

Pupil premium strategy statement (primary)

1. Summary information					
School	Stainton CE Primary School				
Academic Year	2024/2025	Total PP budget	£11,840	Date of most recent PP Review	Jan 2025
Total number of pupils	121	Number of pupils eligible for PP	8	Date for next internal review of this strategy	Sept 2025

2. Current attainment		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school average)</i>
% achieving in line with national average in reading, writing and maths (all 3)	13%	40%
% making at least 6 steps progress in reading	75%	95%
% making at least 6 steps progress in writing	75%	84%
% making at least 6 steps progress in maths	88%	93%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Reading skills behind expected age related so higher rates of progress
B.	Writing skills behind expected age related so higher rates of progress
C.	Arithmetic and Reasoning skills behind expected age related so higher rates of progress
D.	Improvement in handwriting is a key priority for the whole school
E.	Due to there being gaps in learning from prior year, children are not catching up to their peers and therefore not achieving expected progress in reading, writing and maths
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	The completion of home-based learning tasks are impacting upon the ability to bridge the gaps in learning. Children spending more time on computer games and not spending as much time engaging in good quality talk and participating in conversations.

4. Desired outcomes					
	<table border="1"> <thead> <tr> <th><i>Desired outcomes and how they will be measured</i></th> <th><i>Success criteria</i></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>		
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A.	Increase reading skills both sight words and reading comprehension so higher rates of progress are maintained.	<p>Pupils eligible for PP identified make as much progress as 'other' pupils across measured by teacher assessments, statutory assessments and successful moderation practices established within school and across cluster schools. SLT to track data half termly to ensure that gaps in learning are being targeted by class teachers.</p> <p>The gap between pupil progress for eligible pupils and their peers is reduced rapidly so that all pupils make rapid progress in reading.</p>
B.	Develop sentence structure through daily SPAG teaching so that higher rates of progress in writing are maintained.	<p>Pupils eligible for PP identified make as much progress as 'other' pupils across measured by teacher assessments, statutory assessments and successful moderation practices established within school and across cluster schools. SLT to track data half termly to ensure that gaps in learning are being targeted by class teachers.</p> <p>The gap between pupil progress for eligible pupils and their peers is reduced rapidly so that all pupils make rapid progress in writing.</p>
C.	To further develop children's knowledge of place value and adopt a maths mastery	<p>Pupils eligible for PP identified make as much progress as 'other' pupils across measured by teacher assessments, statutory assessments and successful moderation practices established within school and across cluster schools. SLT to track data half termly to ensure that gaps in learning are being targeted by class teachers.</p> <p>The gap between pupil progress for eligible pupils and their peers is reduced rapidly so that all pupils make rapid progress in maths.</p>
D.	Improvement in handwriting is a key priority for the whole school.	All children to develop their handwriting skills. Handwriting scheme bought into for 2018/2019 which is a daily teaching programme.
E.	More PP children to reach national average of "working at expected standard" one or more core area therefore making accelerated progress.	<p>Pupils eligible for PP identified continue to make accelerated progress in order for gaps in learning to be closed.</p> <p>Use of gap analysis and interventions being bespoke to individuals according to their areas of need.</p>
F.	Home based learning tasks are completed which bridge gaps in learning.	<p>Pupils complete KIRFs activities which enable them to apply this mental arithmetic to reasoning skills.</p> <p>Pupils learn weekly spellings and apply these words to sentence work to further writing skills.</p> <p>Good quality talk is exchanged in order to develop conversation and listening skills.</p>

5. Planned expenditure

Academic year

2024/2025

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase reading skills both sight words and reading comprehension so higher rates of progress are maintained.	High quality teaching with a cross curricular link being made to topics. Daily phonics provision – children to be assessed half termly.	Use of small group and 1:1 work to encourage oral language and communication. Use of peer support can support and further collaborative learning. According to the EEF Toolkit, collaborative learning (+5) is an effective strategy for supporting improved attainment. Additional adult in Yr5 and Yr6 to improve staff ratio / class sizes due to the higher % of PP will impact on progress in reading. According to the EEF Toolkit, reduced class sizes (+3) is an effective strategy for supporting improved attainment.	Literacy coordinator to monitor Learning walks Collect in books to monitor work and feedback given Termly observations Half termly data analysis - SLT	Mrs Wilson (Literacy Coordinator) SLT	Termly Lesson observations Half termly assessments Target tracker data analysed
Develop sentence structure through daily SPAG teaching so that higher rates of progress in writing are maintained.	Teaching through writing genres across whole school to ensure that children understand the basic features of a range of writing types. Daily phonics provision – children to be assessed half termly.	Time spent having good quality teaching of different genres in order for children to have a clear understanding as to what they are including in their final piece of writing which is assessed. Feedback is given through colours (green for growth and pink for praise) as well as verbal feedback both by staff and peers. According to the EEF Toolkit, improving Feedback (+8) is a very effective strategy for supporting improved attainment.	Literacy coordinator to monitor Learning walks Collect in books to monitor work and feedback given Termly observations	Mrs Wilson (Literacy Coordinator) SLT	Termly Lesson observations Half termly assessments Target tracker data analysed
	Daily phonics in EYFS and KS1 with daily SPAG in KS2. Streaming across year groups to best suit the needs for all children.	Smaller class sizes through use of streaming with the whole school having a phonics and SPAG session at the same time each day.	Children's phonic knowledge assessed every half term to ensure they are making progress and are in the correct group.	Mrs Wilson (Literacy Coordinator) Mrs Bragg (KS1 Lead)	Half termly assessments Target tracker data analysed

	<p>Implementation of new phonics programme across school to ensure consistency with more of a SPAG focus.</p> <p>KS2 children who did not pass phonics screening to receive phonics where needed – additional interventions</p>	<p>According to the EEF Toolkit, reducing class size (+3) is an effective strategy for supporting improved attainment.</p> <p>According to the EEF Toolkit, phonics (+4) is an effective strategy for supporting improved attainment.</p>	<p>Children's SPAG linked with writing assessment in KS2 to be assessed.</p>		
<p>Ability to recall number facts and apply reasoning skills to a range of different contexts so that higher rates of progress in maths are maintained.</p>	<p>Continue with homework KIRFs (common, instant, recall, facts) across whole school to reinforce arithmetic such as times tables, doubles, halves, number bonds etc.</p> <p>Use of times tables rockstars.</p>	<p>Informing parents of the learning taking place and how they can help at home can have a positive impact on the learning, development and well-being of children.</p> <p>According to the EEF Toolkit, parental engagement (+3) is an effective strategy for supporting improved attainment.</p>	<p>Maths coordinator to ensure that KIRFs are sent home half termly</p> <ul style="list-style-type: none"> - Weekly (KS2) - Half termly pack (KS1) - Termly pack (EYFS) <p>Additional time given to maths coordinator to monitor teaching and learning through learning walks and ensure that books show that children are being given the opportunity to apply their knowledge of number to a range of different problems.</p>	<p>Mrs Gracie (Maths coordinator)</p>	<p>Half termly assessments</p> <p>Target tracker data analysed</p> <p>Termly Learning walk and book looks</p>
	<p>Continue following whole school maths scheme 'Power Maths' which is mastery learning. More focus this year on applying the arithmetic to the reasoning element.</p> <p>Implementing the NCETM Maths Mastery daily teaching scheme for EYFS and KS1.</p>	<p>Using the mastery learning approach has proven to be beneficial in raising standards across the whole school in particular linked to arithmetic.</p> <p>According to the EEF Toolkit, mastery learning (+5) is an effective strategy for supporting improved attainment.</p> <p>Training for maths mastery NCETM – online for staff (Autumn, Spring, Summer Term)</p>	<p>Maths coordinator to monitor Learning walks Collect in books to monitor work and feedback given Termly observations</p>	<p>Mrs Gracie (Maths coordinator)</p>	<p>Half termly assessments</p> <p>Target tracker data analysed</p>

Improvement in handwriting is a key priority for the whole school	Daily teaching and correct modelling of handwriting across whole school. Use of letter-join programme – both in school and at home with a login.	Consistent approach to handwriting with improved high standards from all staff to give children a sense of pride in their writing. Use of teaching assistant to work alongside class teachers during daily 15 minute handwriting sessions <i>According to the EEF Toolkit, the use of teaching assistants (+1) is an effective strategy for supporting improved attainment.</i>	Learning walks Handwriting books monitored Collect in topic/literacy/science books to monitor work and feedback given	SLT Subject Coordinators	Writing moderation – termly
More PP children to reach national average of ‘working at expected standard’ one or more core area therefore making accelerated progress.	Data analysis half termly with gap analysis carried out to plan for personalised learning provision through smaller class sizes, group work and one to one sessions. Teachers to use a range of different learning styles and ‘hook’ children in order to engage them through visual, auditory and kinaesthetic teacher approaches.	Smaller class sizes will impact on the progress made by the children. <i>According to the EEF Toolkit, reduced class sizes (+3) is an effective strategy for supporting improved attainment.</i> Restricting children to one learning style can damage progress. <i>According to the EEF Toolkit, learning styles (+2) is an effective strategy for supporting improved attainment</i>	Data analysis carried out half termly to measure progress and look at gap analysis. One to one groups, small group work and collaborative learning to be incorporated into SEND timetable of provision for support staff with high need children being targeted. Targeted support to be reviewed alongside support staff, class teachers and SENCO and next steps planned for.	Mrs Wilson (Literacy Coordinator) Mrs Bragg (SENCO)	Half termly assessments Target tracker data analysed
Total budgeted cost					£2,500
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Increase reading skills both sight words and reading comprehension so higher rates of progress are maintained.</p>	<p>Daily support staff intervention to work alongside an additional guided reading group in high need classes.</p> <p>Additional adult volunteers to be used to increase 1:1 reading sessions.</p>	<p>Smaller guided reading groups carried out on a regular basis enables children to maintain attention more easily and remained focused as well as the follow up sessions being linked to SPAG, phonics and collaborative learning.</p> <p>According to the EEF Toolkit, reading comprehension strategies (+6) is an effective strategy for supporting improved attainment.</p> <p>Daily reading 1:1 has a positive impact on the progress made by children.</p> <p>According to the EEF Toolkit, one to one tuition (+5) is an effective strategy for supporting improved attainment.</p>	<p>One to one groups, small group work and collaborative learning to be incorporated into SEND timetable of provision for support staff with high need children being targeted.</p> <p>SENCo attended RADY training (2023-2025)</p>	<p>Mrs Wilson (Literacy Coordinator)</p> <p>Mrs Bragg (SENCO)</p>	<p>Half termly assessments</p> <p>Target tracker data analysed</p>
<p>Develop sentence structure through daily SPAG teaching so that higher rates of progress in writing are maintained.</p>	<p>Daily SPAG sessions taught as a whole class and then concepts re-visited during daily guided reading sessions.</p>	<p>Using the Babcock teaching scheme across KS1 and KS2 to ensure that progression is evident. Differentiation being used through daily SPAG and phonics.</p> <p>According to the EEF Toolkit, within-class attainment grouping (+3) is an effective strategy for supporting improved attainment.</p> <p>Using digital technology both in school time and encouraging children to access programmes and apps at home.</p> <p>The use of digital technology is shown to support children's learning when supplementing other teaching (EEF +4).</p> <p>According to the EEF Toolkit, parental engagement (+3) is an effective strategy for supporting improved attainment.</p>	<p>Learning walks and looking at SPAG/Phonics books to ensure that Babcock is being followed.</p> <p>Discussions with staff surrounding how they are using the planning format.</p> <p>Consistency through teacher assessment and questioning to ensure that we can trust our data that is inputted into target tracker.</p> <p>ICT coordinator to monitor use of technology in school including how often purple mash is being used by children and staff.</p>	<p>Mrs Wilson (Literacy Coordinator)</p> <p>Mrs Bragg (SENCO)</p> <p>Mrs Todd (ICT Coordinator)</p>	<p>Staff Meetings – half termly</p> <p>Half termly assessments</p> <p>Target tracker data analysed</p>

	<p>Use of drafting process when completing big writes in order for children to self-assess and then peer-assess in order to improve their writing.</p>	<p>Allowing children the opportunity to give peer to peer feedback from a piece of writing and have time to respond to comments has a positive impact on writing.</p> <p>According to the EEF Toolkit, collaborative learning (+5) is an effective strategy for supporting improved attainment.</p> <p>According to the EEF Toolkit, peer tutoring (+5) is an effective strategy for supporting improved attainment.</p>	<p>Half termly staff meetings to discuss and share ideas.</p> <p>Use of internal and external moderation.</p> <p>Talking to the children and receiving feedback from them about the process.</p> <p>Staff peer to peer support and observing each other to focus on high quality teaching and keeping the process SMART.</p>	<p>Mrs Dunham (Head Teacher)</p> <p>Mrs Wilson (Literacy Coordinator)</p> <p>Mrs Bragg (SENCO)</p> <p>Cluster school staff for external moderation</p>	<p>Staff Meetings – half termly</p> <p>Half termly assessments</p> <p>Target tracker data analysed</p>
<p>To secure understanding of place value.</p>	<p>NCETM, maths mastery scheme to be implemented in EYFS and KS1.</p> <p>1:1 precision teaching to bridge gaps in learning such as number bonds to 5, 10 and 20.</p> <p>Small group intervention both in class and outside in targeted intervention.</p> <p>Increased support in classes with high % of PP in order to offer further targeted support.</p>	<p>Daily mastery learning approach</p> <p>According to the EEF Toolkit, mastery learning (+5) is an effective strategy for supporting improved attainment.</p> <p>Precision teaching has proven to be an effective strategy in gap analysis in previous years.</p> <p>According to the EEF Toolkit, one to one tuition (+5) is an effective strategy for supporting improved attainment.</p> <p>Reinforcing prior learning and allowing children time to practice and apply the use of number bonds gives them further learning in a smaller more controlled environment.</p> <p>According to the EEF Toolkit, small group tuition (+4) is an effective strategy for supporting improved attainment.</p> <p>The use of an additional adult in a classroom alongside the teacher enables the teacher to offer more support to targeted groups.</p> <p>According to the EEF Toolkit, teaching assistants (+1) is a low impact for high cost,</p>	<p>Class teachers to provide personalised precision teaching intervention based on assessments.</p> <p>CPD of staff to ensure that interventions are having a positive impact and staff feeling confident delivering more personalised provision.</p> <p>Teacher and teaching assistant observations and learning walks.</p>	<p>Mrs Bragg (SENCO)</p> <p>Coordinators to monitor</p> <p>Mrs Wilson (HT)</p>	<p>Half termly assessments</p> <p>Target tracker data analysed</p> <p>Termly Lesson observations</p> <p>Half termly learning walks – carried out by coordinators and SLT</p>

<p>Improvement in handwriting is a key priority for the whole school</p>	<p>Small group work to practice taught letter formations.</p> <p>Daily handwriting to be a focus across the whole school. 1pm daily.</p>	<p>Reinforcing prior learning and allowing children time to practice taught letter patterns and formations before incorporating letters into words gives them further learning in a smaller more controlled environment.</p> <p>According to the EEF Toolkit, small group tuition (+4) is an effective strategy for supporting improved attainment.</p>	<p>CPD given to support staff Staff support and modelling Use of Letter Join programme with children to be given a sign on for using at home.</p>	<p>Mrs Bragg (SENCO)</p>	<p>January focus for improvement in HW by both children and adults</p>
<p>More PP children to reach national average of “working at expected standard” one or more core area therefore making accelerated progress.</p>	<p>1:1 precision teaching to bridge gaps in learning such as phonic sounds, number bonds etc.</p>	<p>Precision teaching has proven to be an effective strategy in gap analysis in previous years.</p> <p>According to the EEF Toolkit, one to one tuition (+5) is an effective strategy for supporting improved attainment.</p>	<p>CPD for class teachers to share good practice and give feedback in order to improve practice.</p> <p>Cluster meetings within local area and into other areas in order to share good practice.</p>	<p>Mrs Wilson (Literacy Coordinator)</p> <p>Mrs Bragg (SENCO)</p>	<p>Staff Meetings</p> <p>Half termly assessments</p> <p>Target tracker data analysed</p>
	<p>Use of small group work to encourage oral language and communication.</p> <p>School led tutoring to work with LAC children to bridge gaps in learning.</p>	<p>Use of peer support can support and further collaborative learning.</p> <p>According to the EEF Toolkit, collaborative learning (+5) is an effective strategy for supporting improved attainment.</p> <p>More focused one to one and small group intervention outside of the classroom can impact on progress.</p> <p>According to the EEF Toolkit, small group tuition (+5) is an effective strategy for supporting improved attainment.</p>	<p>Learning walks and lesson observations.</p> <p>Analysing data at the end of each half term and talking about the impact of the interventions taking place with class teachers and support staff.</p>	<p>Mrs Wilson (HT)</p> <p>Mrs Wilson (Literacy Coordinator)</p> <p>Mrs Bragg (SENCO)</p>	<p>Staff Meetings</p> <p>Half termly assessments</p> <p>Target tracker data analysed – impact of provision explored</p>

	Use of within class attainment groupings to best suit the needs and areas of development for children.	<p>More focused one to one and small group intervention within the classroom can impact on progress.</p> <p>According to the EEF Toolkit, within class attainment grouping (+3) is an effective strategy for supporting improved attainment.</p>	<p>Class teachers to provide personalised precision teaching intervention based on assessments.</p> <p>CPD of staff to ensure that interventions are having a positive impact and staff feeling confident delivering more personalised provision.</p> <p>Involving staff in discussions at the end of each half term once data has been analysed and discuss next steps with support from SENCO and appropriate coordinators.</p>	<p>Mrs Wilson (Literacy Coordinator)</p> <p>Mrs Bragg (SENCO)</p> <p>Subject Coordinators</p>	<p>Staff Meetings</p> <p>Half termly assessments</p> <p>Target tracker data analysed – impact of provision explored</p>
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Total budgeted cost					£7,500 +£1,450
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iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Handwriting across the whole school to become a key priority in order to further develop progress in writing.	<p>Purchase of a new handwriting scheme which has on-screen tuition, printable worksheets to practice formation and shows clear progression from patterns, to letters and then from single words into sentences.</p> <p>School led tutoring to work with LAC children to bridge gaps in learning – weekly handwriting focus</p>	<p>A whole school approach required for tackling the school issue of handwriting and ensuring that children have the correct pencil grip and letter formation.</p> <p>Writing moderation showed that handwriting across the school is a priority in order to further progress standards in writing. The programme provides feedback both orally and written as to the letter and pattern formations.</p> <p>According to the EEF Toolkit, improving Feedback (+8) is a very effective strategy for supporting improved attainment. This is done both verbally and in a written form. The children then practice after they have been given feedback.</p> <p>The handwriting programme allows children to give feedback and practice formation using ICT. Use of SMART boards, laptops and Ipads allow children to access the</p>	<p>EYFS, KS1 and lower KS2 to teach handwriting daily 1-1.15pm daily</p> <p>Upper KS2 to teach handwriting 3x weekly 3-3.35pm</p> <p>Learning walks Writing moderations half termly with a focus on handwriting</p> <p>“drop in’s” to classrooms</p>	<p>Mrs Wilson (HT)</p> <p>(Mrs Wilson) Literacy Coordinator</p>	<p>Half termly January INSET – review of handwriting both adults and children</p>

		<p>programme as well as writing in handwriting books.</p> <p>The use of digital technology is shown to support children's learning when supplementing other teaching (EEF +4).</p>			
<p>Develop sentence structure through daily SPAG teaching so that higher rates of progress in writing are maintained.</p>	<p>Cross-curricular approach to teaching and learning to engage and inspire children.</p> <p>Staff to have a training CPD event on using the ICT programme 'Purple Mash' to teach through a creative curriculum.</p>	<p>Children have a lot of confidence and knowledge of computers and so enjoy learning when using a range of various technologies.</p> <p>Purple Mash is a programme that we already have as a school but not all staff are using it to its full potential so training for staff will then enable them to incorporate this into teaching and learning.</p> <p>The use of digital technology is shown to support children's learning when supplementing other teaching (EEF +4).</p> <p>Incorporating different learning topics can link to learning styles to ensure that all children are given the best possible chance to learn and make progress.</p> <p>According to the EEF Toolkit, learning styles (+2) can be an effective strategy for supporting improved attainment.</p>	<p>CPD event 3rd Oct 2018</p> <p>ICT coordinator to offer support and monitor staff use through admin responsibility</p> <p>Purchase of iPads and training for staff</p> <p>Link made with another school to offer support as to how ICT can be used to further enhance learning.</p>	<p>(Mrs Todd) ICT coordinator</p>	<p>Termly review on how Purple Mash is being used and its impact</p>
<p>More PP children to reach national average of 'working at expected standard' one or more core area therefore making accelerated progress.</p>	<p>Staff using gap analysis to ensure that personalised interventions are being used.</p> <p>Mental health and well-being being incorporated through Jigsaw, PSHE scheme</p> <p>Use of IEP and target plans which are shared with staff.</p> <p>SENCO to attend training on appropriate paper work / target plans that are to be</p>	<p>The use of personalised interventions both in 1:1, small group and within-class attainment groupings have been proven to show impact in learning.</p> <p>According to the EEF Toolkit, within class attainment grouping (+3) is an effective strategy for supporting improved attainment.</p> <p>According to the EEF Toolkit, small group tuition (+5) is an effective strategy for supporting improved attainment.</p>	<p>CPD for staff 28th Nov – PP</p> <p>Monitoring of progress half termly and on-going to ensure that targets and statements are being highlighted and used as a formative method of assessment by staff</p> <p>PSHE lessons observed Collective worship to have a clear focus on social and emotional well-being – addressed through British Values and School Values</p>	<p>Mrs Bragg (SENCO)</p> <p>Mrs Bragg (PSHE Coord)</p>	<p>Staff Meetings</p> <p>Half termly assessments</p> <p>Target tracker data analysed – impact of provision explored</p> <p>Meetings with parents (termly) to discuss progress for children discuss next steps</p>

	<p>put in place alongside PEPs</p> <p>Kidsafe – wellbeing programme led by SENCo</p> <p>School led tutoring – small group well-being</p>	<p>According to the EEF Toolkit, one to one tuition (+5) is an effective strategy for supporting improved attainment.</p> <p>Ensuring that the emotional well-being of children is considered and kept at the forefront of practice is essential.</p> <p>According to the EEF Toolkit, social and emotional learning (+4) is an effective strategy for supporting improved attainment.</p>			
Total budgeted cost					£3,760 +£200

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Staff completed RADY training and all staff were part of the training process and updates (2023-2025).