

# WARBSTOW PRIMARY ACADEMY AND NURSERY

## Pupil premium strategy statement 2024 – 2027

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	Warbstow Primary Academy and Nursery
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	25%
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	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	
Pupil premium lead	James Pritchard
Governor / Trustee lead	Aspire Trust Board

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,470
Recovery premium funding allocation this academic year	0
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	£26,470

### Part A: Pupil premium strategy plan

#### Statement of intent

We aim to understand and overcome the forces that act explicitly and implicitly to reinforce disadvantage over time. Our aim is to make sure that what we do between 09:00 and 15:20 every day is so robust that

it is enough to get every child where they need to be, regardless of what they 'have' or 'do not have' at home.

We seek equity over equality to support disadvantaged learners to have the opportunity and experiences that will allow them to be successful. "There are no great schools without great teachers. The quality of teaching is the single most important in-school factor for improving pupil outcomes and it is particularly important for pupils from disadvantaged backgrounds." DfE 2021. Therefore our aims are as follows:

- Identify the specific challenges faced by disadvantaged and vulnerable pupils.
- Ensure that teaching and learning opportunities meet the needs of all pupils by establishing baselines, regular formative assessment takes place and gaps are taught to.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that are identified as being vulnerable.

Over the past few years there has been a period of academic disruption. Our Year 5 children for example have missed 30% of their education and our youngest children born in lockdown impacted upon by restrictions. We know that the disruption to pupils' education can affect disadvantaged pupils significantly. Our intention is that all pupils are included in challenging learning. Pupil Premium funding will be allocated following annual needs analyses which will identify priority classes and groups. Termly tracking meetings will monitor the impact of targeted support for identified pupils. Children who are entitled to receive Pupil Premium and the Recovery funding are: children in receipt of free school meals, looked after children.

All intervention and strategy put in place has been planned by consulting a range of independent, high-quality reviews of evidence, such as the evidence summaries published by EEF.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils' gaps in learning due to prior misconceptions.
2	<p>Reading development</p> <p>Across the school, reading is a priority, with the successful implementation of the RWInc DfE validated systematic synthetic phonics programme last academic year, now being further embedded.</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>We aim to continually review and develop our phonics teaching, including the development of further resourcing for SEND provision, to ensure we are at least in line or better than national averages for the Year One Phonics Screening Check.</p>

	Progress of children with SEND. Children require adapted learning and interventions recommended by outside agencies.
3	We know that disadvantaged pupils who are in school on time, every day, learning ready achieve well. Some of our disadvantaged pupils with lower attendance or with 'lost minutes' of learning through lateness do not make as good progress as those who attend well. Some pupils have a Lower than National Attendance % and more lost minutes of learning through lateness, and so our challenge is to continue to support these target pupils into school.
4	Learning Readiness' - Due to their emotional state, challenges with family finances, some disadvantaged children are not yet ready to learn at all times or participate in extracurricular activities.

### 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
All gaps in pupils' core skills/knowledge are identified and the curriculum is shaped to meet these gaps. Teaching and learning is sensitive to individual needs and quickly moves pupils forward from their post closure starting points.	Planning and teaching is reflective of assessments and effective in closing gaps in learning. All staff to receive high quality CPD to support in the planning and delivery of high-quality lessons with a consistent approach across the school. End of Key Stage assessments show disadvantaged pupils performing as well as non-disadvantaged pupils nationally.
<p>Frequent reading of all children working below the expected level will help support and underpin their learning. This will enable them to access quality wave one teaching and learning materials more effectively and with confidence.</p> <p>Pupils will be able to apply their reading learning and strategies within and across lessons.</p> <p>Children with other disadvantages can experience difficulties in making sustained progress, they require adapted learning experiences, bespoke curriculums etc.</p>	<p>Sustained progress and attainment from 2024/25 demonstrated this year and future years by:</p> <ul style="list-style-type: none"> <li>the percentage of pupils attaining the expected and greater depth standards, will be in line with, or exceed, national averages for reading.</li> <li>children will read with fluency.</li> <li>the percentage of children passing the phonics screening test will be in line with national average or higher.</li> <li>RWInc Phonics data will show that children are meeting their target group at the expected time to ensure that they are keeping up with the phonics programme.</li> <li>data comparisons between pupil premium pupils and their non-pupil premium peers show the same progress and high attainment.</li> <li>Children with SEND will make progress from starting points.</li> </ul>
To achieve and sustain improved attendance for all pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils, and pupil groups, being no more than national averages.</li> <li>the percentage of all pupils who are persistently ab-sent being below national averages, with support in place to reduce this for all pupils.</li> </ul>

	<ul style="list-style-type: none"> <li>attendance data comparisons between disadvantaged pupils and their non-disadvantaged peers show the same progress and high attainment.</li> </ul>
To sustain high levels of wellbeing for all pupils in our school.	<p>Sustained high levels of wellbeing from 2024/2025 demonstrated this year and future years by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parentsurveys and teacher observations</li> <li>a significant engagement in participation in enrichmentactivities, from all pupils, including pupil premium.</li> <li>Use of TIS approach to support children across school.</li> </ul>

#### 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding the culture of reading for pleasure through high quality phonics provision, the teaching of reading. Training of group leaders and resourcing the schemes	<p><a href="https://publishing.service.gov.uk">The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)</a></p> <p>Reading has been prioritised to allow all pupils to access the full curriculum offer. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. RWInc is a validated SSP Programme that will enable regular assessment and gaps to be addressed quickly and effectively.</p>	1 & 2
Enhancing the reading learning environment to embed a pedagogy of reading for pleasure	<p><a href="https://oup.com">More Than Just a Book Corner - Oxford Education Blog (oup.com)</a></p> <p>Providing reading books that match phonic ability is essential. Teachers modelling a love of reading is also essential and this requires current, exciting, interesting books</p> <p>Interesting, exciting and engaging books purchased to support Guided Reading</p> <p>High quality texts to support the wider curious curriculum</p>	1 & 2
Ongoing CPD for teaching staff in Quality First Teaching strategies including provision for SEN, feedback and gap closing	<p><a href="https://educationendowmentfoundation.org.uk">Wider strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>"There are no great schools without great teachers. The quality of teaching is the single most important in-school factor for improving pupil outcomes and it is particularly</p>	1, 2 & 4

	important for pupils from disadvantaged backgrounds." DfE 2021	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing one to one tuition for children who have fallen behind in their learning. Use of the RWInc tuition program and Maths pre-teaching	<a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> One to one tuition is very effective at improving pupil outcomes. One to one tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.	1 & 2
WellComm	Delayed language skills lead to under-performance later in life. WellComm helps to children who are experiencing barriers to speech and language development, the support helps the children early in their education journey.  <a href="#">WellComm - GL Assessment</a>  <a href="#">Communication and language approaches   EEF</a>	1 & 2
Online learning platforms to support children in consolidating learning, skills practice and additional activities for possible periods of covid isolation.	<a href="https://sumdog.com">Proven to accelerate progress and demonstrate impact on learning. (sumdog.com)</a> The element of regular, daily practice improves children's fluency. Online platforms add a creative element that engages and encourages children to practice. Times Table Rockstars Nessy Numbots	1 & 2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with Peninsula Education (Educational Welfare team) to monitor attendance and plan further actions	<a href="https://www.gov.uk">Securing good attendance and tackling persistent absence - GOV.UK(www.gov.uk)</a> Children that attend regularly and on time succeed in their learning. Attendance must be monitored and families supported in maintaining high levels of attendance.	3
Targeted support for children experiencing life story difficulties	TiS, Cornwall Mental Health Support Worker offering short term targeted support	3

Parent partnership for target pupils through structured conversations to close the gaps.	<a href="https://www.educationendowmentfoundation.org.uk">Wider strategies   EEF (educationendowmentfoundation.org.uk)</a> Working with and communicating with our families is key for successful partnerships	4
Offering a wide range of extra-curricular activities. Financially supporting families to fully participate in extra-curricular activities, swimming lessons, residential trips	Warbstow is an inclusive school, it is imperative that all children have access to the full curriculum offer regardless of family finances. They gain a sense of belonging and comradery by attending these activities.	4

## 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.

## Part B: Review of Outcomes in the Previous Academic Year (2024/2025)

### Intended Outcome 1: Core Skills and Key Stage Attainment

The primary objective was to ensure all gaps in pupils' core skills and knowledge are addressed, measured by end-of-key stage assessments showing disadvantaged pupils performing as well as non-disadvantaged pupils nationally.

- The Year 6 cohort did **not include any disadvantaged pupils** taking the statutory assessments; therefore, direct measurement against the national non-disadvantaged benchmark for this cohort was not possible.
- However, the overall attainment of the Year 6 cohort showed mixed results. While combined Reading, Writing, and Mathematics (RWM) attainment was 40.0%, performance in Grammar, Punctuation, and Spelling (GPS) was significantly low at 20.0%.
- This contextual data, derived from the non-disadvantaged pupils, indicates that curriculum refinement, particularly in GPS, remains necessary to strengthen attainment.

### Intended Outcome 2: Reading Development and Phonics

This objective aimed for frequent reading intervention and ensured that the percentage of children passing the Phonics Screening Check would be in line with, or higher than, the national average.

- The successful implementation of the Read Write Inc (RWI) systematic synthetic phonics programme was a key element of the strategy. For all pupils in Year 1, the school achieved an 81.8% pass rate at the expected standard or higher, successfully exceeding the national average of 79.9%.
- However, disadvantaged pupils in Year 1 only 60% achieved the expected standard. This result fell below the national comparator for disadvantaged pupils, which was 66.8%.
- This indicates that while the phonics programme is successfully implemented across the school, the disadvantaged cohort requires further adaptive learning strategies to ensure their attainment is

brought in line with their national peers, confirming the ongoing relevance of the identified challenge in reading development.

### **Intended Outcome 3: Attendance and Persistent Absence**

The core intention was to achieve and sustain improved attendance, ensuring that the overall absence rate and persistent absence (PA) rate for all pupil groups were below national averages.

- The strategies implemented in 2024/2025 were highly effective, meeting and surpassing these success criteria.
- **Overall Attendance:** The attendance rate for all pupils was robust at 96.6%, which comfortably exceeded both the national average (94.8%) and the local authority average (94.7%). Disadvantaged pupils achieved an overall attendance rate of 95.2%, also exceeding the national average for all pupils.
- **Persistent Absence:** The persistent absence rate for all pupils was kept very low at 4.3%. Critically, the persistent absence rate for disadvantaged pupils stood at only 5.9%. This outcome demonstrates exceptional success, as it is significantly below the national PA threshold (10%), effectively addressing the challenge that some disadvantaged pupils face with lower attendance and lost learning minutes.
- The attendance monitoring for 2024/2025 confirmed only 9% pupils met the penalty notice consideration threshold during the year.

### **Intended Outcome 4: Well-being and Socioeconomic Barriers**

The goal was to sustain high levels of well-being for all pupils, measured by qualitative data, teacher observations, significant engagement in enrichment activities, and the use of the Trauma-Informed Schools (TIS) approach.

- The success in maintaining high attendance and tackling persistent absence (IO 3) strongly suggests that the wider strategies implemented to mitigate "Learning Readiness" issues stemming from emotional state and family finances (Challenge 4) were effective.
- The strategy committed to financially supporting families to fully participate in activities, including swimming lessons and residential trips, ensuring all children have access to the full curriculum offer regardless of family finances.
- However, the provided documentation does not include explicit quantitative data on engagement in enrichment activities or qualitative data from student/parent surveys, meaning the evidence base for meeting these specific success criteria in 2024/2025 is incomplete.
- The continued focus on working with Peninsula Education (Educational Welfare) and providing targeted support for life story difficulties confirms the ongoing relevance and success of the preventative work put in place.