

# 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                                                                                      | 81 (school and nursery: 89 – Census October) |
| Proportion (%) of pupil premium eligible pupils                                                                 | 5 = 6.17% of statutory school age            |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023 – 2024 to 2026/2027                     |
| Date this statement was published                                                                               | October 2026                                 |
| Date on which it will be reviewed                                                                               | October 2027                                 |
| 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                                    | £9300 + £5380 (LAC/PLAC) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0                      |
| <b>Total budget for this academic year</b>                                             | <b>£14,680</b>           |

# 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; specific SEMH intervention e.g. Wish; attendance at wider opportunities e.g. clubs, trips, music etc). 60% of the group have SEMH needs.
- Transcription (including application of phonics; sentence structure; spelling; handwriting)
- Fluent reading and comprehension (including phonic progression)
- Maths development (including fluency of key facts, sound number knowledge and securing attainment of ready to progress criteria)
- Speech and vocabulary development
- Fine and Gross Motor skills development to support writing
- A significant cross over with SEND (SEMH/Cognition and Learning) for 40% 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                | Social, Emotional and Mental Health: Attachment difficulties, self-management of emotions – self regulation, neurodivergence, low self-esteem and resilience which can impact on attitude to learning and behaviour.                            |
| 2                | Attendance for 40% - linked to holidays in term time and consistent approaches                                                                                                                                                                  |
| 3                | Narrower vocabulary knowledge and use                                                                                                                                                                                                           |
| 4                | Development of robust transcription skills (handwriting, application of phonics and spelling, sentence construction). Identified as a wider school pattern and in response to 2026 SATS results.                                                |
| 5                | Development of maths foundations: sound number knowledge, fluency of key facts, attainment of ready to progress criteria, ability to use knowledge for reasoning. NB Identified as a wider school pattern and in response to 2026 SATS results. |

## 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                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pupils have: <ul style="list-style-type: none"> <li>- a positive attitude to learning;</li> <li>- strive to succeed;</li> <li>- have ownership of their learning (how they are learning; strengths and next steps);</li> <li>- are proud of their learning;</li> <li>- access wide ranging opportunities;</li> <li>- use strategies to manage their emotions and regulate</li> <li>- support programs and strategies to help them manage their barriers</li> </ul> | 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. |
| Persistent absence reduces for target students                                                                                                                                                                                                                                                                                                                                                                                                                     | Close working relationships with families result in improved attendance (less HITT) and shared valuing of education.                                                                                                                                        |
| Improved oral language and vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                              | Assessments (reading, writing, GPS) and observations (oral language) indicate improved skills. This is triangulated with other sources e.g. pupil voice; engagement in lessons; book scrutiny; ongoing formative assessment                                 |
| 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                                                                                                                                                               |

## 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; 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 <a href="#">6 months'</a> 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 <a href="#">5 month</a> gain in children's fluency in number<br><a href="#">Mastery learning</a> approach can have up to 8 months impact in primary                                                                                 | 5                             |
| <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 <a href="#">+ 5 months</a>                                                                                                                                                                                        | 4                             |
| <i>Supporting staff with training in supporting pupils with SEMH needs including ADHD, Autism, Attachment, Executive Function and dysregulation</i>                                                                                                                                                       | Social and Emotional Learning ( <a href="#">SEL</a> ) interventions seek to improve pupils' decision making, interaction and self-management of emotions. Targeted approaches (+6)                                                                             | 1                             |
| <i>Increase approaches to professional development that help implement Trust T&amp;L toolkit. Particular focus on:</i><br><ul style="list-style-type: none"> <li>- supporting all pupils to actively attend and participate</li> <li>- identifying and dealing with misconceptions (feedback).</li> </ul> | Use of the <a href="#">EEF effective professional development mechanisms</a> . More focus on mechanism C (developing teaching techniques) <a href="#">Metacognition and self regulation approaches (+8) report</a><br><a href="#">Feedback (+7 at primary)</a> | All                           |
| <i>Continued embedding of writing framework approaches with a focus on supporting transcription for the bottom 20% (subsequent curriculum and implementation resourcing)</i>                                                                                                                              | <a href="#">Writing framework.</a>                                                                                                                                                                                                                             | 4                             |
| <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>                                                                                                               | <a href="#">Use of reading comprehension strategies (+7)</a>                                                                                                                                                                                                   | 3                             |
| <i>Single age Reception and EYFS teacher for some of the above programmes (majority of costs in academic support)</i>                                                                                                                                                                                     | <a href="#">Small group work</a> 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>                                                                                                                                                      | <a href="#">Small group work</a> and behaviour/self-regulation support shows + 5 months                                                                                                                                                                        | 1, 4, 5                       |
| <i>TA support in Y3/4 self-esteem/resilience and targeted interventions (majority of costs in academic support)</i>                                                                                                                                                                                       | <a href="#">Small group work</a> or support/over the shoulder champion + 5 months                                                                                                                                                                              | 1, 4, 5                       |
| <i>TA support in Y5/6 self esteem/resilience and targeted interventions (majority of costs in academic support)</i>                                                                                                                                                                                       | <a href="#">Small group work</a> or support/over the shoulder champion + 5 months                                                                                                                                                                              | 1, 4, 5                       |

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

Budgeted cost: £ 10,480

| Activity (see evidence in school and provision maps)                                                                                                                                                                                | Evidence that supports this approach                                                                                                                                    | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <i>Talk Boost and other specific S&amp;L interventions for children's language and early literacy skills</i>                                                                                                                        | Evaluations show 3 month gain in children's language and early literacy skills                                                                                          | 3                             |
| <i>Embedded, consistent transcription (spelling, handwriting, English lesson writing) in all classrooms. Writing interventions (as appropriate incl. 1:1 tutoring) and <b>increased check ins during first quality teaching</b></i> | Evidence of impact of small group, targeted support<br><a href="#">Feedback (+7 at primary)</a><br><a href="#">Small group work</a><br><a href="#">Mastery learning</a> | 4                             |
| <i>Phonic catch up/ keep up/SEND through LW programme –(additional adults and books)</i>                                                                                                                                            | Evidence of impact of small group, targeted support<br><a href="#">Possible + 5 months impact</a><br>Reading framework                                                  | 4                             |
| <i>Reading interventions (LW and 1:1 tutoring) e.g. individual, small group, comprehension, tricky word practise, vocabulary (incl books)</i>                                                                                       | Evidence of impact of <a href="#">Small group work</a> , targeted support<br>Reading framework                                                                          | 3 and 4                       |
| <i>Maths fluency interventions – incl. success at arithmetic; mastering number; target maths; maths surgery; 1<sup>st</sup> class number; 1:1 tutoring</i>                                                                          | Evidence of impact of small group, targeted support<br><a href="#">Small group work</a>                                                                                 | 5                             |
| <i>Fine and gross motor interventions e.g. Cool Kids/Handies</i>                                                                                                                                                                    | Evidence of impact of small group, targeted support<br><a href="#">Small group work</a>                                                                                 | 4                             |
| <i>Vocabulary initiatives and interventions e.g. concept cat, word aware, talk for writing</i>                                                                                                                                      | Evidence of impact of targeted focus<br>Reading framework                                                                                                               | 3                             |

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

Budgeted cost: £2200 (most costs within staffing for interventions some for attending wider activities - £1200)

| Activity                                                                                                                                                                      | Evidence that supports this approach                                                                                                                                               | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <i>Sensory circuits, sensory audits and adoptions to support regulation</i>                                                                                                   | Social and Emotional Learning ( <a href="#">SEL</a> ) interventions seek to improve pupils' decision making, interaction and self-management of emotions. Targeted approaches (+6) | 1                             |
| <i>SEMH interventions that support attitudes to learning and social relationships in school (e.g. Wish, Time to reflect, ELSA, No Worries, social stories, brick therapy)</i> | Social and Emotional Learning ( <a href="#">SEL</a> ) interventions seek to improve pupils' decision making, interaction and self-management of emotions. Targeted approaches (+6) | 1                             |
| <i>Internal support and challenge for attendance</i>                                                                                                                          | Impact previously has been very positive                                                                                                                                           | 2                             |
| <i>Support to attend wider activities e.g. sport, clubs, access to music activities, trips</i>                                                                                | EEF indicates impact of +3 months (arts and sports)                                                                                                                                | 1                             |
| <i>Executive function support</i>                                                                                                                                             | Recommended program to support ( <a href="#">SEL</a> )<br>EEF indicates impact of +6 months                                                                                        | 1                             |
| <i>Social and emotional support to help children with emotions - Emotion Coaching</i>                                                                                         | EEF indicates impact of + 3 - 6 months ( <a href="#">SEL</a> )                                                                                                                     | 1                             |
| <i>Liaison with Early Help where appropriate</i>                                                                                                                              | <a href="#">Parental support</a> around parenting that supports self-regulation (+ 4 months)                                                                                       | All                           |

**Total budgeted cost: £ 14,480**

## 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 2025/2026.

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 (75% overall)

#### Phonics:

- 100% met the phonic standard (great impact of LW). PP pupil met standard.
- 100% met Y2 phonic retake.

#### Y4 MTC:

- 21.4 average score (national expected to be 21.7). 47% scored full marks (national expected to be 43.7%). 1 PP with EHCP scored 21; another with ECHNA scored 13. School has upward trend in this area but as challenges indicate this remains an area of support.

#### KS2:

- **3 Pupil premium pupils (One with EHCP and bespoke curriculum – KS2 SATS not appropriate; 2 other pupils (1 x SEN support) achieved as below.**
  - o **Pupil A: Expected standard in GPS, Reading and Writing. 1 mark off maths standard**
  - o **Pupil B: Expected standard for Reading but not for GPS/Writing and Maths**
- **KS2 results were 56% expected RWM (NB 22% of cohort with EHCP/GSP). Transcription and maths remain a significant focus and are pulled through onto this strategy.**

**With only 9 pupils with PP and 67% of these on the SEND register (44% 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 (6/9 pupils):**

#### Reading:

100% working at ARE (3 pupils at GDS)

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

#### Writing:

83% working at ARE (1 pupil not at standard at Y6)

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

#### Maths:

67% working at ARE (2 pupils not at standard at Y6)

There is increased focus on this area in our SDP

#### Wider Areas:

- Pupils' self-esteem, resilience and emotional well-being is improved but continues to be an area of need for 3/5 pupils in 26/27.
- All pupils attended at least one club with pupils often attending multiple clubs.
- Pupil lateness decreased. Attendance was 93.39% (2 families – 3 pupils – were-significantly affected by HITT)

Overall, the data demonstrates an improving picture for the vast majority of pupils – but the school needs to respond to a downward trend in KS2 results. Significant staffing challenges impacted but there are robust plans going forward.

## 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 those not at ARE. Priorities are transcription and maths (with a specific focus on the bottom 20%, identifying and misconceptions and priotising transcription). The school is also dedicated to a mastery approach to core areas (small steps and sequencing, mastery of concepts, securing fluency.)