

Pupil premium strategy statement

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	Highworth Warneford School
Number of pupils in school	641
Proportion (%) of pupil premium eligible pupils	26.2% (168 Pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sophie Hesten
Pupil premium lead	Elizabeth Trafford
Governor / Trustee lead	Catherine Coffey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,385
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£149,385

Part A: Pupil premium strategy plan

Statement of intent

Highworth Warneford School prioritises the progress, attendance, and wellbeing of disadvantaged learners. Staff ensure quality teaching, tailored resources, and interventions to boost literacy, numeracy, and mental health. Pupils are supported academically, pastorally, and socially, encouraged to join wider school life, while targeted attendance strategies and parental partnerships strengthen engagement and future opportunities.

Challenges

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

Challenge number	Detail of challenge
1 Progress	<p>Evidence shows that disadvantaged students are achieving below their non-Pupil Premium peers. Some learners in receipt of Pupil Premium may demonstrate passivity in lessons, limiting engagement and outcomes. Promoting high aspirations, high quality teaching and securing active engagement in the classroom is therefore a priority.</p> <p>We have the same high expectations for PP along with all students. Attainment and progress should be in line or above expectations.</p>
2 Reading, Literacy and Oracy Challenges	<p>Literacy and numeracy are foundational skills for success across all subjects. Without strong foundations, students struggle to access the curriculum and achieve their potential. Our target is to ensure disadvantaged students make progress above the national average; closing the gap in attainment between PP and non-PP students. Our longer-term goal is for the attainment of disadvantaged students to align with the attainment of non-disadvantaged students, particularly in English and Maths.</p>
3 Emotional and Social Barriers	<p>Disadvantaged pupils often face emotional and social challenges, such as stress, anxiety, and low self-esteem. These issues can affect overall well-being and academic success. Our aim is to provide targeted support and foster a sense of belonging within our school community.</p>
4 Attendance	<p>Students with attendance above 95% are more likely to achieve outcomes that allow them to progress to further learning and employment. Disadvantaged pupils currently attend less well compared to non-Pupil Premium students. Improving attendance is a key priority to improve attainment.</p>
5 Access to Resources	<p>Often, our disadvantaged students have limited access to essential learning materials, technology, and enrichment opportunities. This</p>

	reduces cultural capital and the ability to access the full curriculum. We aim to remove these barriers by providing equitable access to resources and opportunities that extend beyond the classroom.
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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
Progress Raise aspirations and ensure PP outcomes align with non-PP peers.	<ul style="list-style-type: none"> • No disadvantaged pupils are NEET; all access appropriate post-16/18 pathways. • Attainment 8 and progress scores match or exceed non-PP peers. • Teacher targets and feedback consistently reflect high expectations. • Quality Assurance activities and data reviews show a focus on PP progress.
Reading, Literacy and Numeracy PP students have equal access to curriculum and future opportunities through strong literacy and numeracy.	<ul style="list-style-type: none"> • Reading ages improve by at least 12 months per academic year for targeted pupils. • English and Maths Attainment 8 scores within 2 points of non-PP peers. • Increased engagement in reading programmes and numeracy interventions.
Emotional and Social PP students feel confident, valued, and part of the school community.	<ul style="list-style-type: none"> • Positive pupil perception data on belonging and well-being and a ready to learn score in line with non-disadvantaged peers. • Reduction in external referrals and behaviour incidents. • Increased positive feedback following ELSA and mental health interventions. • Fewer suspensions/PEX for PP pupils.
Attendance PP attendance matches non-PP peers and persistent absence reduces significantly.	<ul style="list-style-type: none"> • Overall PP attendance $\geq 94\%$ • Persistent absence reduced by 1% from previous year. • Increased parental engagement in attendance meetings.
Resource PP students access the same enrichment and curriculum opportunities as peers.	<ul style="list-style-type: none"> • PP participation in trips and clubs $\geq 90\%$ of non-PP peers. • Increased representation in sports and practical subjects (e.g Food Tech). • GCSE uptake in resource-heavy subjects matches non-PP peers.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £55000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching</p> <p>Time allocated for departments to ensure strategies are implemented consistently and pupil premium learners are accessing the most effective T&L.</p> <p>T&L policy to embed TPAT Principles across the curriculum. Key focus on, inclusion, challenge and adaptive teaching. All new staff receive training on the TPAT principles and robust quality assurance procedures ensure teachers are supported to meet high expectations for T&L standards.</p> <p>Assemblies, ensuring rationale behind key T&L strategies are shared with students.</p> <p>CPD Memberships:</p> <ul style="list-style-type: none"> Whole school subscription to the National College. Pixel Membership Walk Through Membership Carousel Teaching Membership NACE Membership 	<p>Disadvantaged learners have to make faster progress than their peers do. Research indicates that Disadvantaged learners are disproportionately affected by quality of teaching. Excellent teaching, including effective feedback, appropriate levels of challenge and metacognition are shown to have the biggest impact on the progress of learners. Quality CPD will ensure teaching staff have access to the latest updates in pedagogy, understand what makes the biggest difference for disadvantaged learners and time to refine their practice.</p> <ul style="list-style-type: none"> EEF Guide to the Pupil Premium – A Tiered Approach to Spending Social Mobility: The Next Generation – Lost potential at age 16 (2023) The Sutton Trust Double Disadvantage? Socioeconomic disadvantage in the SEND system (Sutton Trust 2025) Effect of Teaching on Student Progress (Sutton Trust 2011) Inclusive Teaching—Securing Strong Educational Experiences and Outcomes for All Students (2025) McCrea, Barker & Goodrich EEF: 'A Review of Educational Interventions and Approaches Informed by Neuroscience' 	

<p><u>Contingency</u></p> <p>Employment of 2 full-time cover supervisors.</p> <p>Funds available to support training needs identified throughout the year.</p> <p>Department INTENT statements, curriculum maps and development plans focus on Inclusion first.</p>	<p>Disadvantaged students benefit most from positive relationships with staff. Permanent cover supervisors are part of the school community and understand the individual needs of students.</p>	2

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

Budgeted cost: £45000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Literacy and Numeracy</u></p> <p>SLT position responsible for Accelerated Reader strategy, including staff CPD and links with school library.</p> <p>Accelerated Reader Programme Pupils are given a reading score and colour code based on their reading age generated from start of year tests. This is used by pupils to help them select appropriate texts to read from school library to stretch and challenge each individual and support their reading comprehension development.</p> <p>‘Book of the Week’ to be embedded into weekly tutor time schedule and top 30 reads to be shared with all pupils and parents to promote reading.</p>	<p>The DfE has reported that reading for pleasure is the single most influential factor in indicating the future success of a student. Students from disadvantaged backgrounds, are less likely to read for pleasure, meaning they are at a significant disadvantage when it comes to academic attainment. This has been exacerbated by school closures and inability to access reading resources through schools and libraries. Reading is key for enriching lives, personal fulfilment and social/emotional development. EEF research highlights that in order to improve reading comprehension it is important to identify the appropriate level of text difficulty. Successful reading comprehension approaches must be carefully tailored to pupils reading capabilities and involve texts that provide an effective, but not overwhelming, challenge. The average impact of reading comprehension strategies is an additional 6+ months progress over the course of a year.</p>	

<p>Year 7 NGRT. Year 7- 9 Star Reader and Year 9 EXACT screening for reading, spelling age and processing speeds. Mid-year transfers screened on entry.</p> <p>Targeted literacy interventions via Corrective Reading and Spelling through Morphographs. All Pupil Premium students screened to assess need.</p> <p>Critical readers identified and support put in place at KS3.</p> <p>Promotion of reading for pleasure via tutor time reading project. Topic texts introduced to all departments.</p> <p>School link with the Ramsbury Reading Hun- DFE Secondary Reading Incitve.</p> <p>Numeracy screening at KS3 and targeted interventions delivered for students. Disadvantaged students prioritised for support via nurture groupings.</p> <p>Literacy Festival engagement with a focus on pupils on the Warneford Inclusion list</p>	<ul style="list-style-type: none"> DfE 'The Reading Framework' (2023) EEF Guide to the Pupil Premium – A Tiered Approach to Spending EEF Toolkit: Reading Comprehension – Impact: +7mnths EEF Guidance Report – 'Improving Literacy in Secondary Schools' 'Closing the Vocabulary Gap' – Matt Bromley EEF – Small Group Tuition, Reading Comprehension Strategies DfE 'Research Evidence on Reading for Pleasure' (2012) 	
<p><u>Intervention</u></p> <p>Careful monitoring of progress of PP students in relation to peers.</p> <p>SLT Monitoring</p> <p>Priority access to In-school intervention for pupil premium students.</p> <p>GCSE Masterclass workshop for students targeting Grade 8-9. Parents invited to an evening session also.</p>	<p>Highly able pupil premium pupils achieve half a grade less than other highly able pupils, on average, with a very long tail to underachievement</p> <p>Careful progress monitoring and planned intervention will identify where the most progress needs to be made, ensuring the greatest overall impact.</p> <ul style="list-style-type: none"> EEF Guide to the Pupil Premium – A Tiered Approach to Spending "Missing Talent" (Sutton Trust 2015) 	

<p><u>Revision Skills</u></p> <p>'Exams Made Easy' Workshop for Year 11 and parents.</p> <p>Departments to explicitly teach students how to revise in curriculum time.</p> <p>Subscription to Seneca Learning and MathsWatch to support regular retrieval and revision practice.</p>	<p>Explicit revision skills and metacognitive strategies need to be taught so that all students can develop the exam preparation skills needed.</p> <p>Previous parent voice has indicated a need for guidance in supporting students with revision at home.</p> <ul style="list-style-type: none"> • EEF Guide to the Pupil Premium – A Tiered Approach to Spending • EEF Toolkit: Metacognition & Self-regulation – Impact: +7mnths / Parents engagement – Impact +4mnths • EEF Guidance Report: 'Working with Parents to Support Children's Learning' 	
<p><u>Contingency</u></p> <p>Funds available to support intervention needs identified throughout the year.</p>		5

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

Budgeted cost: £49,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Pastoral Care</u></p> <p>Contribute to pastoral staffing, within the House system. This includes a Head of Key Stage 4, A Head of Key Stage 3, a head of year 7. 4 House Leaders and 3 Pastoral Support Workers</p> <p>Pupil Premium students to have a Pupil Passport in school to share relevant information with key staff.</p> <p>Pupil Premium learners are high profile and needs are communicated to staff regularly.</p>	<p>The context, characteristics and subsequent needs of our disadvantaged learners are quite diverse. We know our students. Our strong pastoral systems ensure that barriers to learning are identified and the individual needs of our learners are met. Tutors engage with disadvantaged learners and their parents. Contextual needs are communicated to all staff so that teachers can identify vulnerable learners and meet their needs in and out of the classroom.</p> <p>More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour</p>	3,4,5

<p>They are a fixed point for review on the SLT agenda point.</p> <p>Classcharts system allows for live monitoring of behaviour and swift interventions to ensure pupil premium students can access lessons, free from disruption.</p> <p>Early Help Conversations process initiated as an early intervention.</p> <p>Build sense of belonging and engagement with school via House System and competition.</p> <p>Early access to book parents' eve and support to do this.</p> <p><i>Monitoring of classcharts to intervene with parents who aren't regularly checking</i></p> <p><i>Tutor phone calls home for disadvantaged students</i></p>	<p>management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.</p> <p>The House system Led by the Heads of Key Stages and SLT link for Pastoral provides a sense of belonging and builds community across whole school. This positively impacts on all students but is designed to engage Pupil Premium students a foster a sense of community. It provides structure for engaging families, student leadership and enrichment opportunities.</p> <ul style="list-style-type: none"> • EEF Guide to the Pupil Premium – A Tiered Approach to Spending • EEF Toolkit: Social and Emotional Learning – Impact: +5mnths / Parent engagement – Impact: +5mnths • DfE 'Supporting the attainment of disadvantaged pupils – Briefing for school leaders (2015) • A Practical Guide to the Pupil Premium – Marc Rowland • 'Improving Teacher Perceptions of Parent Involvement Patterns: Findings From a Group Randomized Trial' Herman & Reinke (2017) • EEF – Social and Emotional Learning • EEF Guidance Report – 'Working with Parents to Support to Support Children's Learning' (2021) 	
<p>Attendance</p> <p>Implementation of SOL tracker to ensure careful monitoring of Pupil Premium cohort.</p> <p>Embed new attendance policy to ensure strategic oversight and consistent response to poor attendance and high rates of persistent absence among pupil premium students.</p>	<p>Progress and attainment are strongly correlated with higher rates of attendance. Students have to be in school before they can access learning. Disadvantaged learners are more likely to have lower rates of attendance and make up a larger proportion of persistent absentees. This cohort is more likely to be young carers and / or affected by social issues. By improving attendance, we will be ensuring students can make more progress.</p>	4

<p>To support early intervention with disadvantaged students, attendance procedures are initiated at a lower threshold than that of their peers.</p> <p>Ensure students and parents understand what good attendance looks like and why it is important. This includes the cost of letters, text messages and marketing materials.</p> <p>Attendance Officer and Inclusion Team to work with families on short term interventions, that support return to school. This includes contribution to the costs of bespoke EOTAS off-site educational packages and continue working relationships with external providers such as:</p> <ul style="list-style-type: none"> • Riverside • Oakfield • Pre-16 college • Fernbrook <p>Schools of Solutions (SoS) – on-site alternative provision (12 week placement) to support pupils with behavioural issues, poor attendance and are at risk of NEET. Pupils in SoS will work off a reduced curriculum timetable to allow for 2-3 days each week to be spent in SoS</p> <p>Reward Activities Term 2, 4 and 6. Pupil Premium students to have a lower eligibility criterion for attendance.</p> <p>Breakfast Club – emotional support and food provided at the beginning of the day to encourage positive interaction and good behaviour for learning routines</p>	<ul style="list-style-type: none"> • EEF Guide to the Pupil Premium – A Tiered Approach to Spending • DfE: 'The Link Between Absence and Attainment' (2022) • DfE 'Supporting the attainment of disadvantaged pupils – Briefing for school leaders (2015) • DfE Guidance – Improving School Attendance • Internal attendance data <p>Support Services in Education highlight the growth in persistent absence by over 10% contributed to a rise in Emotionally Based School Avoidance. Successful strategies highlighted in their report was an alternative curriculum and reintegration plan.</p> <p>The DfE's evaluation of breakfast clubs in schools shows that there were reductions in the number of pupils being hungry, improvement in punctuality of some pupils and improvements in concentration compared to those who did not attend.</p>	
<p><u>Enrichment</u></p>	<p>Students are more likely to achieve if they feel a sense of belonging and community.</p>	<p>3,4,5</p>

<p>Facilitate engagement with enrichment, trips and experiences.</p> <p>Ensure all disadvantaged students can access peripatetic music lessons.</p> <p>Monitor engagement of PP cohort at extracurricular clubs / activities via trip and extra curricula criteria. Target individuals who require more support to engage.</p> <p>Y10 HA PP students supported to attend 'Eton Connect summer school'.</p> <p>Aim Higher PP Links to Higher Education Program</p> <p>Disadvantaged students supported to take part in the AQA 'Unlocking Potential' social action project.</p>	<p>At Warneford, we develop the whole student rather than just supporting academic achievement. Developing a curriculum for cultural literacy and an understanding of the world is vital for students who may otherwise lack opportunities for experience. Facilitating engagement with arts and cultural inclusion supports students to learn new creative skills which in turn supports connections and socialisation with others.</p> <ul style="list-style-type: none"> • EEF Guide to the Pupil Premium – A Tiered Approach to Spending • A Practical Guide to the Pupil Premium – Marc Rowland • 'Using Pupil Premium to enrich cultural education' (2017) Thorpe • Exploring the impact of the 2013 Unlocking Potential programme (2014) Spalding 	
<p><u>Mental Health</u></p> <p>Staff member with responsibility for mental health care in school.</p> <p>Mental health lead to work with both outside agencies such as BUSwindon and Trust wide interventions such as TPAT mental health team and School of Solutions. Referrals to prioritise Pupil Premium Students.</p> <p>ELSA support program to facilitate in school intervention for pupil premium students</p> <p>Trauma informed training for school teaching and support staff in order to early identify need in pupil premium students</p> <p>A fair representation of Pupil Premium students in student leader positions.</p>	<p>Disadvantaged students are more likely to suffer mental health issues that act as a barrier to future academic achievement. They often show lower levels of resilience and self-regulation. During the pandemic, some disadvantaged young people have reported poorer mental health and wellbeing including anxiety and loneliness. Parents from households with lower annual incomes reported their children having higher levels of symptoms of behavioural, emotional and attentional difficulties than those with higher annual income throughout the pandemic.</p> <ul style="list-style-type: none"> • EEF Guide to the Pupil Premium – A Tiered Approach to Spending • 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement' – OFSTED 	3,5

	<ul style="list-style-type: none"> • DfE Covid-19 Mental Health & Wellbeing Surveillance report (2021) • 'Academic Functioning and Mental Health in Adolescence: Patterns, Progressions, and Routes from Childhood' (1999) - Roeser, Eccles & Freedman-Doan 	
<p><u>Careers</u></p> <p>Y11 PP cohort prioritised for access to high quality careers interviews, at an early stage.</p> <p>Students to access 'Employability Skills' programme through structured tutor time.</p> <p>Careers lead to consult with Pupil Premium lead to ensure all Pupil Premium students are prioritised for career opportunities e.g. Industrial Cadets.</p> <p>Careers Administrator employed to assist careers lead.</p> <p>Disadvantaged students given extra support to find appropriate work experience placements.</p>	<p>Disadvantaged students are less likely to go on to further educations and are more at risk of NEET. At Warneford, we do not assume that disadvantaged students have low aspirations however, we recognise that they may require extra support in careers guidance and transitions to KS5.</p> <ul style="list-style-type: none"> • DfE 'Supporting the attainment of disadvantaged pupils – Briefing for school leaders (2015) • EEF Guide to the Pupil Premium – A Tiered Approach to Spending 	1
<p><u>Resources</u></p> <p>Families are supported with costs associated with uniform, academic resources and access to trips/wider learning opportunities.</p> <p>Disadvantaged students receive 100% financial support to complete the Duke of Edinburgh Bronze and/or Silver award.</p>	<p>At Warneford, we recognise that families will sometimes require extra support with meeting basic requirements for 'readiness to learn'. Lack of uniform or essential resources can affect attendance and relationships with school, leading to underachievement. We believe that no student should underachieve due to lack of resources or family income. This commitment extends beyond the classroom: we aim to provide financial support for academic trips and enrichment opportunities, ensuring every student can access experiences that broaden learning and personal development.</p>	5

Total budgeted cost: £149,385

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. We have analysed the performance of our schools PP pupils during 2024-2025 academic year using GCSE results data and our own internal assessment data.

Our Pupil Premium students achieved an Attainment 8 score of 38.7 in 2024–2025, which is +3.8 points above the national average (34.9) demonstrating the positive impact of our targeted strategies. This is an improvement from 35.9 in 2023–2024, continuing a three-year upward trend in outcomes for disadvantaged students. The national average for non-disadvantaged pupils is 45.9. While the national gap between disadvantaged and non-disadvantaged pupils remains around 11 points our school is narrowing the gap faster than the national trend. This progress reflects our commitment to high aspirations, quality-first teaching, and ensuring every student has access to the same opportunities as their non-disadvantaged peers.

Performance in English / Maths was behind that of non-PP peers but above national average when compared to Pupil Premium Disadvantage peers.

33.3% of our Pupil Premium disadvantaged students achieved 5+ in English & Maths compared with 25.6% national average.

50% of all pupils achieved 5+ in English & Maths at HWS compared to 45.2% national average.

A8 scores for the groups below:

Whole school 46.0 compared to 45.9 national average.

Review of Impact

The pupil premium gap at Highworth Warneford School has decreased year on year, reflecting our nurturing approach and personalised support for disadvantaged students. We prioritise knowing our students well and proactively provide targeted interventions to ensure they access the same benefits and experiences as their non-Pupil Premium peers. We believe strongly that an ambitious curriculum is an entitlement for all students. Every member of staff understands their collective responsibility toward disadvantaged learners, and there is a shared commitment that the most effective strategy for reducing the gap is quality-first teaching, high aspirations, and consistent attendance. We will keep building on this success by focusing on high aspirations, strong teaching, and ensuring every student feels supported and challenged.

Key Actions for 2025–2026

Pastoral Support

We are delighted to have appointed additional pastoral staff, including a dedicated Head of Year 7, to help every child feel supported during their transition from primary to secondary school. This year, we will also make sure all students have access to trips, clubs, and enrichment opportunities by tracking participation and widening cultural experiences for disadvantaged pupils.

Parental Engagement

We want parents to feel part of our school community. This year, we're introducing coffee mornings, Parental Information Evenings (PIE events), and positive phone calls home—creating more opportunities to connect, share, and celebrate progress together.

Classroom Practice

Our classrooms are fully staffed with subject specialists, and we've increased cover supervisors to maintain consistency and minimise disruption. Every student deserves stability and high-quality teaching, and we're committed to delivering that every day. Staff development will focus on our Trust's TPAT principles, inclusive teaching practices and our new school values—Integrity, Challenge, and Excellence (ICE)—which underpin everything we do.

Reading and Vocabulary Development

We've introduced a whole-school "Word of the Week" initiative to explicitly teach tier-two vocabulary, helping students develop the language they need to succeed. We're also working with the Ramsbury Literacy Hub, a DfE initiative supporting reading in secondary schools.

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	Provider
'Exams Made Easy' Workshop	MADE Training
Employability Skills	The Skillsbuilder Partnership
The National College	The National College
Mental Health CPD	YoungMinds
Sol Attendance Tracker	Sol Attendance
Walk Thru Membership	WalkThru
Carousel Teaching Membership	Carousel Teaching
Pixl Membership	Pixl

NACE Membership	NACE
Seneca Learning	Seneca
Maths Watch	Maths Watch