



Pupil Premium Strategy Statement 2024 - 2025
Warmingham CE Primary School
Rural Church School Academy Trust



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged children.

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 – Based on October 2024 Census

Detail	Data
School name	Warmingham CE Primary
Number of children in school	74
Proportion (%) of pupil premium eligible children	14.7%
Academic years that our current pupil premium strategy plan covers	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Kate Appleby
Pupil premium lead	Kate Appleby
Governor / Trustee lead	Malcolm Gate

Funding Overview

Detail	Amount
Post LAC pupil premium funding allocation for this academic year	£7710
Pupil premium funding allocation this academic year	£11,840
Pupil premium funding carried forward from previous	£0
Total budget for this academic year	£19,550

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all children, 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 higher attainers. We will consider the challenges faced by all our disadvantaged pupils and the activity outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our aim is to ensure that our children are not disadvantaged because of their socio-economic context. Disadvantaged pupils within an advantaged area face other challenges, which as a school we are very aware of. We believe that with the correct support all children can achieve their full potential, as long as the provision meets their needs.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL children are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable children to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Our Context

The socio-economic circumstances of our families is mixed but generally favourable. 17.6% of our children are disadvantaged - thirteen children in total, two were previously looked after children and eleven are eligible for free school meals. The proportion of children with special educational needs (20.2%) is slightly below National (24.3%) however the proportion of EHCPs (8.1%) is above National. The majority of our EHCP children are in upper key stage two (5 out of the 6). Three of our children have English as an additional language (French and Polish). We also have fifteen children (nine families) in school who we considered to be vulnerable (20.3%).

Achieving our Objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that children access high quality first teaching
- Target funding to provide interventions to address the gaps between disadvantaged pupils and their non-disadvantaged counterparts.
- Target funding to provide additional teaching support.
- Target funding to ensure that all children have access to trips, residential, first hand learning experiences

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all children through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual children which will be reviewed at least termly.

Alongside academic support, we will ensure that those children who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Number	Detail of challenge
1	Children entering EYFS with poor language and listening skills. This lack of early language skills within the early years impacts on children's ability to hear sounds when practising blending and segmenting, thus impacting on early reading and fluency.
2	<p>Children generally make good progress but still struggle to reach ARE expectations in reading, writing and maths often because of their previous learning and in certain families the lack of parental engagement.</p> <p>In certain subjects such as Maths, teaching to mixed year groups means that the teacher isn't able to support the children who are struggling because they need to deliver two separate concepts to one class. This slows progress of the less and more able children. This can lead to the gap widening between disadvantaged pupils and their non-disadvantaged counterparts.</p>
3	The majority of our disadvantaged children have limited experiences beyond their immediate environment. This impacts on children understanding of the different elements of the curriculum and further impacts their language and communication 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
To improve language and communication skills in our EYFS.	Assessments (speech and language therapist reports, teacher assessments) and observations indicate significantly improved communication and oral language skills.
Reduce the gap between non-disadvantaged and disadvantaged pupils so more PP make outstanding progress across a key stage and exceed their end of key stage expectations.	Internal data and national assessments will show an increase in the number of children working at age related expectation year on year and an increase in the number of disadvantaged children achieving the higher standard at the end of KS2.
Improve cultural and childhood experience for all children across school.	<p>Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum.</p> <p>A wide range of free (or very low cost) extra-curricular activities are available to all children.</p> <p>Where necessary funding will be provided to ensure all children have access to all of the cultural capital experiences we provide.</p> <p>The school will seek additional financial support from the 'School Church House' fund and the 'Up & Under' a charity which provides support for families who are struggling to pay for adventurous residential.</p>

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 (Including supply, CPD, recruitment and retention)

Budgeted Cost:

Writing Development Days (CPD for class teachers) with the Literacy Company - £555

Additional teacher to deliver Maths in KS2 - £14,836

Total Cost: £15,391

Activity	Evidence that supports this approach	Number
<p>Poetry Basket delivered on a daily basis in our EYFS and as a result the children develop the necessary skills to hear phonemes when practising oral blending and segmenting as part of their early reading skills.</p> <p>Children in EYFS and KS1 hear at least three stories a day and as a result their vocabulary and love of books improves.</p> <p>Children in EYFS and KS1 to have daily opportunities to develop their vocabulary whilst taking part in Rapid Progress and Pathways to Write.</p>	<p>Detailed research into appropriate assessment and intervention tools using EEF recommendations and evidence based upon previous years' trials with Speech and language therapists.</p> <p>Consistently good provision (environment, assessments & practice) provides communication experiences, language development, reading and writing progress. The systemic review commissioned by the EEF 'Early Language Development' reinforces the above approaches to be in line with best practice.</p> <p>EEF EY toolkit evidence: 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. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. The EEF toolkit states that Oral Language impact development (Average impact +5 months).</p>	1
<p>Further develop the class teachers writing subject knowledge so they can skilfully adapt plans from schemes to mean the needs of the children in their class – addressing gaps in learning rather than moving on before the children are ready to do so.</p>	<p>EEF toolkit and evidence of 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 children, particularly the most disadvantaged among them.</p>	2
<p>High quality marking and assessment used to identify misconceptions and gaps in learning.</p> <p>Individual misconceptions are addressed before the next lesson as part of our Green for Growth. Teacher and TAs work directly with the child before the start of the next lesson.</p>	<p>EEF toolkit and evidence of 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 children, particularly the most disadvantaged among them.</p>	2
<p>Additional teacher to teach Maths in KS2 so that each year group can be taught in single year groups rather than mixed aged classes.</p>	<p>EEF toolkit and evidence of 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 children, particularly the most disadvantaged among them.</p>	2

Targeted Academic Support (Inventions, tutoring, one-to-one support structured interventions)

Budgeted cost:

£1559 Reluctant Readers programme with Crewe Alex

Cost of other interventions taken directly from the main school budget and SEN

Total Cost: £1559

Activity	Evidence that supports this approach	Number
<p>Target interventions put in place to address gaps in learning identified at our termly pupil progress meetings.</p> <p>Impact of interventions reviewed half termly.</p> <p>Additional teaching and teaching assistant hours used to deliver the following:</p> <p>Teaching assistants are timetabled to deliver a range of interventions including 1:1 reading, additional RWINC sessions, Inference and Deduction Training (reading in KS2), Nessy (spelling, reading, number sense, typing), Times Table book, Plus 1, Power of Two, SNIP (spelling), speech and language therapy, precision teaching and pre-learning, Pathways to Progress, Beat Dyslexia, Reluctant Readers, daily handwriting (fine motor).</p> <p>Crewe Alex – Reluctant readers' programme.</p>	EEF toolkit: Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)	2

Wider Strategies (related to cultural capital experiences, attendance, behaviour and wellbeing)

Budgeted cost:

Specialist music teacher 1 day per week – £5,400 (Funded by the Church House Fund)

Support families with trips and residential - £2,600

Total Cost: £2,600 from PP

Activity	Evidence that supports this approach	Number
<p>Specialist music teacher</p> <p>Wider Opportunities – Every child from Y4 & Y5 have the opportunity to learn to play a musical instrument with a music specialist.</p> <p>KS1 annual visit to watch a performance with the Liverpool Philharmonic Orchestra.</p> <p>Y4 and Y5 have the opportunity to play with the Hallé Orchestra at The Bridgewater Hall.</p> <p>Theatre visit – whole school</p> <p>Financial support for trips and residentials - £200 per child</p> <p>Experiences, trips, residentials and visitors planned for all children across the year.</p> <p>Provide a wide range of extra-curricular activities, the vast majority of which are cost free, to allow children to participate experiences that are not provided within the home environment.</p>	<p>Research Evidence for approach EEF toolkit - Social and Emotional Development (Average impact +4 months)</p> <p>Arts participation (+2 months)</p> <p>Behaviour interventions- (moderate impact +3 months)</p> <p>Outdoor adventure learning (+4 months)</p>	3

Total budgeted cost: £19,550

Part B: Review of outcomes in the previous academic year
Pupil Premium Strategy Outcomes

EYFS

	Number of Pupils	%	Progress from Baseline
Good Level of Development (GLD)	5 children	56%	Expected+ 9 children Outstanding 3 children

Cohort of 9 children

1 out of the 4 pupil premium children achieved a GLD (Child A). All made good to outstanding progress.

Child A – FSM – achieved a GLD

Child B – FSM, EHCP and vulnerable (targeted supported)

Child C – FSM and vulnerable (targeted supported)

Child D – Looked after child with SEN needs – needs assessment agreed and vulnerable (CP)

Year 1 Phonics & Year 2 Retakes

	Number of Pupils	%	Progress from EYFS
Phonics Test Year 1	8 children	75%	Expected+ 11 children Outstanding 1 child
Phonics re-take Year 2	1 child	100%	Expected+ 1 child

Year 1 - Cohort of 12 children

2 out of the 3 pupil premium children passed their phonic screening (Children B and C)

Child A – FSM, SEN and vulnerable

Child B – FSM scored 40 out of 40

Child C – FSM scored 34 out of 40

Year 2 Child – FSM, SEN and vulnerable

Year 4 Multiplication Test

	Number of Pupils	%	Progress from KS1
Multiplication Test	4 children	50%	Expected + 4 Children Outstanding 1 child

Cohort of 8 children

1 pupil premium child (FSM) who didn't reach the required standard but made significant progress.

Year 6 SATs

	Number of Pupils	%	APS & Progress
Grammar, Punctuation & Spelling ARE+	6 children	50%	
Grammar, Punctuation & Spelling GDS	1 child	8%	
Reading ARE+	9 children	75%	Expected + 9 children Outstanding 5 children
Reading GDS	4 children	33%	
Writing ARE+	7 children	58%	Expected + 10 children Outstanding 4 children
Writing GDS	2 children	17%	

Maths ARE+	6 children	50%	Expected + 9 children Outstanding 1 child
Maths GDS	2 children	17%	
Combined	4 children	33%	Two children achieved a standardised score of 99 in Maths which brought this down to 33%.

Cohort of 12 children

3 pupil premium children – 1 FSM and 2 PLAC

Child A – FSM, EHCP and vulnerable. Working below ARE at the end of KS1. Reached ARE in reading.

Child B – PLAC. Working below ARE at the end of KS1. Achieved ARE in reading and writing. SS of 99 in maths.

Child C – PLAC and EHCP. Working at ARE in reading at the end of KS1 and below for writing and maths. Made significant progress in Year 5 and 6.

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	
TT Rockstars	My Maths
Purple Mash	Nessy
Poetry Basket	Pathways to Reading
Pathways to Spelling	Number Blocks
SNIP (Spelling)	Pathways to Write
Rapid Progress	Pathways to Progress

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible children?	N/A