

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the **2024 to 2027** academic year) 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	Stanton Bridge Primary School
Number of pupils in school	448
Proportion (%) of pupil premium eligible pupils	32% number of pupils (national average 21%)
Academic year/years that our current pupil premium strategy plan covers <b>3 year plan – Year 1 of 2024 - 2027 cycle</b> <b>(2025-2026 addition)</b>	2025 -2026
Date this statement was published	Dec 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Sofina Islam OBE
Pupil premium lead	Stacey Cooper
Governor / Trustee lead	Dr. Evans Gyasi

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year – 2025-2026	£239,760

Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£239,760</b>

## Part A: Pupil premium strategy plan

### Statement of intent

When considering the use of additional funds such as Pupil Premium it is important to think of context:

Stanton Bridge Primary serves a diverse community with 48 different languages and face high unemployment rates of 74%. Social deprivation affects 36.8% to 42% of our population. Many of our families struggle with their own personal self-care and health, and communication issues. Hence, are not always able to support their own children with issues around, communication and language, toileting, confidence or independence. Children in Early Years come in at a very low maturity level, and are totally overwhelmed with a new setting, with concerns around detachment from family.

We believe that all pupils irrespective of their background and the challenges they face, deserve to access the very best in learning, experiences and opportunities so that they make good progress, achieve high attainment across all subject areas and are prepared for whatever the future hold for them. The focus of our pupil premium strategy is to support disadvantaged pupils in achieving those goals, whatever their starting point.

The activities we have outlined in this plan are specifically designed with the challenges faced by our pupils in mind, with the intention of supporting their needs regardless of whether they are disadvantaged or not. Quality first teaching is at the forefront of our approach, with a focus on the areas that our pupils require the most in order to narrow and overtime close the attainment gap. Whilst this plan is directed at our most disadvantaged pupils, the activities and outcomes detailed below will impact on those non-disadvantaged pupils ensuring that their attainment and progress is sustained and improved alongside their peers.

Our strategy also details activities integral to our whole school plans for education recovery after forced school closures, notably in its targeted support through intervention and tutoring for pupils whose education has been worst affected over the last 2 academic years. This in its nature will also include disadvantaged pupils.

Approaches will be responsive to challenges identified by both groups of and individual pupils, stemming from robust diagnostic assessment of need in order to support pupils in meeting, if not surpassing end of year targets set both in school and nationally. To ensure this is effective we will:

- Ensure disadvantaged pupils are recognisable and considered in all that we do
- Ensure that our most disadvantaged pupils are supported financially where needed to provide equal opportunities for all

- Act in a timely manner, intervening at the point the earliest point possible
- Adopt whole school approaches towards improving the service we provide, in which all staff take responsibility for outcomes
- Continue to hold high expectations for all to be lifelong learners and strive to excel in all that they do.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Cumulative dysfluency in basic skills.</p> <p>Weak reading, writing and mathematics with some pupils unable to decode, infer and deduce. Inability to express themselves through underdeveloped oral language skills and vocabulary gaps.</p> <p>Insufficient fluency in mental mathematics, number bonds, and timetables.</p>
2	Lack of commitment to learning through impact of disadvantage, including lack of basic physical, <b>social</b> and emotional need.
3	Under achievement on entry as is identified through baseline assessments from Nursery through to year 6.
4	Poor basic skills in family group resulting in poor parental engagement.
5	Deprivation in terms of cultural and social capital.
6	Persistent lateness/absenteeism of Pupil Premium Pupils.

## 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
To ensure that disadvantaged pupils make increased progress towards age related expectations from entry to exit in Reading, Writing and Mathematics.	<p>Accelerated rates of progress within disadvantaged cohort.</p> <p><b>Reading:</b></p> <p>Almost all pupils across the school to:</p> <ul style="list-style-type: none"><li>- Develop good reading habits – know titles, favourite authors, series and or genres they prefer.</li><li>- Love of reading – read every day</li><li>- Good levels of comprehension – perform well in reading tests, quizzes and assessments.</li><li>- Develop reading fluency to increase the speed of word reading</li><li>- Good spelling – spell words related to age group/or stage of development and catch up quickly.</li><li>- Year 6 – at least 70% of PP pupils to meet age related expectations (excluding new arrivals from overseas should they be EAL and speak no English)</li><li>- Pupils use Common Exception Words to develop reading fluency and speed recognition of words.</li><li>- A rotation of 3 weekly RWI assessments mean that PP pupils make accelerated progress within the programme structure.</li><li>- <b>Assessments show an increase in the number of Pupil Premium Pupils achieving Greater Depth across the school in Reading.</b></li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>- ALL YEARS- pupils to demonstrate good composition skills within a range of genres.</li><li>- Good levels of Handwriting including accurate joins.</li><li>- Year 6- 70% of PP pupils to meet age related expectations (excluding new arrivals from overseas should they be EAL and speak no English).</li><li>- Demonstrate an independent use of accurate spellings through weekly spelling tests and within pieces of writing across all subjects.</li><li>- <b>70% of pupils complete 'Writing Journal' and demonstrate further application of writing skills outside of school.</b></li></ul>

	<ul style="list-style-type: none"> <li>- Assessments show an increase in the number of Pupil Premium Pupils achieving Greater Depth across the school in Writing.</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>- ALL YEARS - Pupils to make at least good levels of progress with some making accelerated progress in order to narrow the attainment gap.</li> <li>- Assessments show an increase in the number of Pupil Premium Pupils achieving Greater Depth across the school in Maths.</li> <li>- 75% of Pupil Premium pupils make at least expected progress by the end of year 6 (internal data).</li> <li>- Year 6 - 80% of PP students to meet age related expectations (excluding new arrivals from overseas should they be EAL and speak no English).</li> <li>- All pupils demonstrate increasing knowledge of times tables and corresponding facts through use of TTRS: <ul style="list-style-type: none"> <li>75% of PP pupils access TTRS for at least 10 minutes every day.</li> <li>75% PP pupils increase the accuracy and speed of recognition from the start of the year to the end.</li> <li>80% of PP pupils in Year 4 score 20 marks or more in the Multiplication check.</li> </ul> </li> </ul>
To ensure that staff are given the right level of support & training to help both their practice as practitioners in the classroom and well-being.	<ul style="list-style-type: none"> <li>- Staff teach pupils knowledge and skills needed in order to achieve good learning outcomes.</li> <li>- Pupils' work in books demonstrate good knowledge, accurate technical vocabulary.</li> <li>- Pupils use thinking frames to chart their thinking/learning.</li> <li>- Learning is accurately matched to pupils' needs.</li> <li>- Staff and Pupils develop metacognitive skills and knowledge in order to support them into becoming self-regulated, resilient learners.</li> </ul>
A range of initiatives inspire learners through celebrations and rewards.	<ul style="list-style-type: none"> <li>- Pupils use the on-line resources at least 4-5 times in a week (Reading Eggs (KS1), TTRS, Century, Spelling shed)</li> <li>- Pupils become more committed to their learning goals and achieve both academically and socially.</li> </ul>
Assessments support shape planning and teaching	<ul style="list-style-type: none"> <li>- All assessments guide planning and teaching across the curriculum.</li> <li>- Academic interventions are carried out based on assessment data so that pupils make at least expected progress and/or close the attainment gap for that specific time in the year.</li> </ul>

	<ul style="list-style-type: none"> <li>- WELCOMM assessments are used to assess and inform speech and language interventions.</li> <li>- Precision teaching is used to support recall of High Frequency/Common Exception Words, Pupil Premium Pupils make progress in the number of words they can read <b>and spell</b> at speed.</li> </ul>
Parents respond to simple strategies to encourage learners to participate in learning tasks in and outside of school.	<ul style="list-style-type: none"> <li>- Parents attend workshops/individual meetings/videos conferences to support learners</li> <li>- Parents know how they can support their children.</li> <li>- Parents engage with school in order to help their child.</li> <li>- </li> </ul>
Through a broad and aspirational curriculum offer, develop pupils' social and emotional skills with the aim of increasing resilience, leading to raised self-esteem, independence and a growth mindset approach to learning in order to mitigate social and cultural deprivation.	<ul style="list-style-type: none"> <li>- Pupils experience a rich and diverse range of aspirational curriculum enrichment activities.</li> <li>- Pupils have access to and attend a range of clubs after school and in school holidays.</li> <li>- Families access the 'Family Enrichment Days' to further develop relationships both personally and with school.</li> <li>- Pupils are given access to technology to ensure it removes learning barriers.</li> <li>- Families receive heavily subsidised trips, visits and workshops across the curriculum.</li> </ul>
Attendance and punctuality of disadvantaged pupils to be in line with their peers and also national figures, with reduced numbers of persistent absentees.	<ul style="list-style-type: none"> <li>- Number of sessions missed due to absence and number of persistent absentees within disadvantaged cohort in line with peers and at least in line with national figures.</li> <li>- Attendance monitored robustly with particular attention focused on disadvantaged pupils.</li> <li>- Parents of PP Pupils are using 'StudyBugs' to keep in contact with school and report absences.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2025-2026)** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £23,000

Activity (1)	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school approach to improving attitudes to learning and learning behaviours, “Learning to Learn”, based on:</p> <ul style="list-style-type: none"> <li>- Principles of self-regulation and metacognition</li> <li>- Pupil ownership of their learning behaviour.</li> <li>- Metacognition CPD for all staff to include pedagogical strategies and real-life application.</li> <li>- <a href="#">Habits of Mind</a></li> </ul>	<p><i>‘Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well.’</i></p> <p><b>EEF: Metacognition and self-regulation.</b></p> <p>Approach based on recommendations from:</p> <ul style="list-style-type: none"> <li>- <a href="#">Metacognition and Self-Regulated Learning Guidance Report (EEF, 2018)</a></li> <li>- <a href="#">Metacognition and Self-Regulation, Teaching and Learning Toolkit (EEF)</a></li> </ul>	1, 3, 5
<p>Subject knowledge workshops across Reading, Writing and Maths run by subject leaders in school. To include pedagogical skills and personalised development for staff on a 1:1 basis.</p> <p>Rich reading representation prioritised throughout school environment.</p>	<p>‘...enhance the delivery and strategies used within all areas of teaching and learning’.</p> <p><b>Sutton Trust – quality first teaching has direct impact on pupil outcomes.</b></p> <p><a href="#">Research Evidence on Reading for Pleasure - Education Standards Research Team (DfE, 2012)</a></p>	
<p>Staff trained in WELLCOMM and delivery of effective activities.</p>	<p><i>‘Oral language approaches have a high impact on pupil outcomes of 6 months additional progress’</i></p> <p><b>EEF – Oral language interventions</b></p>	
<p>DfE validated systematic synthetic phonics programme:</p> <p>RWI training and development for all staff</p> <p>Precision teaching</p> <p>Paired Reading training</p>	<p>DFE’s accredited systematic synthetic phonics approaches have a strong evidence base that indicates a positive impact on early reading and the accuracy of word building in the initial learning phase. Reading will then be further developed through FFT Aspire analysis of reading speed and accuracy identifying pupils who need interventions directed at RWI, fluency and comprehension.</p>	

<del>Explore training and development for identified staff – testing of pupils and delivery of intervention for support staff.</del>	<p>- Read Write Inc <u>EEF recommended</u> systematic, synthetic phonics approach.</p> <p><b>EEF phonics toolkit strand</b></p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £112,500

Activity (2)	Evidence that supports this approach	Challenge number(s) addressed
Analysis of standardised assessments and diagnostic tools. NFER FFT Aspire Cold. write/Warm write/PKA's WELLCOMM	Standardised test and diagnostic analysis provide insights into the specific strengths and weaknesses for pupils, results to be used to ensure that targeted intervention and teaching is provided.  <b>EEF – standardised test</b> <u><a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</a></u>	1, 3, 5
Interventions for reading, writing and maths (TA led) 1:1 and small group using purchased resources specifically for education catch up. Appointment and training of intervention staff RWI intervention team Century programme	Small group Tuition (+4Mths EEF). Collaborative Learning (+5Mths EEF)	1, 3, 5
Further development of oral language and vocabulary through speaking and listening activities.	<i>'Strong evidence that suggests oral language interventions, including high quality classroom discussions increases pupils' oracy and use of</i>	1, 3, 5

Speech and language intervention TA	<p><i>language</i>'. This will be developed through all curriculum areas, use of boxing clever and drama and role play activities.</p> <p><b>EEF – Oral language interventions</b></p>	
<p>Continue online subscriptions to be used in school and at home</p> <ul style="list-style-type: none"> <li>- Reading eggs, TTRS, Showbie, Spelling Shed, Century</li> </ul>	<p><i>'Parental engagement has a positive impact on average of 4 months' additional progress'.</i></p> <p><b>EEF toolkit – parental engagement</b></p>	1, 3, 5
<p>Provision and access to technology and equipment within school and at home.</p> <ul style="list-style-type: none"> <li>- Increased access to ipads and laptops in class</li> <li>- Laptops and internet provision for remote learning and/or home learning where required</li> <li>- Home learning packs (stationery, books etc)</li> </ul>	<p><b>EEF digital technology – clear evidence that technological approaches are beneficial for academic practice.</b></p>	1, 2, 5
<p>Increased provision to high quality texts across the curriculum as well as for home readers, library books and class libraries.</p> <p>Curriculum design providing knowledge of famous people, including trips to theatres, cinema's places of worship to support cultural capital and enhance academic breadth of knowledge.</p> <p>Priority access to after school clubs and Holiday club activities and resources.</p>	<p>Assessment diagnostics show that a significant number of pupil's baseline, at whatever point they join the school, shows a lower than average knowledge of and use of vocabulary. A significant proportion of pupils have English as an additional language (78% 2022 IDSR) whether this is themselves personally or whether spoken at home.</p> <p>Ofsted requirement for developing pupils' cultural capital to support wider knowledge of the world.</p>	1, 3, 5

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

Budgeted cost: £104,260

Activity (3)	Evidence that supports this approach	Challenge number(s) addressed
<b>Wellbeing:</b> <ul style="list-style-type: none"> <li>- Daily meditation</li> <li>- Yoga</li> <li>- Items purchased for pupil prize box</li> <li>- Free holiday club</li> <li>- Meals provided for holiday club</li> <li>- Funding sourced through Greggs to support financially</li> <li>- Daily well-being check</li> <li>- Mentoring support</li> <li>- Free breakfast club before school.</li> <li>- Free breakfast provided for whole school.</li> <li>- Saturday sessions provided for families in need.</li> <li>- Food parcels and food bank vouchers provided for families.</li> <li>- Early help support through Mentor team</li> </ul>	<p>Evidence shows that improved interaction with others and self-management of emotions impacts on attitudes to learning and social relationships in school which increases progress and attainment.</p> <p><b>EEF – Social and emotional learning</b>  <b>EEF – Sports participation increases educational engagement ant attainment</b></p>	2, 5
<b>Attendance:</b> <ul style="list-style-type: none"> <li>- Manager allocated as attendance lead</li> <li>- Home visits</li> <li>- First day calls</li> <li>- Reward systems where prizes are given out for improved attendance</li> <li>- Monitoring of punctuality</li> <li>- Workshops with parents</li> </ul>	<p>Continuation of school policies and procedures to maintain attendance as high priority identifying and supporting families as required by individual need. Attendance team to act on any advice highlighted by within the DfE research that has been informed by engagement with schools.</p> <p><b>DfE 'Improving School Attendance'</b>  <b>EEF Toolkit – Parental engagement</b></p>	1, 3, 5, 6

<ul style="list-style-type: none"> <li>- One-to-one mtgs with parents</li> <li>- Yr group expectation mtgs.</li> </ul>		
<p><b>Reduction in costs of:</b></p> <ul style="list-style-type: none"> <li>- Uniform</li> <li>- Educational visits/activities in school - reduced contribution to curriculum trips (additional support, case by case basis)</li> <li>- Reduction in costs of holiday clubs and after school activities</li> <li>- Support for school meals for PPP and low-income families.</li> </ul> <p><b>NOTE:</b> Items may be provided free of charge should the need arise.</p>	<p>Internal knowledge of families and the local community over the years tell us that we must plan for use of funding to support pupils in being able to take part in the opportunities we provide. Therefore a fund for subsidising uniform, educational visits, clubs and meals plays an essential role in the mental and physical wellbeing of pupils.</p>	2, 5
<p>Initiatives to promote and increase parental engagement.</p> <ul style="list-style-type: none"> <li>- Parent workshops for basic skills including English language, maths and technology.</li> <li>- <a href="#">Weekly Drop-in Sessions</a> with further access to Early Help and school support</li> </ul>	<p><i>Parental engagement has a positive impact on average of 4 months' additional progress'</i></p> <p><b>EEF toolkit – parental engagement</b> (<a href="#">Parental Engagement - Teaching and Learning Toolkit, EEF 2021</a>)</p> <p><b>EEF – Social and emotional learning – improved interaction with others and self-management of emotions impacts on attitudes to learning and social relationships in school which increases progress and attainment.</b></p>	1, 2, 4

**Total budgeted cost: £216760**

## 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.

Intended outcome	Impact
To ensure that disadvantaged pupils make increased progress towards age related expectations from entry to exit in Reading, Writing and Mathematics.	The gap between Pupil Premium Pupils and Non-Pupil Premium Pupils remains stable across the subjects with the vast majority of Pupil Premium Pupils achieving inline or above Non-Pupil Premium Pupils. Where they do not achieve in attainment or progress, there are further barriers to learning including SEND.
A range of initiatives inspire learners through celebrations and rewards.	Progress for Pupil Premium Pupils is strong and monitoring (Assessments, Book evaluations, Pupil voice, learning walks) demonstrates that teaching and learning is at least good and Pupil Premium Pupils access provision equally to Non-Pupil Premium Pupils.
Assessments support shape planning and teaching	Internal monitoring demonstrates that at least 80% of pupils across Key Stage 1 & 2 read at home 5 nights per week, with at least 70% of pupils reading 7 nights per week.

Pupil Premium Pupils were on the RWI programme in September 2024, with all but 16 off the programme by the end of July 2025. All pupils made progress in line with their starting point/level of need. 85% of Pupil Premium Pupils passed their Phonics Screening Check.

In the Year 4 Multiplication check, 74% of Pupil Premium Pupils achieved 25/25, with 89% achieving at least 20 marks.

#### End of Key Stage 2 assessments

Expected Standard	School	National	National – non disadvantaged
READING	75%	63%	81%
WRITING	71%	59%	78%
MATHS	75%	61%	80%
GRAMMAR, PUNCTUATION & SPELLING	71%	60%	79%

100% of Pupil Premium Pupils accessing Precision Teaching made progress in the number of words they were able to recognise and retain, with 87% no longer needing the programme by the end of the intervention period.

March 2025 Ofsted report: **'Disadvantaged pupils, including pupils with SEND, study the full curriculum. Skilled staff understand pupils' individual needs and circumstances.' 'There is a strong commitment from all staff that pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged achieve well.'**

<p>To ensure that staff are given the right level of support &amp; training to help both their practice as practitioners in the classroom and well-being.</p>	<p>Monitoring across school demonstrates that pupils are taught accurate subject knowledge and skills to learn well across the full curriculum. This is evidenced through end of topic and end of year outcomes as well as referenced in our March 2025 Ofsted report: <b>'Teachers have excellent subject knowledge and their teaching is highly effective'</b>.</p> <p>Pupils use relevant thinking frames independently across the school in line with school expectation – the vast majority of pupils can talk about how metacognition supports their learning.</p>																					
<p>Parents respond to simple strategies to encourage learners to participate in learning tasks in and outside of school.</p>	<p>School staff have worked hard to improve the attendance of Pupil Premium parents/carers at events run across the school including parents' evenings, assemblies, sharing of learning and in-school workshops. As a result of persistence and work to develop relationships 1:1 with families previously difficult to engage, there is no gap in the engagement of Pupil Premium Pupil families in comparison to Non-Pupil Premium families.</p> <p>Parents engage well with school's support of learning resulting in the above-mentioned end of Key Stage academic successes.</p> <p>Parents are encouraged to support school's home/school engagement through listening to their child(ren) read every day, which has resulted in the following successes.</p> <table border="1" data-bbox="624 763 1702 1176"> <thead> <tr> <th></th> <th>Reads at least 5 Days per week</th> <th>Reads 7 days per week</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>91%</td> <td>73%</td> </tr> <tr> <td>Year 2</td> <td>93%</td> <td>87%</td> </tr> <tr> <td>Year 3</td> <td>94%</td> <td>79%</td> </tr> <tr> <td>Year 4</td> <td>96%</td> <td>89%</td> </tr> <tr> <td>Year 5</td> <td>83%</td> <td>78%</td> </tr> <tr> <td>Year 6</td> <td>96%</td> <td>96%</td> </tr> </tbody> </table>		Reads at least 5 Days per week	Reads 7 days per week	Year 1	91%	73%	Year 2	93%	87%	Year 3	94%	79%	Year 4	96%	89%	Year 5	83%	78%	Year 6	96%	96%
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<p>Through a broad and aspirational curriculum offer, develop pupils' social and emotional skills with the aim of increasing resilience, leading to raised self-esteem, independence and a</p>	<p>As a result of the funding allocated through Pupil Premium, 6% of Pupil Premium Pupils accessed the full timetable of trips, activities and visits last academic year. This included further subsidising where required on individual basis, not only to ensure Pupil Premium Pupils were able to access experiences linked to the academic curriculum, but for cultural capital experiences such as Ballet and Music.</p>																					

growth mindset approach to learning in order to mitigate social and cultural deprivation.	Monthly family enrichment days were held throughout the academic year, 85% of those invited were Pupil Premium Pupil families. Of those PP invited, 72% attended all sessions provided resulting in an increase in attendance for targeted pupils, a decrease in the number of lates recorded as well as increased home/school engagement and academic success – see internal data.
Attendance and punctuality of disadvantaged pupils to be in line with their peers and also national figures, with reduced numbers of persistent absentees.	Persistent absence in Pupil Premium Pupils has decreased from 41.7% in Summer 2023-24 (Highest year increase in 3-year trend, 29.6% 2022-23) to 17.4% due to the relentless and vigorous systems put in place. Families feel supported by school staff and as such work alongside us to ensure good attendance for their child(ren) increasing overall attendance for disadvantaged from 93% the previous year to 95% for 2025-26.

## 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