

# Pupil premium strategy statement

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.

## School overview

Detail	Data
School name	Warren Primary School
Number of pupils in school	447
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Charlie Evans/Vashti Green
Pupil premium lead	Jacqui Pearce
Governor / Trustee lead	Anne Turnbull

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£54680

# Part A: Pupil premium strategy plan

## Statement of intent

At Warren Primary School, our aim is to ensure positive outcomes for our disadvantaged pupils. Our central focus is high-quality teaching, based on assessment, which identifies what children need to focus on to improve. All pupils have access to a well-sequenced curriculum.

We understand that a pupil's ability to access learning is significantly influenced by their mental wellbeing. At Warren, we work hard to focus on the whole child, supporting children not only in their learning, but in all areas of their development.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved, alongside progress for their disadvantaged peers.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have been highlighted by the Government as suffering the greatest impact of the school lockdown.
2	Some of our children have missed schooling in the past and face emotional issues.
3	Oral language skills in Reception are often low. This can slow reading and writing progress in subsequent years.
4	The level of reading support at home is quite variable. This also has an impact on writing skills.

## 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
Pupil Premium children meet or exceed the expected standard in reading.	At least 70% achieve ARE in reading in July 2026.
Pupil Premium children meet or exceed the expected standard in writing.	At least 70% achieve ARE in writing in July 2026.
Pupil Premium children meet or exceed the expected standard in maths.	At least 70% achieve ARE in maths in July 2026.
Pupil Premium children in Year 1 meet or exceed the expected standard in phonics.	At least 70% achieve ARE in phonics in July 2026.
Pupil Premium children will have the confidence and mental wellbeing to access learning successfully	Through monitoring and discussions with staff, pupils, and their families.

## Activity in this academic year

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

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

Budgeted cost: £8324.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing support for teachers regarding improving achievement of Pupil Premium children.	It is widely acknowledged that quality first teaching has the most significant impact on achievement for Pupil Premium children.	1
Subject specific training for teaching staff, including adaptive teaching strategies.	Strategy supported by OFSTED to ensure children's learning needs are met.	1
Training for teachers and LSAs around further adaptation and feedback to improve writing	It is widely acknowledged that quality first teaching has the most significant impact on achievement for Pupil Premium children. The EEF evidence shows that providing quality feedback has a	1,2,3,4

skills with the intended outcome of bringing results closer to those in reading.	high impact on learning outcomes.  Investing in professional development for teaching assistants to deliver structured interventions can be a cost effective approach to improving learner outcomes.	
Monitoring progress of pupil premium children and providing guidance and support to teachers and LSAs to maximise outcomes.	It is widely acknowledged that quality first teaching has the most significant impact on achievement for Pupil Premium children.	1,2,3,4

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

Budgeted cost: £9887.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reception – Language Link Intervention programme	We have had success in improving literacy outcomes in the past by ensuring children’s language are addressed early in their education/	3
EAL support from TEFL trained teaching assistant.	Small group tuition is most likely to be effective if it is targeted at children’s specific needs (EEF)	3
TT Rockstars, Spelling Shed, Literacy Shed, Office 365 for pupils	Access to online tools and learning has been essential during the pandemic.	1,2,4

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

Budgeted cost: £36468.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Direct access to 1:1 sessions with pupil counsellor.	Social and emotional learning and self-regulation strategies are identified in the EEF toolkit as having high levels of impact.	2
Circle Time group/class sessions with pupil counsellor.		

Forest School for Nursery, Reception, Year 1 and specialist groups	A marvellous opportunity for children to learn published by Forestry Commission England and Forest Research recommends the increased introduction of Forest School for all young children. Forest School helps to develop a wide range of skills including self-regulation and social and emotional skills which are highlighted by the EEF as high impact areas.	2
Wellbeing Focus group	Whole school approach to mental health and wellbeing	1,2
Behaviour Hub Training	Whole Trust initiative to help schools identify and implement positive behaviour management skills in line with the US Approach.	1,2
Extra curricular clubs and events	Ensuring no child misses out on enrichment activities and wider experiences.	1,2
Enhanced lunchtime provision	Playleader supervisor to support a leadership role for older children and promote cooperation across year groups. Provides wider play opportunities that may not be available to some children otherwise.	1,2

**Total budgeted cost: £54680**

## 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.

End of year Pupil Premium data based on formal tests and teacher assessment:

56% at expected level or above in reading

54% at expected level or above in writing

56% at expected level or above in maths

This data includes all pupils. Many of the younger children arrive having no previous access to texts or learning of any kind. This set of pupils also include a significant number of children with social emotional needs, attendance issues, special educational needs or those who have recently arrived in the UK. These challenges are being supported by a variety of professionals.

There are a significantly low number of pupils with pupil premium in each year group, which does skew the data.

By KS2 the outcomes improve.

67% at expected level or above in reading

60% at expected level or above in writing

63% at expected level or above in maths

### 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*

<b>Programme</b>	<b>Provider</b>
TT Rockstars	Maths Circle
Literacy Shed	Education Shed Ltd
Spelling Shed	Education Shed Ltd
Language Link	Speech Link