

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	Stottesdon CofE Primary School and Nursery
Number of pupils in school	95 (school and nursery: 117 – Census October)
Proportion (%) of pupil premium eligible pupils	8 = 8.42% of statutory school age
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2024 to 2026/2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Katie Jones
Pupil premium lead	Katie Jones
Governor / Trustee lead	Lauren Walker

Funding overview

Detail	amount
Pupil premium funding allocation this academic year	£13635 + £5260 (LAC/PLAC)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£18,895

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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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

For all disadvantaged pupils (these may include pupils wider than the criteria) to:

- Be ready for their next stage of learning (evidence would be meeting: ELG; phonic screening; fluently reading and comprehending age-appropriate reading material; achieving learning objectives for their age across the curriculum)
- To have positive self-esteem, resilience, health and the emotional wellbeing to be happy and achieve.
- For there to be no gap between our pupil premium children and non-pupil premium children (unless there are specific SEND reasons).
- Where appropriate, for pupil premium children to achieve greater depth expectations for their age

Our Pupil Premium Strategy aims to achieve the above over the duration their primary education.

Our current plan has specific provision to support the following:

- Emotional wellbeing, self-esteem and resilience (including over the shoulder champions; emotion coaching; attendance at wider opportunities e.g. clubs, trips, music etc)
- Transcription (including application of phonics; sentence structure; spelling; handwriting)
- Fluent reading and comprehension (including phonic progression)
- Maths development (including fluency of key facts and sound number knowledge)
- Speech and vocabulary development
- Fine and Gross Motor skills development to support writing
- A significant cross over with SEND (SEMH/Cognition and Learning) for 62.5% of the group
- Supporting provision with staff cpd and resources where needed for the above.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment to EYFS including slower speech development.
2	Weaker fine and gross motor skills which impact achievement (especially writing control).
3	Narrower vocabulary knowledge and use.
4	Slower phonic and keyword development which subsequently impacts application to fluent reading and comprehension.
5	Slower robust transcription skills (handwriting, application of phonics and spelling, sentence construction).
6	Slower development of sound number knowledge and fluency of key facts.
7	Social, Emotional and Mental Health: Attachment difficulties/self-management of emotions/neurodivergent. Low self-esteem and resilience which can impact on attitude to learning and behaviour. Lateness issues for some pupils (now significantly reduced)

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 and vocabulary	Assessments and observations indicate improved skills. This is triangulated with other sources e.g. pupil voice; engagement in lessons; book scrutiny; ongoing formative assessment
Improved phonic outcomes among disadvantaged pupils	Progress as identified and evaluation in SEND provision maps
Improved reading attainment among disadvantaged pupils	Pupils achieve reading targets set or show significant progress towards these on provision maps
Improved writing attainment among disadvantaged pupils	Pupils achieve writing targets set or show significant progress towards these on provision maps
Improved maths attainment among disadvantaged pupils	Pupils achieve maths targets set or show significant progress towards these on provision maps
Pupils have: - a positive attitude to learning; - strive to succeed; - have ownership of their learning (how they are learning; strengths and next steps); - are proud of their learning; - access wide ranging opportunities; - use strategies to manage their emotions - support programs and strategies to help them manage their barriers	Pupils' self-esteem, resilience and emotional well-being is improved. Where appropriate targeted interventions or approaches have good impact. Pupil voice; engagement in lessons; book scrutiny and ongoing formative assessment show improving positions. Pupils attend on time (lateness reduces) and attendance continues to be a strength.

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: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pedagogy that prioritises oral language approaches e.g. daily reading for pleasure; word of the week; explicit vocabulary in sessions; structured questioning in guided reading; purposeful dialogue to share thought processes and learning; oral feedback and discussion</i>	Oral language approaches can have up to 6 months' additional progress	1, 3, 4
<i>Mastering Number programme (Early Numeracy in EYFS, R, Y1, Y2, Y4, Y5 + success at arithmetic + first class @ number) including ongoing training and reflection of impact.</i>	Evaluations consider up to 5 month gain in children's fluency in number	6
<i>Little Wandle Phonics Programme including keep up, catch up, fluency programme and spelling application. Includes ongoing training and reflection of impact.</i>	Recommended programme and possible impact of + 5 months	4,5
<i>Supporting staff with training in understanding Neuro Diversity (PINS Programme) - sensory processing difficulties and how they might impact on the participation of children with – interoception – executive function - supporting ADHD and Autism</i>	Social and Emotional Learning (SEL) interventions seek to improve pupils' decision making, interaction and self-management of emotions. Targeted approaches (+6)	1, 7
<i>Increase approaches to professional development which include peer reviews with instructional coaching that focuses on first quality teaching (particular focus o:</i> - supporting all pupils to actively attend and participate - identifying and dealing with misconceptions (feedback).	Use of the EEF effective professional development mechanisms . More focus on mechanism C (developing teaching techniques) Metacognition and self regulation approaches (+8) report Feedback (+7 at primary)	All
<i>Training on the writing framework with a focus on supporting transcription for the bottom 20% (subsequent curriculum and implementation resourcing)</i>	Writing framework.	2, 3 5
<i>Continued consideration of reading framework/research. Particular focus on reading enjoyment and comprehension at KS2 (provision is separate; careful text choice for comprehension)</i>	Use of reading comprehension strategies (+7)	3, 4
<i>Single age Reception and EYFS teacher for some of the above programmes (majority of costs in academic support)</i>	Small group work impact & intent to catch pupils early to close gap early	all
<i>TA support in Y1/2 for emotional literacy and self regulation, self-esteem and targeted interventions (majority of costs in academic support)</i>	Small group work and behaviour/self-regulation support shows + 5 months	2-7
<i>TA support in Y3/4 self-esteem/resilience and targeted interventions (majority of costs in academic support)</i>	Small group work or support/over the shoulder champion + 5 months	2-7
<i>TA support in Y5/6 self esteem/resilience and targeted interventions (majority of costs in academic support)</i>	Small group work or support/over the shoulder champion + 5 months	3-7

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

Budgeted cost: £ 16,000

Activity (see evidence in school and provision maps)	Evidence that supports this approach	Challenge number(s) addressed
<i>Talk Boost and other specific S&L interventions for children's language and early literacy skills</i>	Evaluations show 3 month gain in children's language and early literacy skills	1
<i>Writing interventions and increased check ins during first quality teaching (incl. writing/grammar surgeries) to target specific skills e.g. sentence structure, vocabulary, punctuation, handwriting etc</i>	Evidence of impact of small group, targeted support	5
<i>Phonic catch up/ keep up/SEND through LW programme –(additional adults and books)</i>	Evidence of impact of small group, targeted support Possible + 5 months impact Reading framework	4
<i>Reading interventions (LW) e.g. individual, small group, comprehension, tricky word practise, vocabulary (incl books)</i>	Evidence of impact of small group, targeted support Reading framework	4
<i>Maths fluency interventions – incl. success at arithmetic; mastering number; target maths; maths surgery; 1st class number</i>	Evidence of impact of small group, targeted support	6
<i>Fine and gross motor interventions e.g. Cool Kids/Handies</i>	Evidence of impact of small group, targeted support	2
<i>Vocabulary initiatives and interventions e.g. concept cat, word aware, talk for writing</i>	Evidence of impact of targeted focus Reading framework	1
<i>Sensory circuits, sensory audits and adaptations, structured SEMH approaches</i>	PINS programme	7

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Internal support and challenge on lateness (and attendance where appropriate incl. EBSA support)</i>	Impact previously has been very positive	7
<i>Support to attend wider activities e.g. sport, clubs, access to music activities, trips</i>	EEF indicates impact of +3 months	7
<i>No Worries programme or similar</i>	Recommended program to support SEL EEF indicates impact of +6 months	7
<i>Social intervention, social stories, conversation skills programmes, brick therapy</i>	As recommended in through PINS and SEND	7
<i>Executive function support</i>	Recommended program to support SEL EEF indicates impact of +6 months	7
<i>Social and emotional support to help children with emotions - Emotion Coaching</i>	EEF indicates impact of + 3 - 6 months	7
<i>Liaison with Early Help where appropriate</i>	Parental support around parenting that supports self-regulation (+ 4 months)	All

Total budgeted cost: £ 19,000

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 school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

EYFS:

- No PP students but school support for identified disadvantage led to GLD

Phonics:

- 87.5% met the phonic standard (great impact of LW) – all but one pupil. PP pupil met standard.
- No Y2 catch up required – all met in previous year

Y4 MTC:

- 1 PP student scored full marks; 1 PP with EHCP

KS2:

- **All pupil premium pupils (2 – 17% of cohort) met the end of KS2 standards in all areas.**

With only 11 pupils with PP and 55% of these on the SEND register (27% with EHCPs) progress and achievement of many is through plan/do/review and provision maps. However, below gives a summary for those who ARE is an appropriate goal (8/11 pupils):

Reading:

75% working at ARE (2 pupils at WTS)

There is excellent impact of provision and intervention. We continue to support/ target.

Writing:

50% working at ARE (4 pupils at WTS)

There is good impact but there is increased focus on this area in our SDP

Maths:

75% working at ARE (2 pupils at WTS)

There is excellent impact of provision and intervention. We continue to support/ target.

Wider Areas:

- Pupils' self-esteem, resilience and emotional well-being is improved but continues to be an area of need for 7/8 pupils in 25/26.
- All pupils attended at least one club with pupils often attending multiple clubs.
- Pupil lateness decreased. Attendance was 93% (There was a significant upward trend for many pupils. Only 1 pupil had persistent absence (particular context). If considered for 11 pupils attendance was 94.41%

Overall, the data demonstrates an improving picture for the vast majority of pupils – especially overtime (data by the end of KS2 is excellent). Support for some pupils in Y6 (25/26) is an ongoing priority as is support for pupils who have SEND needs.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. Further information is available in school.

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
None apart from those already listed within the report.	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. Our SDP details this in full. A significant emphasis of the SDP is about meeting the needs of the disadvantaged or vulnerable (not just those that trigger funding). Work on curriculum implementation will have good impact on all pupils knowing more, doing more and remembering more (with a specific focus on the bottom 20%, identifying and misconceptions and transcription). The school is also dedicated to a mastery approach to core areas (small steps and sequencing, mastery of concepts, securing fluency.) Below are extracts from the SDP priorities that are rooted in research-based pedagogy and EEF reports and recommendations: