Pupil premium strategy statement – Warden Hill Infant Academy 2025 to 2026

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	281
Proportion (%) of pupil premium eligible pupils	14.9%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025 to 2027
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Lisa Maxted
Pupil premium lead	Yetunde Otunla
Governor / Trustee lead	Trish Pinner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,690
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£69,690

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, 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 high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We have prioritized reading for our children. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	On entry to EYFS PP pupils score a lower baseline for communication that non pp pupils.
2	Internal RWInc data evidences that some PP children achieve below all children
3	Attainment at end of year two shows a gap for some PP children

4	Attendance data for PP children is below that for all children

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
Improved oral language skills and vocabulary among 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.
Improved reading attainment among disadvantaged pupils.	PSC in 2027/28 show that more than 89% of disadvantaged pupils met the expected standard. Reading outcomes at end of year two show 90% of pupils eligible for pp achieving the expected standard.
Improved writing and maths attainment for disadvantaged pupils at the end of KS1.	KS1 writing and maths outcomes in 2027/28 show that more than 60%% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: • the overall unauthorised absence rate for all pupils being no more than 1%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. the percentage of all pupils who are persistently absent being below X% and the figure among disadvantaged pupils being no more than X% lower than their peers.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *1,422 (RWInc training and Development days)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWInc training *RWInc development days*	Staff CPD for RWInc has meant all staff are fully informed to deliver the programme. Development days with our external consultant ensures staff training is kept up to date and new staff have robust induction to reading programme so that they can deliver this effectively.	1, 2 and 3

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *52,467 (intervention) + 2,130 (RWInc)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWInc tuition *In class interventions*	RWInc is a government endorsed programme. The school has improvce4d the number of children passing the PSC through consistent delivery of the RWInc programme. Past PSC results evidence the positive impact of 1:1 tuition on pupil progress.	1, 2 and 3

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

Budgeted cost: £ *5,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLA for attendance support officer	School attendance is on a trajectory of improvement as a result of targeted measures being put into place. Support for our families is having a positive impact. One PP family currently receiving support had attendance of 86% last year and this is now 94 %	4
All pupils eligible for PP funding to have support of 50% of cost of enrichment events being paid from the funding..	Engagement in enrichment events and trips is positive for well being.	1,2,3, and 4

Total budgeted cost: £ *61,519*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summer Data 2025:

EYFS

All pupils achieving GLD was 72%. We exceeded the national GLD of 68%

PP pupils achieving GLD was 71%

Year 1

All pupils passing PSC was 89%. We exceeded the national pass rate of 81%.

PP pupils passing PSC was 79%. We exceeded the national pass rate of 67%

As a school we have continued to embed 1:1 tuition to close the gap for phonics. This is having a positive impact.

Our attendance is on a trajectory of improvement, attendance for all pupils is 95% and attendance for PP pupils is 94%

Participation in trumpet lessons was positive with 3 out of the 5 pupil being eligible for PP.

Externally provided programmes

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

Programme	Provider
RWInc 1:1 tuition	School learning support assistants
Trumpet lessons	Luton Music Service

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.