



PLEASE NOTE:

This is a strategic document for the academic years 2025-28. This is a working document, reviewed by senior leaders, including Governors, twice annually.

The document was originally written in June 2025 by teachers who have taught the children all year in preparation for provision from September 2025. It will help to inform the direction and priorities for the forthcoming years.

Original June 2025

Review March 2026

Review July 202

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	Stockbridge Primary & Pre-School
Number of pupils in school	161 (July 2025)
Proportion (%) of pupil premium eligible pupils	6.8% (July 2025)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26 until 2027-28
Date this statement was published	July 2025
Date on which it will be reviewed	March 2026
Statement authorised by	Full Governing Body
Pupil premium lead	Emma Jefferies, Headteacher
Governor team	Steve Dunn & Stephanie Meakin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,976
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£10,976

Part A: Pupil premium strategy plan

Statement of intent

The school's vision for all children is that they:

...benefit from a breadth of opportunity and always be encouraged to achieve more than they thought was possible

...are known to all and develop in a caring community that is outward looking and forward thinking

...are equipped with the personal and social skills to engage with and contribute to and stay safe in the world around them.

...become independent, enquiring and innovative lifelong learners

To achieve our vision, we place quality first teaching at the heart of our approach for every child, irrespective of background or age. We only invest time and money in interventions at wave 2 and 3 if we can commit to them being undertaken at least three times a week and reviewed every 6 weeks.

Underpinning this pupil premium strategy is a careful, analytical look at each pupil premium child in the form of a profile, which is updated at pupil progress meetings and encapsulates their individual barriers to learning and how these will be approached to ensure they are always challenged and making progress.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, day to day production of work and feedback to pupils highlights spelling as a challenge to all pupils but particularly to our pupil premium pupils.</p> <p>In 2024-25 year, we have decreased the number of children not achieving a SS of 101 in spelling by 47% thanks to targeted intervention of spelling across all year groups and introduction of regular testing and a new spelling scheme. Currently, 24% of children have a SS of less than 101 and of these, only 9% are disadvantaged pupils (DfE definition). This increases to 36% when including CP children and those with SEN.</p>

	Of the 10% of children well below ARE, 78% are on the SEN register and 100% of children in the well below group are receiving some kind of intervention to support their spelling.
2	<p>Through testing, in lesson learning and more formal assessments, specifically times tables knowledge, recall and derivation of facts from their times tables is a weak area for PP children with our younger children not having solid counting skills to enable them to be well prepared to see patterns and links when approaching times tables and our older children not engaging with TTRS or other times tables practice at home.</p> <p>80% of PP children in Year 2 and up have a SS of more than 100.</p> <p>Times tables remains an area for development for most though.</p> <p>For children who have taken the MTC in years 4 & above, 1 of 2 disadvantaged children scored less than 20 which highlights them as at risk for end of Year 6 attainment in maths.</p>
3	Writing for all PP children lacks imagination and creativity ; they frequently have little to write about- this is evident in their planning for writing and the culmination of effort in their draft and final pieces. Their reading diet at home is largely quite limited and because of this, their imagination and 'bank' of ideas and structures to draw upon is small. This gap is only wider after 2 years of limited places to visit and experience brought about by COVID.
4	Pupil surveys, discussions with children and CPOMS entries as well as parent's evening conversations all highlight a lack of self-belief and lack of independence which has been heightened by the various lockdowns and limited. Children have limited ways of expressing emotions which impacts on their learning.
5	For 3 of our Ever6 FSM children, handwriting is a major barrier to communicating ideas and fluency, stamina and speed of recording. They have a unique style each which is large, unkempt and letters are not always formed or joined in the correct formation.
6	For our 3 Reception age children who are PP children, regular reading at home to embed phonics , does not happen and therefore their over-learning and phonics and spelling development is not as rapid as others in their cohort.

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
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Improved spelling scores and working on age appropriate spelling lists from NC.	<ul style="list-style-type: none"> Children will have narrowed the gap between their spelling scores and their peer's average with 60% of children in years 2-6 achieving at least 100 SS Those working below still, to have acquired at least all Year 1 & 2 HFW.
Children meet age related expectations for phonics in KS1	<p>3 PP children are in year 1. 100% pass phonics check</p> <p>Phonics reviews throughout the year at the 5 key points prior to the phonics check ensure that children are on track with increasing fluency in their reading</p> <p>Book bands maintain pace for these children in line with that of their peers.</p>
Improved times tables recall and understanding for disadvantaged pupils	<p>KS2 maths outcomes on the arithmetic paper in 2025-26 show that all PP children are scoring at the same pace as their peers and 100% of them meet the required standard for maths overall because of solid times tables recall.</p> <p>In MTC in July each year show PP children are able to achieve at least 20.</p>
Improved creativity in writing with a richer range of ideas and language.	<p>KS1 & 2 PP children's writing is more creative and draws on some basic story structures and skeleton frameworks for non-fiction genres.</p> <p>Vocabulary chosen by children is increasingly adventurous and children in years 2-6 are increasingly able to deploy tier 3 vocabulary to enhance their writing.</p> <p>PP children have a home library of books which they are building and helped to develop through an individual book budget they take to a bookshop to spend with English leader to guide and advise</p>
To achieve and sustain improved self-confidence and independence for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data through THRIVE on children's approaches to themselves and their perception of themselves as a learner. Children talk positively about what they are able to do and what they are working towards. Children value what others bring to their group working and how they will contribute.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£4831**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments in maths and spelling. £900</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2
<p>Development of Little Wandle spelling into year 2 spelling programme and to meet the needs of year 3 and 4 children whose spelling is below 100. £750</p> <p>Teacher and LSA training to deliver this programme. £1230</p>	<p>Strong phonics and spelling underpins high achievement in Literacy</p> <p>Phonics audit (HCC)</p> <p>EEF Improving Literacy in Key Stage 1</p> <p>EEF Improving Literacy in Key Stage 2 – recommendation 5</p>	1

<p>Purchase of more books linked to phonics from Letters & Sounds which match children's phonic ability to broaden and deepen the offer as children move from the scheme to fluency books £581</p> <p>Double the number of books purchased. Include some Barrington Stoke books as 50% of PP children have dyslexia or have scored in the at risk range on the DEST test. £450</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Reading Framework (DfE July 21)</p>	1,3, 6
<p>Selection and purchase of resources to TEACH times tables as well as practice it; TTRS, practical resources, counting sticks. Purchase of Numbots as the EYFS/KS1 pre-cursor to TTRS to support early number skills. £500</p> <p>Maths leader release time for core provision focused on times tables and exploring this with maths hub & NCETM research project £1170</p> <p>Training for all staff on times tables teaching and using and applying these with fractions particularly.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2

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

Budgeted cost: £2762

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop individual book budgets for disadvantaged children to allow them to build their own personal libraries of high quality texts in conjunction with a specialist children's book shop. £675</p>	<p>Vocabulary acquisition and its impact on outcomes for children is well documented and this being the underlying development strand for disadvantaged pupils</p>	3, 6

Release time for staff to accompany children and support selection of books. Transport to and from. £200	Closing the vocabulary gap by Alex Quigley CLPE Reading for Pleasure 2021 report	
Purchase Units of Sound (annual cost) and Clicker (annual subs) so we have a structured support programme in place. £800	UoS analysis by EEF	3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support in KS1. This will be supported by book matching as recommended by English Hub and highlighted in our phonics audit. £1087	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: **£3342**

Activity	Evidence that supports this approach	Challenge number(s) addressed
THRIVE trained practitioners; 3 x adults in school trained and relicensed each year – will support with service children as well as disadvantaged and those under social care but will also support teachers to screen and support whole class THRIVE strategies which also impact break and lunch times. Annual fee £600 + training for relicensing £540 Train 1 more THRIVE practitioner as 1 is now in a different role and not able to carry out the same support as previous. £1914	THRIVE supports social and emotional learning in primary schools and pre-schools but is more rooted in the neuroscience than some other approaches. THRIVE also develops teacher's knowledge and understanding of children's SEL development EEF Improving Social & Emotional Learning THRIVE approach research Centre for Emotional Health: Nurturing Schools report	4

<p>Purchase of handwriting scheme for 2nd year to support continued handwriting practice and intervention provision - £288</p> <p>Letterjoin chosen after extensive research into consistency, fonts, suitable for those with SEN, use of fine and gross motor activities</p>	<p>EEF Improving Literacy in KS1 report recommendation 6</p>	<p>5</p>
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Total budgeted cost: £10935

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 2020 to 2021 academic year.

Along with key worker children and those with SEN, we prioritised our FSM children coming into school during the second lockdown between Jan '21 and March '21. 2 children didn't come into school during this time; 1 of these 2 didn't return to school after lockdown 1 or 2 and was withdrawn from the school roll and home schooled until Easter '21.

Nevertheless, despite 2 lockdowns and significant disruption to learning, results for this disadvantaged cohort demonstrate that, by the end of the 2020-21 academic year, 88% of disadvantaged pupils achieved expected or above in reading compared to 77% of their non-disadvantaged peers. 76% of disadvantaged children AND non-disadvantaged achieved ARE in maths with both groups attaining ARE or better:

READING		well be-low	Just be-low	ex-pected	above
on en-try Sept 20	FSM	29	14	14	43
	Non-FSM	24	10	16	51
end of year July 21	FSM	13	0	38	50
	Non-FSM	9	14	20	57

WRITING		well be-low	Just be-low	ex-pected	above
on en-try Sept 20	FSM	57	29	0	14
	Non-FSM	29	23	29	20
end of year July 21	FSM	25	63	0	13
	Non-FSM	21	28	27	24

MATHS		well be-low	Just be-low	ex-pected	above
on en-try Sept 20	FSM	14	57	14	14
	Non-FSM	23	24	27	26
end of year July 21	FSM	0	25	63	13
	Non-FSM	3	21	29	47

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We delivered laptops and IT resources so that children could learn at home if they weren't in school during both lockdown 1, when most of our service children were at home, and lockdown 2 for those not at school.</p> <p>We implemented THRIVE support for one to one and small group as well as whole school support.</p> <p>22-23: we used service children funding to fund 4 practitioners in school and run a KS1 and KS2 army group. We used funds to help 4 service children prepare for new schools; a significant upheaval after the pandemic.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>See results above and the continued attainment of children this academic year.</p> <p>Service pupils achieved as well as their peers across all age groups and across all subjects. They remain a trackable group in all reporting to Governors and are discussed as a vulnerable group at pupil progress meetings.</p>

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback and more dynamic teaching approaches as highlighted on our SSED. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Engaging with the new mental health hubs being trialled in our area and linking with the mental health leads being established.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration, these include the continuation of our high quality residential programme. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate; finance will not be a barrier to attendance.
- Delivering the NELI (Nuffield Early Language Intervention) programme to all children in Year R – this is centrally funded by the DfE this year and we will receive training for the literacy lead and all early years staff; we will include pre-school staff in this so that lessons learned can be shared into pre-school and mitigate the early effects of language deprivation. This programme is recommended by the National Literacy Trust as an evidence-based intervention.