Pupil premium strategy statement – Stokesay Primary School

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	156 Including Nursery 128 Without
Proportion (%) of pupil premium eligible pupils	21.8% (Including Nursery / 2 Year Olds) 28.4% (Without)
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)**	26-27 / 27-28 / 28-29
Date this statement was published	12/11/26
Date on which it will be reviewed	12/11/27
Statement authorised by	TrustEd Schools
Pupil premium lead	Mr William Vaughan
Governor / Trustee lead	Mr Sohayb Peerbhai

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,440
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*	£58,440

Part A: Pupil premium strategy plan

Statement of intent

At Stokesay Primary School, we are committed to ensuring that all disadvantaged pupils achieve as well as their peers academically, socially and emotionally. Our ultimate objectives are to secure strong attainment and progress outcomes, improve attendance, develop pupils' confidence and resilience, and ensure that financial disadvantage does not limit access to the full curriculum and wider opportunities.

Our strategy is built around evidence-informed approaches, including high-quality teaching for all pupils, targeted academic intervention, and wider support to remove barriers to learning. Attention is given to early reading and language development, attendance, pupil wellbeing, and parental engagement.

We adopt a graduated approach, identifying individual barriers faced by disadvantaged pupils and providing support tailored to need. This includes academic intervention, pastoral support, attendance work, enrichment opportunities, and practical assistance where required. Through careful monitoring and evaluation, we ensure funding is directed towards strategies that have the greatest impact on outcomes for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Attendance for disadvantaged pupils remains less consistent than for non-disadvantaged pupils, including higher levels of persistent absence.
2	Some disadvantaged pupils require additional social, emotional and mental health support to enable them to engage fully in learning.
3	A number of pupils have limited access to cultural, enrichment and wider life experiences outside school.
4	Variability in reading, writing and mathematics attainment remains evident within some disadvantaged cohorts.
5	Some families require support to establish consistent home reading and learning routines.
6	Early language development and phonics attainment present barriers for some disadvantaged pupils in EYFS and Key Stage 1.

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 attendance for disadvantaged pupils	Attendance for disadvantaged pupils rises to at least 95%, persistent absence reduces and the attendance gap between disadvantaged and non-disadvantaged pupils narrows.
Improved phonics outcomes	90 to 100% of disadvantaged pupils achieve the phonics standard or demonstrate accelerated progress through intervention programmes.
Improved Key Stage 1 outcomes	At least 70 to 75% of disadvantaged pupils achieve the expected standard in reading and mathematics, with 65 to 70% achieving the expected standard in writing. All pupils make expected or better progress.
Improved Key Stage 2 outcomes	At least 75% of disadvantaged pupils achieve the expected standard in reading and mathematics and 70% achieve the expected standard in writing. Greater depth attainment increases where appropriate.
Increased cultural capital and enrichment	All disadvantaged pupils participate in trips, clubs, visits and enrichment opportunities throughout the year, with financial barriers removed where necessary.
Full curriculum access	All disadvantaged pupils have access to appropriate equipment, resources, reading materials and uniform to fully engage in learning.
Improved parental engagement	Increased home reading participation and stronger engagement with workshops, home learning and school support programmes.

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: £29,685

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing professional development for teachers and support staff, including adaptive teaching, SEND, writing and reading development.	High-quality teaching is the most important in-school factor in improving outcomes. EEF research indicates that effective CPD can improve pupil progress and particularly benefit disadvantaged pupils.	2, 4, 6
Continued development and monitoring of the school phonics programme, including coaching and fidelity checks.	Structured phonics approaches have a strong evidence base, particularly for younger disadvantaged pupils and those with early literacy gaps.	4, 6
Leadership release time to monitor disadvantaged pupils, evaluate provision and support teachers in meeting individual needs.	Effective implementation and regular monitoring increase the likelihood that interventions and teaching strategies have sustained impact.	1, 2, 4, 5, 6

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group phonics and reading interventions for identified pupils.	Targeted reading interventions can accelerate progress when delivered in addition to high-quality classroom teaching.	4, 5, 6

Additional teacher and Pastoral Lead support to provide targeted intervention in reading, writing and mathematics.	Small-group tuition has been shown to deliver positive gains in attainment, particularly for disadvantaged pupils.	4, 5
Provision of additional reading materials and resources to support reading at home and school.	Reading comprehension strategies and increased reading engagement have a positive impact on attainment.	4, 5, 6
Individualised support and intervention programmes for pupils identified through pupil progress meetings.	Diagnostic assessment and targeted support enable gaps in learning to be addressed efficiently.	2, 4, 5, 6

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

Budgeted cost: £14,755

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring, family support and early intervention work to improve attendance and reduce persistent absence.	Evidence shows that reducing absence has a direct positive impact on attainment and pupil outcomes.	1
Pastoral support, emotional wellbeing interventions and access to external agencies where appropriate.	Social and emotional learning approaches can improve wellbeing, behaviour and academic outcomes.	2
Financial support for educational visits, residentials, enrichment activities and extracurricular clubs.	Access to enrichment opportunities supports engagement, cultural capital, aspirations and personal development.	3
Support with uniform, equipment and other barriers to participation where required.	Removing practical barriers helps ensure disadvantaged pupils can fully access school life and learning opportunities.	1, 3, 5

Parental engagement initiatives, including support for home reading and learning.	Effective parental engagement approaches can lead to additional months' progress for pupils.	5

Total budgeted cost: £58,440

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of Outcomes 2025/26

- **Y6:** Strong outcomes for disadvantaged pupils. 83.3% achieved the expected standard in reading, writing and mathematics combined, compared with 50% in the previous year. Reading, writing and mathematics attainment all increased to 83.3%, demonstrating the positive impact of targeted support and high-quality teaching.
- **Reading:** Outcomes improved significantly, with 83.3% of disadvantaged pupils achieving the expected standard. Average scaled scores increased and disadvantaged pupils performed strongly compared with previous cohorts. Greater depth attainment remains an area for further development.
- **Mathematics:** 83.3% of disadvantaged pupils achieved the expected standard, with average scaled scores increasing from the previous year. The proportion achieving higher standards also improved.
- **Writing:** Strong attainment was maintained, with 83.3% achieving the expected standard. Increasing the proportion of disadvantaged pupils achieving greater depth in writing remains a priority.
- **Phonics:** Outcomes improved compared with the previous year, reflecting the impact of structured phonics teaching, intervention and targeted reading support.
- **Multiplication Tables Check:** Disadvantaged pupil outcomes improved, with average scores increasing and over half achieving full marks.
- **Attendance:** Attendance remained a key focus. Close monitoring, pastoral support and work with families continued to reduce barriers to attendance and support improved engagement in learning. Attendance was 94.1% last year for PPG.
- **SEMH:** Structured pastoral provision, emotional wellbeing support and tailored intervention improved pupils' readiness to learn, resilience and engagement.
- **Enrichment and Cultural Capital:** 100% of disadvantaged pupils accessed trips, visits, clubs and wider opportunities throughout the year. Financial barriers were removed where necessary to ensure full participation.

- **Progress:** Internal assessment and end-of-key-stage outcomes demonstrate that disadvantaged pupils made strong progress from their individual starting points and achieved outcomes that compared favourably with national disadvantaged figures.

Overall judgement: Strong impact across attainment, phonics, pupil wellbeing and wider opportunities. Disadvantaged pupils performed particularly well at Key Stage 2, with substantial improvements in combined outcomes. Future priorities include sustaining strong attainment, increasing greater depth achievement, particularly in writing, and continuing to improve attendance.