

Pupil premium strategy statement – Warren Wood 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	455
Proportion (%) of pupil premium eligible pupils	41%
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)	2024/25 to 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Lucinda Woodroof Headteacher
Pupil premium lead	Lucinda Woodroof/Abby Donoghoe
Governor / Trustee lead	Anna Pattenden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£255,865
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£255,865

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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.

As part of the Beyond Schools Trust, we are committed to providing outstanding learning experiences to prepare children's readiness for the world beyond our doors. We understand that some children have more challenging circumstances and firmly believe that all children should be able to reach their full potential, overcoming barriers to learning.

Our school is committed to supporting all pupils. Almost half of our pupils are identified as disadvantaged (approx. 41% pupil premium). This informs our approach to pupil premium spending in that we prioritise strategies that impact on the majority of our children, however we specifically consider those pupils who are deemed to be at a disadvantage educationally. We have a good track record of supporting pupils who need that support the most and we will continue to target this funding at areas of disadvantage to ensure that all children can achieve.

High quality teaching is therefore at the core of our approach. 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 at Warren Wood Primary School.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those that are 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Our strategy is also integral to wider school plans for education recovery including targeted intervention support for pupils whose education has been worst affected, including non-disadvantaged pupils. 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 are 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

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

Challenge number	Detail of challenge
1	Progress and attainment of pupils
2	Continued development of the wellbeing of pupils
3	Parental involvement

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
Progress and attainment of pupils Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Language screeners completed for all reception pupils and appropriate intervention put in place/referrals made for SALT input
Progress and attainment of pupils Improved reading and maths attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2026/27 show that outcomes for disadvantaged pupils are at least in line with those who are not disadvantaged.
Wellbeing All pupils including disadvantaged children have the opportunities provided by the curriculum offer of the school, including trips, enrichment activities, leadership opportunities and other opportunities for personal development	Disadvantaged pupils will thrive in the school environment and become more confident and successful in the setting as they participate in clubs, competitions and take on leadership roles across the school. All pupils in this group will attend visits to support the curriculum A majority of pupils in this group will participate in an after-school club. All pupils in this group, who have the opportunity, will attend a residential. As many pupils as possible in this group will represent the school in a sporting competition. All pupils will be

	able to discuss an aspect of their personal development.
<p>Progress and attainment of pupils</p> <p>Wellbeing</p> <p>To ensure all pupils, including disadvantaged pupils have ongoing support and access to high quality SEN support</p>	<p>Appropriate referrals made in a timely manner ensuring all children have needs met</p>
<p>Wellbeing</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2026/27 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations</p>
<p>Progress and attainment of pupils</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained good attendance from 2026/27 demonstrated by all pupils, including disadvantaged pupils' attendance being in line with national average.</p>
<p>Parental Involvement</p> <p>To improve and sustain parental involvement in all aspects of their children's learning and school life</p>	<p>Attendance and take up of:</p> <ul style="list-style-type: none"> Workshops Parents evenings Coffee mornings Sport events and performances Meetings Improved pupil attendance

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>1 x Behaviour mentor to support vulnerable children including at risk of exclusion</p> <p>2 x pastoral staff to support vulnerable children including school refusers</p> <p>CPD on behaviour strategies</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2
<p>High quality CPD for staff on curriculum delivery</p>	<p>‘Great teaching is the most important lever schools have to improve the outcome for their pupils’ EEF</p> <p>Using the National College provides us the ability to direct staff members towards CPD in line with their own development priorities as well as targeting whole school priorities.</p>	1, 2
<p>Retention of additional staff in Reception and year 1 to support increase in number of children and those disadvantaged children entering school with low starting points</p>	<p>A 2018 report on structural quality in early years provision by the Education Policy Institute states: “The evidence on child to staff ratios is fairly conclusive: having fewer children per staff leads to better children’s outcomes as it provides the opportunity for more individualised attention and leads to better teacher and child behaviour.”</p> <p>Similarly, a 2011 OECD report states: “The child-to-staff ratio is an important indicator of the resources invested in education and childcare, and also the quality of these services. A low child-to staff ratio impacts staff working conditions, alongside other factors such as reasonable hours or workload and salary levels. These affect job satisfaction and staff retention, and through this, contribute to the quality of early childhood education and care services.”</p>	1
<p>Specialist subject teachers</p>	<p>Outreach support – rising need locally for specialist behaviour support as more</p>	1

	complex need in pupils becoming apparent.	
Membership of Pixl and access to high quality CPD and support	Specific support for disadvantaged children and closing the gap. RSL meetings to monitor children's progress, including disadvantaged children	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Speech and LanguageLink Twinkl</p> <p>Use of programmes to identify need and target intervention</p> <p>Speech and language link programmes; dyslexia screener</p>	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Pupils diagnosed with SPLD can access support more readily and interventions out in place</p> <p>One of the keys to providing effective support for children with dyslexia is early identification. With this in mind, GL Assessment includes award winning dyslexia screening tools, Lucid's Rapid, CoPS 4-7 and LASS 8-11, which can be used to assess a child as young as four years old.</p> <p>The award-winning Language Link is an online assessment and intervention package enabling schools to identify and provide timely support for children with language difficulties</p>	1, 3

Subscription of Accelerated Reader, Myon and Nussy programme	Pupils enjoy and engage with these programmes, participation is measured and successes celebrated. Progress is monitored and data analysed to accurately track progress.	1
White Rose Maths programmes	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year EEF Teaching & Learning Toolkit Mastery learning NCETM guidance Improving maths in Key Stages 2 & 3 Fair Education Alliance	1
Subscription to Times Table Rock Stars	Pupils enjoy and engage with this programme, participation is measured and successes celebrated. Progress is monitored and data analysed to accurately track progress. Pupils are able to access this at home increasing parental involvement.	1, 3
To provide a blend of mentoring and school-led tutoring for pupils	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
To use B-Squared to assess and track small steps of progress for children working significantly below age expectations.	B-Squared allows us to show small steps of progress that pupils with SEND make and supports teachers to identify next steps.	1

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

Activity	Evidence that supports this approach	Challenge number(s)
----------	--------------------------------------	---------------------

		addressed
Providing a community hub, The Nest, to offer pastoral support, including self esteem groups, Young Carers, parents groups, bereavement groups, ELSA, TAMS, Hamish and Milo and other initiatives. Meet and greet and check ins	EEF Teaching & Learning Toolkit Metacognition and self-regulation NSPCC guidance KCSIE 2021 https://www.elsanetwork.org/elsa-network/other-research/	1, 2, 3
Breakfast club – heavily subsidised for PP pupils	Promotes good attendance, healthy attitudes DFE: Breakfast clubs in high-deprivation schools	2
Allocation for trips and enrichment activities	EEF Toolkit Students who directly participate during a field experience generate a more positive attitude about the subject. Many researchers have investigated knowledge gain and learning that occurred during field trips (Hudak, 2003; Kisiel, 2006a; Mawdsley, 1999; Michie, 1998; Nadelson & Jordan, 2012; Scarce, 1997; Scribner-MacLean & Kennedy, 2007). Research by Cwikla, Lasalle, & Wilner (2009)	1,2
School uniform fund and food bank	EEF Toolkit NSPCC Neglect briefing	2, 3
Attendance advisory Service/Study Bugs	Children's attendance is linked to attainment https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/	1
School counsellor and play therapist	EEF Teaching & Learning Toolkit Metacognition and self-regulation NSPCC guidance KCSIE 2021	2
Enrichment activities – horse riding, music lessons (ukulele	EEF Teaching and Learning Toolkit Music education facilitates student academic achievement. Not only do students who study music develop musical abilities, they receive benefits that extend to other academic areas, leading to overall	1, 2

and clarinet) and clubs	scholastic success. https://files.eric.ed.gov/fulltext/ED541070.pdf	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	2, 3
Parent workshops and training. Home school support advice for parents/signposting	Parent involvement in a child's education is consistently found to be positively associated with a child's academic performance. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3020099/	2,3

Total budgeted cost: £ 255,865

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In EYFS 70% of children achieved the GLD for 2025 which is slightly above the national average of 68%. Pupil premium data showed that 58.8% of PP children achieved GLD. This is 11.5% higher than the previous year. GLD for PP children was higher than the national average by 7.5 percentage points. (58.8% PP and 51.3% national average).

The end of KS2 SATs showed our PP data was below national average (31% PP and 47% national average) and within this, there is a significant gap in attainment between PP and non PP pupils. (PP attainment 31% R/W/M combined, non PP 42.5 % R/W/M combined). This represented a difference of 11.5 percentage points between PP and non PP but reflects national trends which represented a difference of 22 percentage points (47% PP vs 69% non PP)

Our assessment of the reasons for the 2024-2025 outcomes suggests that the long-term effect of Covid-19 for affected year groups are continuing to have some impact on outcomes with language development being a particular issue in KS1.

In the academic year 2024/25 strategies such as our Breakfast club intervention programme Tutoring/tuition programmes helped close the gap for some individual, disadvantaged, pupils. We also used pupil premium funding to provide wellbeing support, which has been shown to have an impact on academic achievement for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Breakfast club is heavily subsidised for PP children. Providing them with this facility and a healthy breakfast means that children are on time for school and prepared for learning.

Wellbeing support provided by our pastoral team has been vital to support our disadvantaged families. Our FLO, safeguarding assistant and pastoral assistant work closely with children and families to provide a wide range of support. Our school counsellor and play therapist both have a waiting list of children that need their services.

Overall attendance in 2024/25 was around the same as the previous year at 95.1%. Attendance among disadvantaged pupils was lower than their peers (91.4% PP, 96.2% non PP). Attendance remains a focus of our current plan. We have designated an Attendance Champion, with one of their key focuses being to improve attendance among disadvantaged pupils