

Pupil premium strategy statement - Stakeford 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	139 (R-Y6)
Proportion (%) of pupil premium eligible pupils	44%
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)	2024-2027
Date this statement was published	April 2025
Date on which it will be reviewed	July 2025 amendments in red. July 2026
Statement authorised by	Julie Hall
Pupil premium lead	Julie Hall
Governor	Jackie Rowell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 91,250
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>	£ 91,250

Part A: Pupil premium strategy plan

Statement of intent

All pupils are entitled to education that enables them to reach their full potential. Our curriculum is designed to provide a rich range of learning experiences aimed at providing all pupils with the motivation, aspiration, skills and knowledge to become lifelong learners. Disadvantage should never be a barrier to an education and our school uses the pupil premium funding to challenge the inequality such disadvantage presents.

Our Pupil Premium strategy has historically focused spending on Early Years and KS1 with funding for KS2 providing smaller scale reactive intervention work. By targeting funding at lower age year groups, school aims to narrow the gap before it widens. This has proven to be a successful strategy with past EYFS and, Year 1 phonics and KS1 performance data for pupil premium pupils rising from well below national expectations to inline, or above pre-Covid. Covid has since created new challenges and has made the focus on younger learners even more important.

Challenges

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

Challenge number	Detail of challenge
1	An increasing number of children are arriving in Early Years with low starting points in the areas speech, language and communication (SLC) and in personal, social and emotional (PSE), this includes an increasing number of children with a Social Emotional and Mental Health (SEMH) or Cognition and Learning (CLL) SEND diagnosis. The majority of these children will be PP eligible once they reach Reception.
2	The school as a higher than average number of pupils on the SEND register, including 20 children with an EHCP. Of the 62 FSM Ever 6 pupils, 31 are on the SEND register which is 50%. Of the 20 EHCPs, 10 (50%) are also eligible for Pupil Premium funding.
3	Attendance of PP for the 2023-2024 academic year was 90%, well below the national average. In 2024-2025, had reduced further to 89%. Of the pupils identified as persistent absentees at 10% absence in 2023-2024, PP represented 40% and at PA of 15%, this rose to 69%. In 2024-2025, PA at 10% remained at 40% but at 15% absence this had reduced to 20% being PP pupils. Persistent absence has a significant impact on learning in school and the progress children can make. Each absence creates potential gaps in learning, skills and learning missed then impact on future learning.
4	Many of our PP pupils have had limited access to wider experiences that contribute to cultural capital. This impacts on their ability to adjust to a range of situations emotionally as well as their knowledge and understanding of the wider world around them which contributes significantly to their personal development.

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 address inequalities on entry affecting SLC, PSE including limited vocabulary and understanding.	Children will enter KS1 with the foundational skills needed to access the curriculum and meet age related expectations.
To boost resourcing and access for PP pupils with SEND.	Pupils with SEND will have ongoing access to a wide range of interventions and access based in educational research.
To reduce the number of PP children deemed to be PA.	The attendance of pupils deemed PA will improve and the number of PP PA children will have reduced to below 25%.
To provide access to wider experiences and cultural opportunities.	PP pupils will be able to access a wider range of both in-school and out of school activities.

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: £ 82,816.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
An additional teacher will be employed for a further year to facilitate teaching in single age classes.	Although the school's number on roll would suggest that split classes would be more financially desirable, however, larger classes increases the % of both PP and SEND in each class, widens the ability range and increases pupil:staff ratios, reducing support access and the potential for 'keep up not catch up' activities. The smaller ratio's and narrower ability spread not only supports PP pupils but particularly those with PP/SEND.	1, 2
<i>Additional staffing in the EYFS to offer more 2 year old places and to support the increasing number of pupils facing</i>	An increasing % of children are arriving in EY without the basic executive functioning skills to enable them to engage and learn as well as the vocabulary both to communicate and understand. The majority of these pupils	1,2

<i>challenges with SEMH and CLL</i>	are PP eligible. By addressing these issues early, providing more 2 year olds with access to nursery education and smaller ratios in nursery, we have been able to fast track these skills to ensure more disadvantaged children are ready with the skills they need for Reception and beyond – addressing the gap before it widens.	
<i>Provide access for all staff and governors to 'The National College'.</i>	An % of PP pupils also displaying various additional needs in SEMH and CLL has continued to increase since Covid, particularly in EY and KS1. Access to quality and varied training to meet specific needs has been a challenge.	1,2

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

Budgeted cost: £ 6,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support for EHCP pupils.</i>	Income to support EHCP pupils is not always sufficient to cover the cost of staff to deliver the actions on their EHCP. When calculating income to support these pupils the LA take any PPG funding children may receive in addition to school's expected contribution of £6,000.	2

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

Budgeted cost: £5,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Mentor time is allocated each day to parent support, which includes contact and work around attendance.	Pupil absence and punctuality in primary age children is in the hands of parents. Often parents do not understand the school policies around absence and the impact frequent periods of absence have on a pupil's education. In some cases,	3

	<p>parents are facing challenges and barriers in getting their child into school. Since having a member of support staff as a nominated contact point who will make first contact and has the time to talk and can signpost/give advice, we have found that several families have improved the attendance of their children using this approach.</p>	
<p>To provide access to a wider range of first-hand experiences to build cultural capital by introducing Personal Development Days, themes and experiences.</p>	<p>Children who have experienced disadvantage often have limited life experience beyond the locality in which they live. The current generation also rely heavily on technology to provide entertainment. This results in a % of pupils not having interests beyond screens, reduces an interest in reading for pleasure and not knowing how to engage in collaborative play/activities. Access to cultural venues and experiences may be limited due to travel issues, finance issues or lack of awareness. By providing these experiences through school for free, this has a positive impact both academically and culturally on outcomes for individuals.</p>	4

Total budgeted cost: £94,786

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for pupils are measured at the end of their time in our school following cumulative years of strategy actions using performance data from KS2 SATs which can be compared with National figures.

Outcomes for disadvantage pupils at the end of KS2, ahead of transferring to secondary school in 2024 were broadly in line with their disadvantaged peers nationally. Comparison data shows that school is narrowing the gap between disadvantage pupils and their peers more successfully than National figures show. It is worth noting that the pupils included in the performance data experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently.

In Reading, 67% achieved the expected standard, compared to 60% of disadvantaged pupils nationally. The gap with their non-disadvantaged peers was -8% equal to -8% nationally.

In Writing, 67% achieved the expected standard, compared to 58% of disadvantaged pupils nationally. Disadvantaged pupils performed better than their non-disadvantaged peers with a gap of 9% compared to -19% nationally.

In Mathematics, 50% achieved the expected standard, compared to 59% of disadvantaged pupils nationally. The gap with their non-disadvantaged peers was -17% compared to -20% nationally.

The work of the Inclusion Mentor, which began in September 2023, had the following impact:

- Increased engagement with PP parents, breaking down the barriers and providing them with a link in school they feel more confidence talking to. This relationship has facilitated some hard conversations and difficult messages where children are facing adversity within their lives outside of school.
- An increase in referrals for Early Help with parents more ready to accept and engage with these external services once the benefits are explained and the myths dispelled.
- An increased attendance and parents' evening consultations.

Work has been done to address persistent absenteeism but a small number of SEND/PP individual cases/circumstances mean that it has not been possible to reduce this percentage. Each case has been addressed and an improvement will be seen in the data for the 2025/6 academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	N/A

Service pupil premium funding

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
School received no SPP funding in the previous academic year.
The impact of that spending on service pupil premium eligible pupils
N/A