

## Warton St. Paul's CE Primary Academy

### Pupil Premium Strategy Statement

1. Summary Information					
School	Warton St. Paul's CE Primary Academy				
Academic Year	2025/26	Total PP Budget	£65726.53	Date of Most recent PP review	July 2025
Total Number of Pupils	98	Total Number of eligible Pupils	51	Date of next review of this strategy	July 2026

2. Current Attainment (KS2 Teacher Assessment 2024-25)		
	Pupils eligible for PP	All Pupils
% achieving expected in reading, writing and maths	40%	23%
% achieving expected in reading	40%	54%
% achieving expected in writing	80%	77%
% achieving expected in maths	40%	23%

#### Headline for PPG 2024-26

% of PP Achieving a GLD in Reception	50%
% of PP achieving the phonics check standard	63%

The final PPG isn't confirmed yet, the budget was based on 51 x PPG Ever6 (65726.53), LAC(5400)

(January Census 2025)

<b>3. Barriers</b>	
<b>In-School Barriers (issues to be addressed at school)</b>	
<b>A</b>	Employment of a Support Assistant who provides programmes of support to identified children to reduce / alleviate any barriers to learning. PP children are monitored at least half termly to ensure children are fully engaged with their learning and are making good rates of progress with their learning.
<b>B</b>	Teaching assistant support is targeted and planned to ensure that all children including PP children are accessing quality first teaching and additional support when required. All children's progress, including PP children, is closely monitored. Pupil progress meetings take place each half term and provision closely mapped to meet need. Appropriate action is taken when intervention is required. Outside agencies are procured when further advice / programmes of support are needed.
<b>C</b>	When required financial assistance is given so that PP children can access all extended learning opportunities such as educational visits and out of school learning activities. Free access to out of school provision has also been granted in some circumstances.
<b>D</b>	Completion of homework to a good standard and handed in on time.
<b>E</b>	Ensuring good rates of progress for all children across the curriculum.
<b>F</b>	Attendance rates are monitored on a half termly basis.
<b>G</b>	Music tuition provided to promote significant talent.
<b>H</b>	Out of school provision allocated to support a child in need.

4. Outcomes		
Desired outcomes and how they will be measured		Success Criteria
<b>A</b>	Emotional and behavioural problems are a problem for some of the pupil premium children which acts as a barrier to learning. PP children are less resilient learners.	Emotional support provided for all PP children throughout the year in order to ensure that they are able to focus on learning. Observations show that PP children are developing into resilient learners and are making rapid progress. Individual support made available to parents and families when required.
<b>B</b>	PP children working below ARE	Intervention and provision is being embedded leading to pupil premium making good progress throughout the year. More PP children reaching expected levels of attainment in reading, writing and maths. Develop the teaching of spellings in a structured and systematic way in order to support all PP pupils. Use of IDL Cloud for PP children with difficulties in spelling to support quality first teaching. Additional and some 1:1 support for children in phonics / basic number skills
<b>C</b>	To provide enhanced learning opportunities and support for the PP children as a consequence to limited resources within some families and household	Children take part in a variety of enrichment experiences to enhance learning and skill development. Such as specialised Sports teaching, Music teaching, Forest Schools and Resilience activities.
<b>D</b>	Access to support with home learning.	Increased numbers of PP children completing their homework and increased one to one reading through the weekly provision of a homework club. This is led and organised by staff and supported by governors of the school. PP children are targeted to attend. Access to computers, school equipment and other learning resources.
<b>E</b>	Challenge for high ability PP children to ensure sustained rates of progress.	More able PP children accessing more challenging texts and reaching a high standard.

		Q of T improved to ensure that all children are challenged across the curriculum.
<b>F</b>	Attendance for pupil premium is monitored on a half termly basis.	Rates of attendance for PP children in line with other pupils.
<b>G</b>	Music tuition provided by school	To encourage specific talent and support self-esteem and confidence
<b>H</b>	Provide out of school care	To promote social interaction and engagement with peers. Through clubs run by teaching members of staff.

<b>5. Planned Expenditure</b>					
<b>Academic Year</b>				<b>2025/26</b>	
1. Quality first teaching for all (phonics support) 28,029					
<b>Desired Outcome</b>	<b>Chosen Action/Approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff to lead</b>	<b>Date of review</b>
Support Phonics/Spelling teaching	Annual support programme	Programme covers all aspects of provision, to support and engage Infant team.	Monitoring and evaluation of the impact of the programme on progress and outcomes by Senior staff and governors	LH/KF	January/May 2026
Support for children (including PP children) with identified spelling / sentence level difficulties	Red Rose Letters and Sounds Phonics Scheme	Programme of support to be used both at home and in school	Monitor rates of progress on a termly basis	LH/KF	January/March 2026

Maintain 6 classes to keep teacher: child ratio low.	Three Infant classes Discrete EYFS class 1 and 2 Class	Ensure all children including PP have quality teaching time with teacher	Monitoring Progress and interventions on a termly basis	LH/KF	May 2026
2. Targeted Support £33,896.53(Contribution towards L2 LSA),					
<b>Desired Outcome</b>	<b>Chosen Action/Approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff to lead</b>	<b>Date of review</b>
To ensure that any barriers of learning, or potential barriers are eradicated through swift targeted intervention and support Children are supported with their emotional needs.	Time table of provision / support from learning support assistants	Reducing barriers to learning ensures greater progress. Self-esteem, confident and growth mind set can only support good progress in learning	Specific training and time table time of the support assistant	LH	May 2026
3. Other Approaches ( £1,313- music, £902.50 additional swimming, £1400 curriculum subscriptions, £185.50 other )					
<b>Desired Outcome</b>	<b>Chosen Action/Approach</b>	<b>What is the evidence</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff to lead</b>	<b>Date of review</b>

		<b>and rationale for this choice?</b>			
To provide enhanced learning opportunities and support for the PP children as a consequence to limited resources within some families and households.	Ensure that provision for PP is available and that children are able to access clubs and additional opportunities across the year.	Research has shown that those children who access additional provision through school clubs, trips and enrichment perform better at school.	Monitor visitors and opportunities for all year groups to ensure a broad and balanced experiences across the year. Ensure that school trips are subsidised and additional music lessons are available where appropriate.	<b>LH</b>	March/May 2026
Access to support with home learning.	Website updated with support for parents.  Increase number of workshops to support parents with learning.  Homework club supportive and frequency  Additional reading	One of the key reasons parents say that they don't support children is a lack of understanding of strategies taught in school. If further information is provided parents may feel more able to support learning. Homework club to reinforce learning in	Monitoring of attendance of PP parents and impact upon homework frequency. Attendance of PP children at homework club.	LD/KF	July 2025

	sessions timetabled in every class for PP children	school and provide a positive view of home learning.			
Attendance for pupil premium children is closely monitored.	Attendance awards in place and celebrated each term, as well as letter home.	Excellent attendance at school has a significant impact on progress made.	Collaborative approach to ensure that systems are efficient and effective. Attendance will improve for PP children.	LH	November 2025 March 2026 May 2026 July 2026

Laura Hodgkinson

September 2025