

Pupil premium strategy statement 2025

Stainton CofE 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	101
Proportion (%) of pupil premium eligible pupils	6%
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)	Sept 2025 – Sept 2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs R Wilson (Headteacher)
Pupil premium lead	Mrs J Bragg
Governor / Trustee lead	Mrs C Dawson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£9,090

Part A: Pupil premium strategy plan

Statement of intent

At Stainton CofE Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, have an excellent start to their education and make good progress, achieving high attainment across all subject areas whilst developing socially and emotionally. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve individual goals, including progress for those who have a range of complex needs and those who are already high attainers.

Alongside prioritising disadvantaged pupils, we will also consider the challenges faced by those with SEND and who are or at risk of being vulnerable, such as those who have an early help in place or social worker involved. Our goals outlined in this statement are also intended to support all pupils needs, regardless of whether they are disadvantaged or not.

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. The use of same day targeted interventions is essential to ensure that gaps do not widen and that any areas of misconception are addressed immediately.

The intention of the strategy is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to daily teaching, formative and summative assessments, not on assumptions about the impact of disadvantage.

At Stainton CofE Primary School, the approaches we have adopted complement one other to enable pupils to make good or better than expected rates of progress from their starting points.

To ensure they are effective we will:

- ensure disadvantaged pupils receive a personalised curriculum to meet their varying needs and are challenged in the work that they are set
- act early to intervene at the point need is identified through same day interventions and effective planning of gap filling interventions
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with parents and pupils, show that children are coming into Nursery and Reception with underdeveloped oral language skills and vocabulary gaps. This is also evident in KS1 and through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with parents and pupils suggest that disadvantaged pupils generally have greater difficulties with phonics and early reading than their peers. This negatively impacts their development as readers. Needs continue after fluency due to limited vocabulary and experience of some pupils.
3	Assessments, observations, and discussions with parents and pupils suggest that disadvantaged pupils generally have greater difficulty in processing and retaining information which has an impact on their development across the entire curriculum.
4	Increased numbers of pupils with SEND, with more also being eligible for FSM than their non-SEND peers, requires staff training and support to ensure achievement for all pupils.
5	Assessments, observations and discussions with staff and families have identified increased social and emotional need in pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Pastoral support is often required first before academic interventions can take place.

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
<p>Challenge 1</p> <p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Ongoing and summative assessments indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>

<p>Challenge 2 and 3</p> <p>Improved phonics, reading, writing and maths attainment among disadvantaged pupils.</p>	<p>Half termly progress and attainment monitoring shows diminishing difference between disadvantaged pupils and their peers.</p> <p>GLD, Phonics, KS1 and KS2 end of year data shows diminished difference from 2025 to 2026.</p>
<p>Challenge 4</p> <p>Success for pupils with SEND</p>	<p>SEND is identified early within EYFS and transition meetings into school.</p> <p>Individual pupil progress and attainment shows progress against personal targets on Sonar</p> <p>Observations and attainment monitoring shows decreasing number of pupils working 'below' their year group and age related Expectations.</p>
<p>Challenge 5</p> <p>Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustain higher levels of well-being demonstrated by staff observations of behaviour and voice of the child/family.</p>

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: **£ 3,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to attend PITA sessions with oracy	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:	1

<p>NELI sessions used across EYFS and KS1</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>Daily phonics fully embed across EYFS and KS1, lower KS2 where needed</p> <p>Weekly guided reading, one to one reading and small group reading interventions</p> <p>Continued support and training for staff</p> <p>Purchasing of additional rhino reader books, flashcards and guided reading texts to be sent home</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Phonics programme is supporting reading comprehension which research shows has a high impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Phonics scheme encourages engagement with parents – sounds, reading books and spellings are sent home with children weekly to practise. Making parental engagement more accessible will have a positive impact on learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>2, 3,</p>
<p>Use of Power Maths and NCETM Maths Mastery scheme to help promote mastery strategies and over learning taught concepts</p>	<p>Evidence suggests that a mastery approach can lead to accelerated progress being made https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>3, 4</p>

Training and resources updates for all staff for the mastery programme		
Staff training and CPD to develop holistic whole school approach to teaching and learning.	High quality first teaching is the most affective strategy to pupil attainment and other outcomes. Upskilling staff to support children with become more independent reflective learners is a key part of ensuring good emotional well-being https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,2,3,4,5
Use of PTI training support for staff	Evidence suggests that good quality time given for feedback has a positive impact on all areas of development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	

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

Budgeted cost: **£4,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and time given to focused interventions and targeted support led by support staff and class teachers	CPD opportunities to help support staff lead interventions that are effective https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3,4,5
Use of same day interventions and gap filling interventions	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one- to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	

<p>Pastoral intervention Time to talk, Draw and Talk, ELSA and Decider skills</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>5</p>
<p>Smaller sized phonics groups</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one- to-one:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>Revising unknown sounds and words through small group interventions can bridge gaps in learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2,3</p>
<p>Implementation of NELI</p>	<p>The EEF toolkit suggests that interventions matched to specific pupils' needs can be effective, particularly when delivered through 1:1 or through small group support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1</p>

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

Budgeted cost: £ 1,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly meetings with attendance officer and communication with parents regarding attendance at TAF meetings / reviews	<p>Parents play a crucial role in supporting their children's learning and ensuring their understanding of attendance is crucial</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1,2,3,4,5
Training for all staff on implementation of ELSA strategies and use of Jigsaw learning charter	<p>Ensuring a whole school, consistent approach supports the social learning and development of all children</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5
Check in sessions for children with pastoral member of staff	<p>Providing children with one-to-one sessions has a positive impact on their social and emotional wellbeing</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	5
Use of pastoral support and social stories on a need basis if a behavioural incident has occurred	<p>Ensuring that children are given the opportunities and time to reflect on their own behaviour and situations has a positive impact on their own holistic development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	5
Pupil Premium Lead was part of the RADY project 2024-2025	<p>Staff training to raise awareness and keep up to date with local authority initiatives.</p>	1,2,3,4,5

Total budgeted cost: £ 9,090

Part B: Review of the previous academic year 2024-2025

Outcomes for disadvantaged pupils

All children made good progress from their starting points; however, disadvantaged pupils attainment in core subject areas is not in line with the majority of their peers.

<u>Attainment</u>	Disadvantaged
Achieved standard in Reading	22%
Achieved standard in Writing	11%
Achieved standard in Maths	22%
Achieved standard in All 3 (Reading, Writing, Maths)	11%

<u>Progress</u>	Disadvantaged
Made expected progress in Reading	71%
Made expected progress in Writing	57%
Made expected progress in Maths	71%