



Pupil Premium Strategy Statement 2025-2026
Warmingham CE Primary School
Chester Diocesan Academies Trust (CDAT)



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 2025 Census

Detail	Data
School name	Warmingham CE Primary
Number of children in school	74
Proportion (%) of pupil premium eligible children	25.7%
Academic Year	2025 – 2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
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	£5,260
Pupil premium funding allocation this academic year	£18,180
Pupil premium funding carried forward from previous	£0
Total budget for this academic year	£23,440

Part A: Pupil Premium Strategy Plan

Statement of Intent

Intent

Our aim is to ensure that all pupils, regardless of disadvantage, make strong progress and achieve high attainment. The Pupil Premium is used to mitigate the impact of socio-economic disadvantage by addressing identified barriers to learning and ensuring that pupils are supported to reach their full potential, including those who are higher attainers.

We recognise that disadvantage can present differently, particularly within an otherwise advantaged context. Our strategy is therefore responsive, needs-led, and evidence-informed, with approaches that may also benefit other pupils facing similar challenges.

Objectives

Our Pupil Premium strategy aims to:

- Remove barriers to learning related to poverty, family circumstances, and background
- Narrow attainment gaps between disadvantaged pupils and their peers
- Ensure all pupils develop secure reading fluency and comprehension
- Strengthen pupils' communication skills and confidence
- Support social, emotional, and mental wellbeing, building resilience
- Ensure equitable access to enrichment opportunities and wider experiences

Context

The school serves a mixed but generally favourable socio-economic community.

Currently, 25.7% of pupils are disadvantaged, and the proportion of pupils with SEND (25.7%) is above the national average. Fifteen of our pupils (nine families) are also identified as vulnerable due to additional contextual factors. This informs a strategy that integrates academic, pastoral, and inclusive practice.

Strategy for Improvement

In line with DfE guidance, our approach prioritises:

High-quality teaching

- Ongoing, high-quality CPD to ensure consistently strong classroom practice for all pupils

Targeted academic support

- Evidence-based interventions and additional teaching support to address identified gaps

Wider strategies

- Targeted support for attendance, wellbeing, and engagement
- Removal of financial barriers to trips, residential, and enrichment opportunities

Implementation and Review

- Class teachers identify and plan targeted support for disadvantaged pupils through class-level Pupil Premium plans
- Provision and impact are reviewed at termly using attainment data, progress measures, and wider evidence as part of our pupil progress meetings
- Support is adapted in response to pupils' evolving needs

Alongside academic provision, pupils with social, emotional, or mental health needs access support delivered by appropriately trained staff.

Challenges

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

Number	Detail of challenge
1	A number of children enter EYFS with underdeveloped oral language, limited vocabulary, and weak listening and communication skills. These gaps impact children's ability to engage in sustained talk, articulate ideas clearly, and listen attentively to others. Limited early language and vocabulary also hinder phonological awareness, including hearing and manipulating sounds for blending and segmenting, which negatively affects early reading development and fluency. Opportunities to develop purposeful oracy, including structured talk with a range of audiences, are therefore a key priority.
2	While most pupils make good progress, a proportion do not consistently reach age-related expectations in reading, writing, and mathematics. This is linked to gaps in prior learning and inconsistent opportunities to consolidate learning beyond the classroom. To address this, the school will continue to upskill staff in the teaching of writing and mathematics, ensuring they have the subject knowledge, pedagogical skills, and confidence required to deliver high-quality teaching and targeted support.
3	Many disadvantaged pupils have limited experiences beyond their immediate environment, which can restrict their understanding of key curriculum concepts and reduce opportunities to develop rich vocabulary, oral language, and communication skills. This lack of cultural and experiential knowledge impacts pupils' ability to make connections across subjects, articulate ideas confidently, and engage fully with learning.
4	<p>The number of vulnerable pupils in school is increasing, linked to a range of complex family circumstances. These include domestic abuse, parental separation and conflict, social care involvement, and a growing number of young carers. Such experiences can significantly impact pupils' emotional wellbeing, behaviour, attendance, and readiness to learn.</p> <p>In the context of reducing access to universal and external support services, it is increasingly important that the school is able to provide early identification and timely intervention to support pupils' social, emotional, and mental health needs before difficulties escalate.</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	Number
To improve oral language, vocabulary, listening, and communication skills across the school, ensuring children develop strong foundations for early reading and phonics, increased fluency and comprehension as they progress, and a lasting love of reading. Pupils grow in confidence as communicators and are better able to access and succeed across the curriculum.	<p>Success Criteria</p> <ul style="list-style-type: none"> • EYFS baseline and ongoing assessments show improved outcomes in Communication and Language • Children demonstrate increased phonological awareness, including accurate oral blending and segmenting in EYFS • Teacher assessments and observations show pupils using an expanded vocabulary and engaging in sustained, purposeful talk • Increased fluency, comprehension, and reading engagement evident across KS1 and KS2 • Pupil voice reflects a stronger enjoyment of reading and increased confidence in communicating ideas • Intervention data and Speech and Language Therapist reports (where applicable) show accelerated progress for targeted pupils • An increasing proportion of pupils meet or exceed age-related expectations in reading, particularly disadvantaged pupils 	1
To improve the quality and consistency of teaching in writing and mathematics, ensuring staff have the subject knowledge and assessment expertise to adapt teaching effectively. This will enable all pupils, particularly disadvantaged pupils, to close gaps in learning, make strong or better-than-expected progress across each key stage, and achieve, and where appropriate exceed, age-related expectations by the end of the key stage.	<ul style="list-style-type: none"> • Internal tracking and statutory national assessment outcomes show a sustained year-on-year increase in the proportion of pupils achieving age-related expectations in writing and mathematics • The attainment gap between disadvantaged and non-disadvantaged pupils narrows across each phase • An increasing proportion of disadvantaged pupils make good or outstanding progress from their starting points • A growing number of disadvantaged pupils meet and exceed the expected standard, including achieving the higher standard at the end of Key Stage 2: <ul style="list-style-type: none"> → Lesson observations, work scrutiny, and moderation demonstrate: → Accurate assessment → Responsive teaching → Effective use of Green for Growth to address misconceptions → Staff confidence and consistency in teaching writing and mathematics improve as a result of sustained CPD 	2

<p>To ensure targeted academic support accelerates progress for pupils with identified gaps in learning, particularly disadvantaged pupils, by strengthening oral language, reading fluency, writing, and mathematical understanding. Interventions enable pupils to secure key concepts, grow in confidence, and successfully access high-quality classroom teaching, resulting in strong progress and improved end-of-key-stage outcomes</p>	<ul style="list-style-type: none"> • Assessment and tracking data demonstrate accelerated progress for pupils receiving targeted interventions • Gaps in oral language, reading fluency, writing, and mathematics reduce over time, particularly for disadvantaged pupils • A higher proportion of pupils successfully re-engage with whole-class learning following targeted support • Progress data shows disadvantaged pupils making strong or better-than-expected progress across key stages • The attainment gap between disadvantaged and non-disadvantaged pupils continues to narrow • Intervention reviews show that provision is timely, matched to need, and responsive to impact 	<p>2</p>
<p>To enhance the cultural capital, wellbeing, and wider life experiences of all pupils, ensuring that every child benefits from a rich and inclusive curriculum beyond the classroom. By removing financial and social barriers, pupils develop confidence, creativity, strong communication skills, and positive attitudes to learning, supporting improved engagement, behaviour, and academic success.</p>	<ul style="list-style-type: none"> • Curriculum plans demonstrate that cultural capital experiences are progressive and embedded across year groups • All pupils have equitable access to trips, residential, music provision, and enrichment activities, with financial barriers removed where necessary • Participation in extra-curricular activities, enrichment, music, trips, and residential increases year on year, particularly for disadvantaged pupils • Pupil voice, observations, and curriculum outcomes show: <ul style="list-style-type: none"> → Increased confidence and engagement → Improved cultural awareness → Greater use of subject-specific vocabulary • Improvements are seen in attendance, behaviour, and wellbeing indicators, particularly for disadvantaged pupils • Music participation and performance opportunities widen pupils' aspirations and confidence, reflected in pupil feedback and engagement 	<p>3</p>
<p>To improve the emotional wellbeing, attendance, and engagement of vulnerable pupils, ensuring that social, emotional, and mental health needs are identified early and supported effectively. Through timely</p>	<ul style="list-style-type: none"> • Vulnerable pupils demonstrate improved emotional regulation, confidence, and wellbeing, evidenced through observations, pupil voice, and pastoral records • Improved attendance and punctuality for pupils receiving targeted pastoral support • Reduced incidents of behaviour linked to anxiety, emotional distress, or unmet SEMH needs • Pupils receiving ELSA and Lego Therapy show measurable progress against identified targets 	<p>4</p>

intervention and high-quality pastoral provision, pupils develop resilience, emotional regulation, and confidence, enabling them to access learning successfully and make positive progress.	<ul style="list-style-type: none"> • Early Help assessments and external agency involvement demonstrate effective partnership working and timely support • Teachers report improved readiness to learn and engagement for pupils previously identified as vulnerable 	
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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 - £900

Maths Development Days (CPD for class teachers) with Sarah Skelley - £1500

Supply Cover - £2000

Intergenerational Oracy Project- £275

Total Cost: £4675

Activity	Evidence that supports this approach	Number
<p>Daily Poetry Basket embedded in EYFS to develop phonological awareness, enabling children to hear, discriminate, and manipulate sounds to support oral blending, segmenting, and early reading.</p> <p>Minimum of three high-quality stories daily in EYFS and KS1, planned to explicitly teach and revisit ambitious vocabulary and promote enjoyment of books.</p> <p>Daily vocabulary-rich talk activities through <i>Rapid Progress</i> and <i>Pathways to Write</i> in EYFS and KS1.</p> <p>Daily story time embedded across KS2, using high-quality picture books and class novels to strengthen listening skills, language comprehension, and reading for pleasure.</p> <p>English Lead to complete Open University Reading for Pleasure course, with strategies implemented consistently across the school to deepen pupils' engagement with reading.</p> <p>Regular access to the educational library for all classes, including high-quality picture books in KS2 as well as non-fiction texts.</p> <p>Intergenerational oracy project for Reception children and KS2 pupils identified as lacking confidence or fluency in communication, providing structured, purposeful talk opportunities.</p>	<p>This approach is underpinned by robust evidence from the EEF Early Language Development review, which identifies high-quality oral language and communication strategies as highly effective in improving:</p> <ul style="list-style-type: none">→ Spoken language and expressive vocabulary→ Phonological awareness→ Early reading development <p>The EEF Toolkit reports that oral language interventions typically deliver +5 to +6 months' additional progress, particularly when embedded consistently within high-quality classroom practice.</p>	1

Evidence-informed assessment and intervention, using EEF-recommended approaches and outcomes from previous Speech and Language Therapist collaboration.		
<p>Building on improvements in teaching quality, the school will further strengthen teachers' subject knowledge, assessment accuracy, and adaptive teaching in writing and mathematics to ensure all pupils, particularly disadvantaged pupils, make accelerated progress.</p> <p>Ongoing CPD to upskill class teachers' subject knowledge in writing and mathematics, enabling them to:</p> <ul style="list-style-type: none"> → Accurately assess pupils' learning → Identify misconceptions and gaps → Adapt plans from schemes of learning to meet the specific needs of their class rather than moving on prematurely <p>Second year of literacy support from The Literacy Company to embed and refine high-quality writing practice across the school</p> <p>First year of mathematics support from Sarah Skelley, focusing on:</p> <ul style="list-style-type: none"> → Deepening teachers' mathematical subject knowledge → Improving diagnostic assessment → Strengthening adaptive teaching and progression <p>High-quality marking and assessment practices used consistently to identify misconceptions and gaps in learning:</p> <ul style="list-style-type: none"> → Green for Growth is embedded across classes, ensuring: <ul style="list-style-type: none"> ○ Individual misconceptions are addressed promptly ○ Teachers and teaching assistants work directly with pupils before the start of the next lesson, enabling pupils to re-access learning confidently → Targeted support ensures pupils are secure in key concepts before progressing, reducing gaps and improving long-term retention → Teaching assistants are deployed effectively to support pre-teaching, same-day intervention, and targeted consolidation, particularly for disadvantaged pupils 	<p>This approach reflects EEF guidance which identifies high-quality teaching as the most effective way to improve outcomes for disadvantaged pupils. Research highlights that:</p> <ul style="list-style-type: none"> → Developing teachers' subject knowledge and assessment expertise leads to stronger adaptive teaching and improved pupil outcomes → Addressing misconceptions early and systematically prevents gaps from widening → Targeted, timely intervention embedded within everyday classroom practice is more effective than delayed or disconnected support <p>EEF guidance consistently shows that improving teaching quality can lead to significant gains in progress, particularly for disadvantaged pupils, when professional development is sustained, evidence-informed, and closely linked to classroom practice.</p>	2

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

Budgeted cost:

Cost of other interventions £4013 (TA1) + £7,844 (TA)

Total Cost: £11,857

Activity	Evidence that supports this approach	Number
<p>Targeted academic support is used to address identified gaps in learning, accelerate progress, and prevent misconceptions from becoming embedded. Provision is carefully matched to pupil need and reviewed regularly to ensure impact, with a strong focus on disadvantaged pupils.</p> <ul style="list-style-type: none"> → Targeted interventions are identified through termly pupil progress meetings, informed by assessment data, teacher judgement, and specialist input → The impact of interventions is reviewed at least half-termly, enabling timely adaptation or cessation where impact is limited → Additional teacher and teaching assistant hours are strategically deployed to deliver evidence-informed interventions linked directly to classroom learning <p>Teaching assistants are trained and timetabled to deliver a range of targeted and structured interventions, including:</p> <ul style="list-style-type: none"> → Reading, Language and Communication (Target 1): <ul style="list-style-type: none"> ○ 1:1 and small-group reading support ○ Additional <i>Read Write Inc.</i> sessions ○ Inference and Deduction Training (KS2) ○ Speech and Language Therapy programmes ○ Precision teaching for phonics, reading fluency, and vocabulary ○ 1:1 Reading with trained volunteers ○ Pre-learning and oral rehearsal to support access to class teaching → Writing, Spelling and Handwriting (Targets 1 & 2): <ul style="list-style-type: none"> ○ SNIP spelling intervention ○ Nessy (spelling, reading, and writing support) ○ Daily handwriting and fine motor development → Mathematics (Target 2): <ul style="list-style-type: none"> ○ Magma Maths (from January 2026) ○ Plus 1 and Power of Two ○ Times Tables intervention programmes ○ Nessy Number Sense 	<p>This targeted academic support approach draws directly on evidence from the EEF Teaching and Learning Toolkit, which highlights:</p> <ul style="list-style-type: none"> → Small group interventions as having an average impact of +4 months, particularly when aligned closely with classroom teaching → High-quality feedback as one of the highest-impact, lowest-cost strategies (average impact +8 months) when used to address misconceptions promptly → Evidence that structured, well-implemented interventions are most effective when they are: <ul style="list-style-type: none"> ○ Time-limited ○ Closely monitored ○ Delivered by trained staff ○ Integrated with high-quality teaching <p>By embedding intervention within a wider strategy of strong teaching, accurate assessment, and timely feedback, academic support contributes effectively to closing gaps and improving long-term outcomes, particularly for disadvantaged pupils.</p>	2

<ul style="list-style-type: none"> ○ Pre-teaching and same-day intervention to address misconceptions <p>Targeted academic support is designed to complement, not replace, high-quality classroom teaching, ensuring pupils are well-prepared to re-engage with learning and make accelerated progress.</p>		
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Wider Strategies (related to cultural capital experiences, attendance, behaviour and wellbeing)

Budgeted cost:

Specialist music teacher 1 day per week – £5,400 (Funded through School House Fund)

Wider Ops Music Lessons – £1600 (Funded through School House Fund)

Support families with trips and residential - £2748

Supply cover for ELSA training - £950

ELSA TA Hours - £1605

Lego Therapy TA Hours - £1605

Total Cost: £6908

Activity	Evidence that supports this approach	Number
<p>Wider strategies are used to remove non-academic barriers to learning, promote wellbeing and positive behaviour, and enrich pupils' cultural and life experiences. These approaches ensure that all pupils, particularly disadvantaged pupils, benefit from a broad, balanced curriculum and have equitable access to experiences beyond the classroom.</p> <ul style="list-style-type: none">→ High-quality cultural capital experiences are planned progressively and embedded within curriculum design, including educational visits, visitors, workshops, and enrichment activities for all year groups→ Experiences, trips, residential and visitors are planned across the year for all pupils to enhance understanding of the wider world and deepen curriculum learning→ Financial support of up to £200 per child is provided where required to remove barriers to participation in trips and residential→ The school actively seeks external funding and charitable support to ensure equitable access to adventurous and residential experiences <p>High-Quality Music and Arts Provision</p> <ul style="list-style-type: none">→ A specialist music teacher delivers weekly music teaching, ensuring high-quality provision and progression→ Wider Opportunities: Every pupil in Years 4 and 5 has the opportunity to learn to play a musical instrument with a music specialist→ KS1 pupils access an annual live performance by the Liverpool Philharmonic Orchestra, developing cultural awareness and listening skills	<p>This strand aligns with evidence from the EEF Teaching and Learning Toolkit, which highlights the positive impact of wider strategies on pupil outcomes:</p> <ul style="list-style-type: none">→ Social and Emotional Learning: average impact of +4 months progress→ Behaviour Interventions: moderate impact of +3 months, especially when combined with a positive school culture→ Arts Participation: average impact of +2 months, alongside improved engagement and wellbeing→ Outdoor Adventure Learning (including residential): average impact of +4 months, supporting resilience, teamwork, and self-confidence <p>These wider strategies play a vital role in supporting attendance, behaviour, wellbeing, and engagement, which in turn enables pupils to access learning more effectively and make stronger academic progress.</p>	3

<p>→ Years 4 and 5 pupils have the opportunity to perform with The Hallé Orchestra at Bridgewater Hall, providing aspirational, high-quality performance experiences</p> <p>→ Whole-school theatre visits further enrich pupils' cultural understanding and support curriculum objectives</p> <p>These opportunities support pupils' creativity, confidence, communication skills, and engagement with learning.</p> <p>Extra-Curricular and Enrichment Opportunities</p> <p>→ A wide range of extra-curricular activities is offered, the vast majority of which are free or very low cost, enabling pupils to access experiences that may not be available within the home environment</p> <p>→ Participation in clubs, enrichment activities, and music provision is monitored to ensure increased engagement from disadvantaged pupils</p> <p>→ Enrichment opportunities are designed to support:</p> <ul style="list-style-type: none"> ○ Social and emotional development ○ Positive behaviour ○ Attendance and engagement ○ Confidence and resilience 		
<p>The school prioritises early intervention and pastoral support to remove barriers to learning, improve attendance and engagement, and support pupils' emotional wellbeing.</p> <p>→ Early identification of vulnerable pupils, including young carers and those affected by family circumstances, through close monitoring, staff communication, and liaison with external agencies</p> <p>→ Early Help support accessed where appropriate, working in partnership with families and outside agencies to ensure timely, coordinated support</p> <p>→ ELSA (Emotional Literacy Support Assistant) provision, delivered by a trained teaching assistant, providing structured, targeted emotional support for pupils experiencing anxiety, emotional distress, or difficulties with self-regulation</p> <p>→ Lego Therapy, delivered by trained staff, to support:</p> <ul style="list-style-type: none"> ○ Communication skills ○ Emotional regulation ○ Social interaction and teamwork 	<p>This approach aligns with evidence from the EEF Teaching and Learning Toolkit, which highlights the importance of wider strategies in supporting disadvantaged and vulnerable pupils:</p> <p>→ Social and Emotional Learning interventions show an average impact of +4 months, improving emotional regulation, relationships, and engagement with learning</p> <p>→ Behaviour interventions demonstrate a moderate impact of +3 months, particularly when underpinned by strong pastoral systems and positive relationships</p> <p>→ Evidence indicates that early intervention is more effective than reactive support,</p>	4

<ul style="list-style-type: none"> → Daily meet-and-greet sessions for pupils who find it difficult to attend school, supporting positive transitions, reducing anxiety, and improving punctuality and attendance → Strong relationships between staff and pupils, ensuring children feel safe, supported, and ready to learn → Close collaboration between pastoral staff, teachers, and senior leaders to ensure support is responsive and personalised 	<p>particularly for pupils experiencing complex family circumstances</p> <p>By embedding pastoral support within a wider whole-school approach, the school ensures pupils are emotionally ready to learn, which directly supports improved academic outcomes.</p>	
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Total budgeted cost: £23,440

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	Magma 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