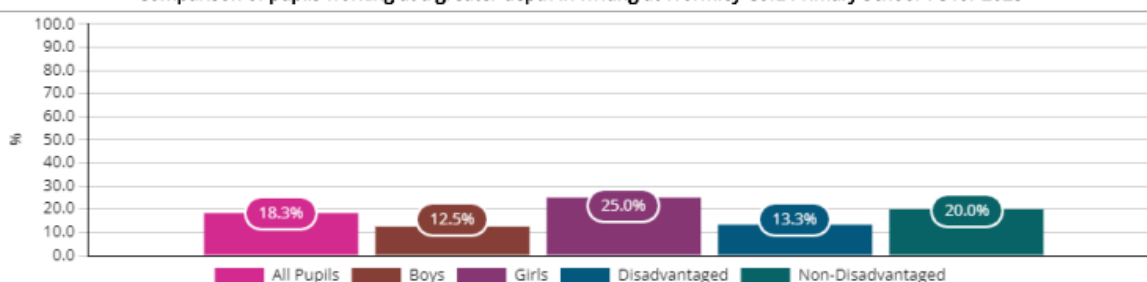
13.3% of the 2025 disadvantaged pupils were working at a greater depth in writing

Wormley CofE Primary School VC, 13.3%



| Disadvantaged                  |                      | 2021 | 2022 | 2023 | 2024 | 2025 |
|--------------------------------|----------------------|------|------|------|------|------|
| Wormley CofE Primary School VC | No Data / Suppressed |      | 6.7  | 7.7  | 0.0  | 13.3 |
| Broxbourne                     | No Data / Suppressed |      | 5.3  | 5.2  | 6.2  | 7.1  |
| Hertfordshire                  | No Data / Suppressed |      | 5.6  | 5.4  | 5.4  | 5.0  |
| England                        | No Data / Suppressed |      | 6.1  | 6.6  | 6.4  | 6.6  |

Comparison of pupils working at a greater depth in writing at Wormley CofE Primary School VC for 2025



13% of our disadvantaged pupils attained at a higher standard in writing, an increase on 23/24. This group outperformed the equivalent group, locally, across the local authority and nationally by over 5%.

### Maths

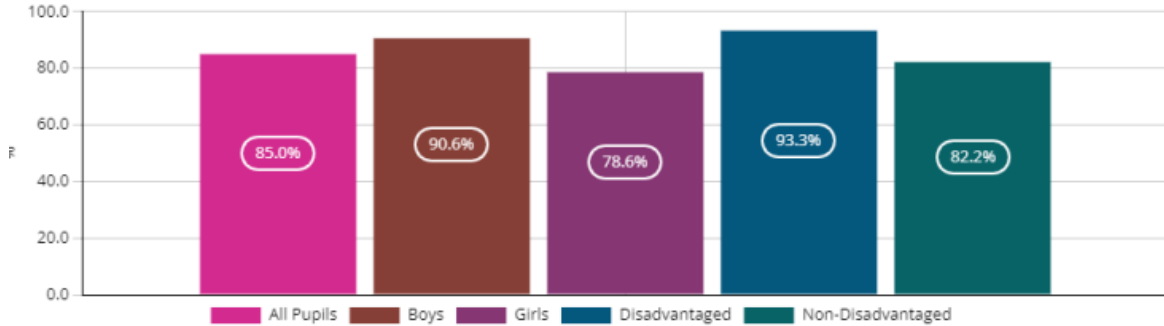
93.3% of the 2025 disadvantaged pupils were working at or above the maths standard

Wormley CofE Primary School VC, 93.3%



| Disadvantaged                  |                      |      |      |      |      |
|--------------------------------|----------------------|------|------|------|------|
|                                | 2021                 | 2022 | 2023 | 2024 | 2025 |
| Wormley CofE Primary School VC | No Data / Suppressed | 66.7 | 69.2 | 58.3 | 93.3 |
| Broxbourne                     | No Data / Suppressed | 56.1 | 61.4 | 57.0 | 57.0 |
| Hertfordshire                  | No Data / Suppressed | 51.0 | 52.6 | 53.9 | 53.5 |
| England                        | No Data / Suppressed | 56.3 | 58.8 | 59.1 | 60.5 |

Comparison of pupils working at or above the maths standards at Wormley CofE Primary School VC for 2025



93% of our disadvantaged pupils attained at age related levels in maths, an increase on 23/24 of 35%. This group outperformed the equivalent group, locally, across the local authority and nationally by over 30%.

The disadvantaged group outperformed the non- disadvantaged group.

### Maths at a higher standard

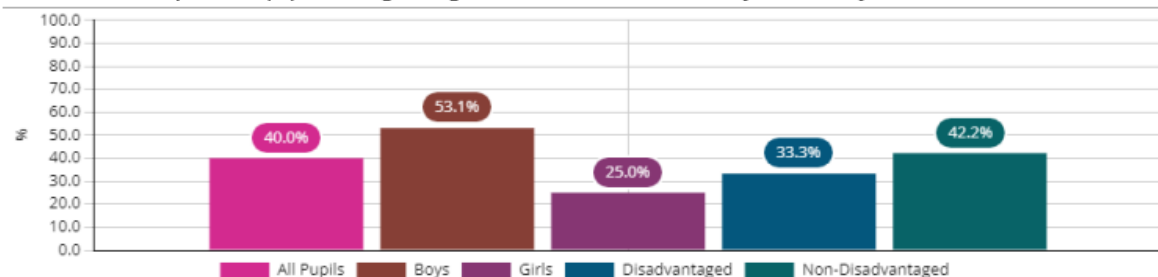
33.3% of the 2025 disadvantaged pupils were working at a higher standard of maths

Wormley CofE Primary School VC, 33.3%



| Disadvantaged                  |                      |      |      |      |      |
|--------------------------------|----------------------|------|------|------|------|
|                                | 2021                 | 2022 | 2023 | 2024 | 2025 |
| Wormley CofE Primary School VC | No Data / Suppressed | 26.7 | 7.7  | 0.0  | 33.3 |
| Broxbourne                     | No Data / Suppressed | 8.2  | 11.7 | 11.2 | 15.2 |
| Hertfordshire                  | No Data / Suppressed | 9.2  | 10.2 | 11.2 | 12.4 |
| England                        | No Data / Suppressed | 11.7 | 12.9 | 12.9 | 15.1 |

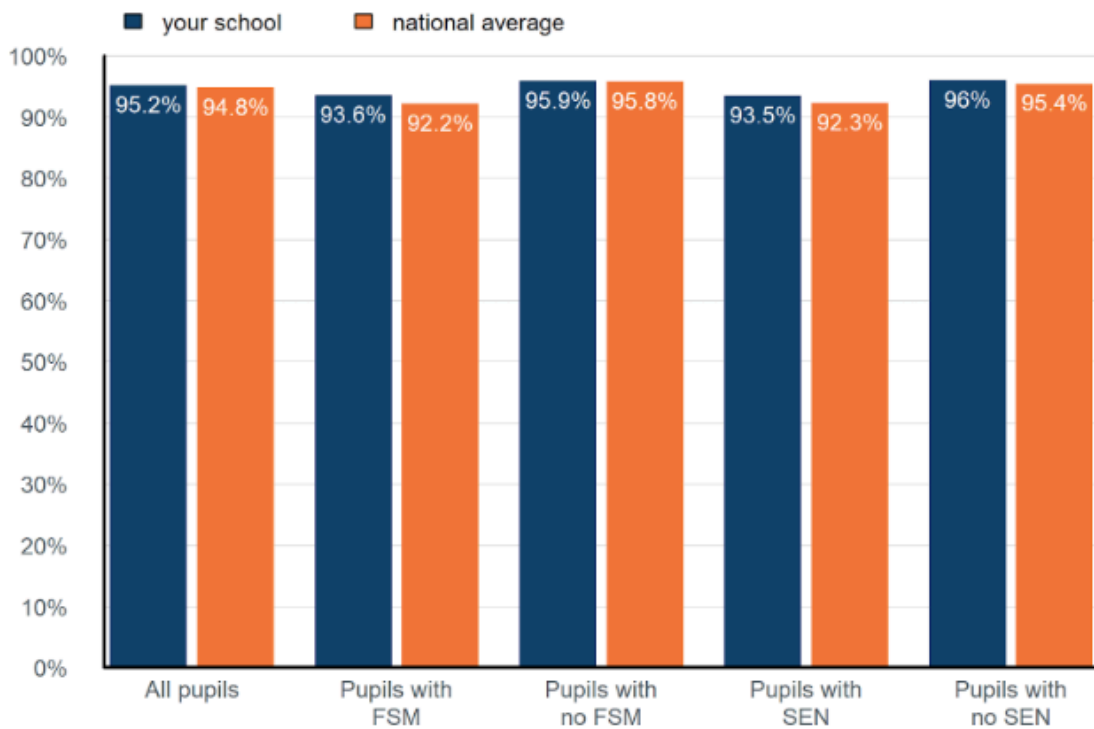
Comparison of pupils working at a higher standard in maths at Wormley CofE Primary School VC for 2025



33% of our disadvantaged pupils attained at a higher standard in maths, an increase on 23/24. This group outperformed the equivalent group, locally, across the local authority and nationally by over 30%.

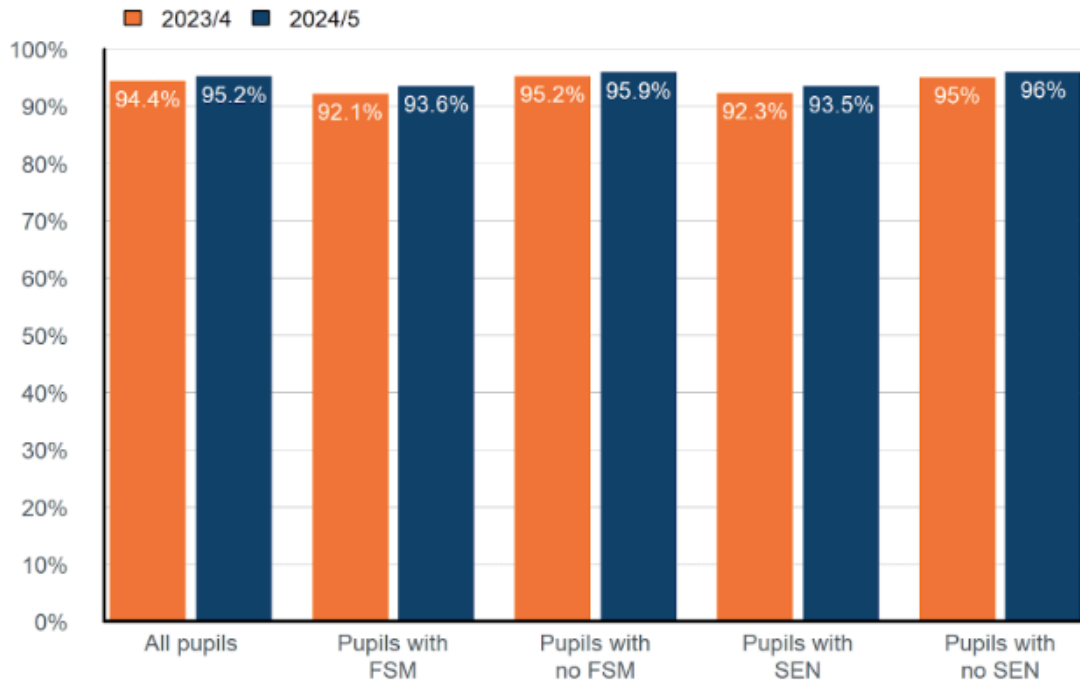
## 2. The average attendance of PPF pupils will increase in line with the attendance of all pupils

We have looked at your census data for autumn & spring 23/24 and can see that your attendance levels were above the national average for this phase. We would like to take this opportunity to congratulate you on this success. (Local Authority attendance team, September 2024)



## Previous academic year comparison

**Figure 3: Bar chart showing the attendance percentage for pupils with and without free school meals (FSM) and special educational needs (SEN) compared to last year. Results are for pupils in years 1 to 6 from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.**



These graphs show that:

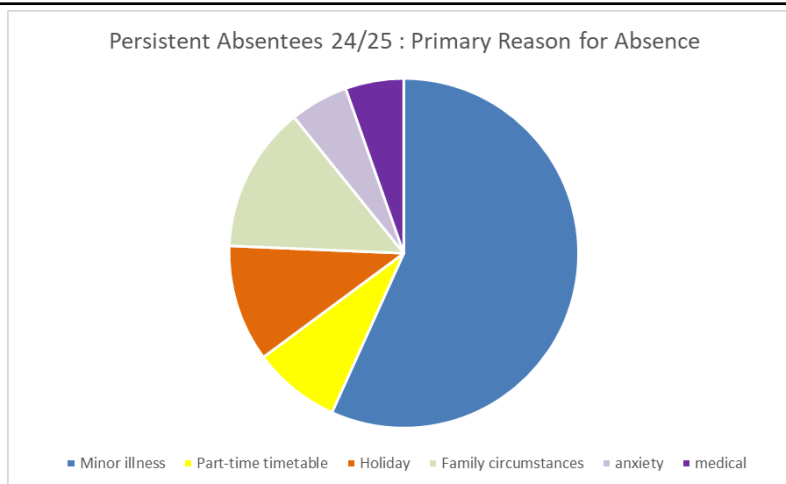
There is an improving trend for attendance and particularly for persistent absenteeism for the disadvantaged cohort over the last 3 years.

The school's attendance data is above national averages and persistent absenteeism in our disadvantaged cohort is better national averages.

Analysis of the persistently absent children shows that of the 54 pupils:

- . PPG recipients: 32 (60%)
- . SEN: 19 (35%)
- . Male: 28 (52%)

An analysis of reasons for absence, shows that minor illness accounts for over a third of absences



Our Attendance strategy is having a positive impact.

### **3. PPF Pupils will become more effective speakers and listeners and be empowered to find their voice to succeed in school and life**

The first year of the Voice 21 programme has been successfully implemented in school with all pupils having benefited from structured and deliberately created opportunities to improve their speaking and listening.

Improvement in reading outcomes illustrates a better grasp of an understanding and application of language and its meaning which is positively influenced by improved oracy skills. The increase in SATs GD reading outcomes is due to structured whole class discussions (including Harkness) leading to higher order thinking. Also improved end of KS2 writing outcomes are due to structured discussions using Voice 21 strategies prior to writing tasks and the opportunities for children to orally rehearse sentences.

All staff have had 3 professional development sessions and are confident in implementing the strategies introduced so far.

As the programme progresses, we expect to observe increasing impact.