

# Pupil premium strategy statement – Warden House 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	377
Proportion (%) of pupil premium eligible pupils	42.97% 2025-2026
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	Autumn term 2025
Date on which it will be reviewed	Term 6 2026
Statement authorised by	Zoe Cooper (Headteacher)
Statement written by	Adam Atkinson (Deputy Headteacher)
Pupil premium lead	Adam Atkinson (Deputy Headteacher)
Governor / Trustee lead	Richard Hubbert

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,430
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£245,430

## Glossary of acronyms used within this document

EYFS	Early Years Foundation Stage (Year R)
KS1	Key stage 1 (Years 1 & 2)
KS2	Key stage 2 (Years 3, 4,5 & 6)

ARE	Age Related Expectations
GPS	Grammar, Punctuation and Spelling
OPAL	Outdoor Play and Learning
SALT	Speech and Language Therapy
PP	Pupil Premium
GLD	Good Level of Development
MTC	Multiplication Tables Check
QFT	Quality First Teaching
MSCS	Main Stream Core Standards
TA	Teaching Assistant
CPD	Continuous Professional Development
SEMH	Social Emotional Mental Health
ELSA	Emotional Literacy Support Assistant
SATs	Standard Assessment Tests
ASC	Autistic Spectrum Condition
SSP	Systematic Synthetic Phonics
NELFT	North East London Foundation Trust

## Part A: Pupil premium strategy plan

### Statement of intent

#### **Our School Mission Statement:**

At our school, we believe that every child deserves the chance to flourish, no matter their personal circumstances. We recognise, however, that across the country a family's financial situation can still have a significant impact on educational achievement. Our purpose is to break this pattern by providing all pupils with rich learning experiences, strong support, and consistently high-quality teaching so that every learner can achieve their full potential.

Our Pupil Premium approach is driven by a commitment to reducing educational and social disadvantage in all its forms. We aim to identify the barriers, academic, social, emotional, or otherwise that may hinder a child's progress and wellbeing and take deliberate steps to remove them. We acknowledge the diverse and sometimes complex needs of our pupils, including those who are currently or have previously been supported by children's services. By tailoring our provision and interventions, we aim to ensure that each child receives the targeted support they need to thrive both in school and beyond.

We aim to achieve these through:

- embedding the Mainstream Core Standards throughout the curriculum to ensure that all teaching and learning opportunities meet the needs of all the pupils so they build on prior knowledge and know more and remember more. This learning is built systematically in all year groups in all subjects.
- ensuring that the needs of socially disadvantaged pupils are quickly identified, assessed and addressed.
- providing quality CPD for all staff to raise the profile and attainment of students eligible for Pupil Premium funding within the school.
- providing an inclusive and supportive environment for all children.
- ensuring the strategic leadership of training and development for all adults across the school supports improved outcomes for all pupils.
- recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- ensuring proactive communication is made with parents and carers of children who would benefit from further support.

We are committed to improving outcomes for every child and to invest resources to ensure that every child receives the support and challenge they require to succeed.

Pupil Premium funding is strategically aligned with the school improvement plan and is used to deliver evidence-informed approaches that support the learning, development and engagement of disadvantaged pupils, with the aim of closing gaps and enabling all pupils to achieve their potential.

# Challenges

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

Challenge number	Detail of challenge
1	<p><b>Oracy and Vocabulary</b></p> <p>Assessments, observations, and pupil voice consistently highlight underdeveloped oral language skills and significant vocabulary gaps among many of our educationally disadvantaged pupils. These children often struggle to express themselves clearly, articulate their needs, and communicate their ideas effectively. Their limited vocabulary knowledge hinders both social interaction and academic progress. This challenge is evident from the early years through to Key Stage 2 and is notably more prevalent among disadvantaged pupils than their peers, impacting their ability to access and engage with the full breadth of the curriculum.</p>
2	<p><b>Curriculum</b></p> <p>One of the key challenges faced by our educationally disadvantaged pupils is limited background knowledge and understanding of the world. This restricts their ability to make connections across subjects and concepts, resulting in a reduced and fragmented schemata. Consequently, their access to the curriculum is narrowed, as they often lack the contextual knowledge needed to fully engage with new learning. Addressing this gap is essential to ensure equitable opportunities for academic success and personal development.</p>
3	<p><b>Pupil wellbeing</b></p> <p>Assessments, observations and discussions with pupils and families have indicated social and emotional issues for many pupils. These challenges particularly affect disadvantaged children affecting their attainment.</p> <p>One example target group of 8 pupil premium children are being supported in Term 2. They currently require additional support with social and emotional needs, receiving small group or 1:1 interventions.</p>
4	<p><b>Reading, Writing and Maths Attainment</b></p> <p>Assessments, observations and reviewing books suggest disadvantaged pupils are having difficulties making progress in core subjects with 44% of disadvantaged pupils achieving age related expectations by the end of Key Stage 2 compared to the national outcomes of 62% for all pupils.</p>
5	<p><b>Attendance Gap</b></p> <p>The difference in attendance of pupil premium children compared to non-pupil premium children has increased.</p> <p>Our attendance data over the last year indicates that attendance among pupil premium pupils was 91.21% and SEND 86.37% compared to whole school attendance of 93.28%. 27.8% of pupil premium children and 34.4% of SEND children across the school are deemed to be persistent absence compared to the overall whole school figure of 18.4%. Many of the children identified as demonstrating EBSA (Emotional Based School Avoidance) risk factors or on part-time timetables were PP and SEND.</p>

## 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
<b>Oracy</b> Improved oral language skills and vocabulary among educationally 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.
<b>Curriculum</b> Educationally disadvantaged pupils have a broader contextual knowledge allowing them equitable access to the curriculum	Assessments and observations indicate significantly improved contextual understanding. Children are able to make connections and remember better. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
<b>Pupil Wellbeing</b> Educationally disadvantaged children will demonstrate: <ul style="list-style-type: none"> <li>Increased resilience and confidence in accessing learning.</li> <li>Positive attitudes towards school and improved sense of belonging.</li> <li>Reduced incidents of emotional distress and improved emotional regulation.</li> <li>Stronger engagement with pastoral and enrichment opportunities.</li> </ul>	All children will be supported emotionally and socially following nurture principles – which are embedded across the school - in order to fully access the curriculum. Through active mental health and wellbeing support children will be able to access their curriculum. Boxall will be used to profile children and data will demonstrate significant improvements in mental health and wellbeing. Senior mental health lead identified and training completed so that support can be offered. Nurture staff appointed (Lead and 2xTAs)
<b>Statutory Outcomes</b> Improved attainment among educationally disadvantaged pupils.	Outcomes in 2025/2026 amongst educationally disadvantaged pupils meet and exceed the expected standard, including GLD, phonics screening, end of KS1 data, the multiplication check and KS2 outcomes.

<p><b>Attendance</b></p> <p>To achieve and sustain improved attendance for all pupils, particularly our educationally disadvantaged pupils.</p>	<p>Sustained high attendance in 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 2%.</li> <li>• The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li> <li>• Educationally disadvantaged children feel a greater sense of social inclusion and belonging, through an increase in participation in enrichment activities and wider school events.</li> </ul>
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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: £ 73,629

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted CPD for all teacher and teaching assistants to ensure that mainstream core standards and QFT are embedded in all groups	High-quality CPD for teachers and teaching assistants has a significant effect on pupils' learning outcomes – Quality First Teaching strengthened through professional development of Mainstream Core Standards. <a href="https://www.kent.gov.uk/education-and-children/special-educational-needs/send-strategies-and-policies/send-mainstream-core-standards">https://www.kent.gov.uk/education-and-children/special-educational-needs/send-strategies-and-policies/send-mainstream-core-standards</a> Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. <a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</a>	1, 2, 4, 5
Whole school CPD for adaptive teaching and direct instruction to develop the consistency of teaching and learning approaches used in all classes.	Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. <a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</a>	1, 2, 4, 5
Staff in KS1 and LKS2 are supported by leaders to track and assess learning outcomes for phonics and multiplication assessments. Teachers plan and teach sequenced and robust schemes of learning that ensure all children make accelerated progress.	The EEF advocates for a precise, step-bystep approach to implementing educational programmes and strategies. The focus is on clarity, structure, and fidelity in implementation, which inherently involves breaking down complex processes into precise, manageable steps.	

Deployment and training of TAs to support phonics and early reading in KS2 and KS1/EYFS. Including the ongoing employment of a phonics leader to support coaching and CPD across the school.	Early identification and bespoke provisions impact on pupils accessing all curriculum leading to best possible outcomes for all learners <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 3, 5
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 98,172

Activity	Evidence that supports this approach
Ongoing high quality phonics CPD to embed Little Wandle SSP throughout the school to rapidly close gaps and build on prior learning	Additional high quality phonics provision for disadvantage, EAL and new to country pupils access to their irresistible curriculum. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-interventions</a>
Programme of CPD to ensure staff are closing gaps in vocabulary and supporting educationally disadvantaged pupils to deepen their understanding.	Following guidance from the EEF, Government's Writing Framework and research undertaken by the EEF, evidence shows that pupils who are disadvantaged have gaps in their vocabulary which effects their ability to access the curriculum.
After school Booster groups for Catch up, supporting more able pupils and those that are at the expected standard to secure their understanding	English and Maths, Metacognition (Thinking Skills) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-interventions</a>

Provision of extended learning opportunities using interactive learning site LBQ (Learn by Questions) for core curriculum areas in Year 6.	<p>Supporting children effectively with online learning activities and opportunities linked to further support progress.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/19/Exemplifying_findings_from_EEF%E2%80%99s_rapid_evidence_assessment">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/19/Exemplifying_findings_from_EEF%E2%80%99s_rapid_evidence_assessment</a></p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 73629

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the range of activities and experiences (Cultural Capital) which PP children would otherwise be unable to access:</p> <ul style="list-style-type: none"> <li>• Educational visits</li> <li>• Instrumental music lessons</li> <li>• After school clubs</li> </ul>	<p>Improved cultural capital opportunities impacts on pupils' first-hand experiences, enables wider vocabulary development and improves communication, especially speaking and writing.</p> <p><a href="https://www.early-education.org.uk/cultural-capital">https://www.early-education.org.uk/cultural-capital</a></p>	1, 2, 3, 4
<p>School attendance team analyses data and national trends and evidence, as well as working alongside the borough's attendance advisory officer to support the implementation of trust policy</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. A personalised approach is seen to have the most impact.</p>	5
<p>FLO hours extended to further support families and children and work to alleviate barriers to learning, including attendance.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	3,5

## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged pupils**

Our internal formative and summative assessments during 2024/2025 identified that the performance of disadvantaged pupils varied in reading, writing and maths in the different year groups. Writing, mathematics and combined attainment have been identified as a whole school area of focus, this is a common theme for all year groups and pupils identified as pupil premium. These areas of development have been identified as key improvement targets on our SIP for 2025-2026; we aim to continue to address the need to improve these areas through the plan and strategies outlined above.

#### KS2 Outcomes

The outcomes for KS2 writing in 2024-2025 rose to 60.45% (up from 53% in the prior year) with 48% of children identified as pupil premium achieving ARE (up from 46.7% in 2023-2024). This was below the national outcomes of 72% for all pupils, however, national outcomes for Pupil Premium was 59%.

The reading outcomes for KS2 in 2024-2025 rose to 72.2% (up from 58.5% in the prior year) with 69.2% of children identified as pupil premium achieving ARE (up from 53.3% in 2023-2024). This was below the national outcomes of 74% for all pupils, however, Pupil Premium children achieved above the national outcomes for Pupil Premium was of 63%.

The mathematics outcome for KS2 in 2024-2025 was 55.6% (up from 53% in the prior year) with 56% of children identified as pupil premium achieving ARE (up from 50% in 2023-2024). This was below the national outcomes for ARE which were 74% with 61% of children identified as pupil premium achieving ARE.

Combined reading, writing and mathematics outcomes for ARE were 35.8% in 2023-2024. In 2024-2025 this has risen to 41.5%. This is still considerably below the national outcomes of 62% for all pupils. In 2024-2025 44% of pupils identified as pupil premium met ARE in reading, writing and maths combined. This was below the combined attainment nationally of 47% for children identified as pupil premium.

#### EYFS Outcomes

70.7% of all pupils in the cohort achieved GLD in 2024-2025. This was a rise from 68.1% in 2023-2024. Children identified as Pupil Premium (16 children in total within the cohort) attained 57.1% GLD in 2024-2025, this has risen from 40% in 2023-2024.

#### Phonics Year 1

Outcomes have risen for children identified as pupil premium from 58.8% in 2023-2024 to 75% of children identified as pupil premium passing the phonics screener in 2024-2025. This shows the positive impact of the synthetic phonics programme.

Our curriculum is continually reviewed to support all pupils, this will continue our drive to improve standards for all pupils and support our achievement of the intended outcomes set out in the pupil premium plan for this period.

The whole school approach to attendance continues to impact improvements to reduce persistent absence. However, the attendance gap between non pupil premium children and those pupils identified as pupil premium has got wider in 2024-2025.

The attendance team continues to address attendance through challenge and support with a granular level of analysis. This enables a tailored and targeted approach for the school to support each family and pupil on a case-by-case basis. The number of children who are identified as pupil premium and were persistently absent, below 90% attendance, has reduced from 2023-2024, from 32.3% down to 27.8%.

Although the strategies implemented are grounded in strong evidence, the impact has been reduced by persistent attendance barriers, wellbeing and EBSA concerns, and the varying readiness of some pupils to access learning consistently. These contextual factors help explain the gap between PP and non-PP pupils and will continue to inform the refinement of our approach. Alongside this, whole school approaches to quality first teaching, based on adaptive models and specific evidence-led work, must continue to be a focus, as outlined in our strategy.

Moving forward, we will strengthen and embed routine assessment of attainment across the school. This approach will support the continued progress and achievement of all pupils, including those identified as disadvantaged, ensuring that outcomes at every milestone remain securely in line with national expectations.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Boxall Profile	Nurture UK
Speech and Language Link	Multimedia UK
Times Table Rockstars	Maths Circle Ltd
White Rose Maths	Trinity MAT
Kapow	Kapow Primary
Spelling Shed	Education Shed Ltd
Accelerated Reader	Renaissance
Little Wandle Phonics	Wandle Learning Trust
Letter Join	Green and Tempest Ltd
Kent AET Understanding Autism Training	KCC
Atom Learning	Atom Learning
Board Game Project	FlourishEd
Farming wellbeing group	Frampton Farm
Number Sense Maths	Number Sense Maths
Learn by Questions (LBQ)	