

Pupil premium strategy statement – 2023-2026 (reviewed October 2025)

This statement details our school's use of pupil premium for 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	Stonebow Primary
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – reviewed annually as funding changes/outcomes updated)	EYFS – Year 6
Date this statement was published Reviewed	December 2024 October 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Paul Brockless
Pupil premium lead	Paul Brockless
Governor / Trustee lead	Sarah Milnes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year <i>**Funding based on x31 pupils x £1515 (from June 2025 PP funding allocation statement)</i>	£46,965
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£46,965

Part A: Pupil premium strategy plan

Statement of intent

Stonebow Primary School - Building Bridges to a Brighter Future

A nurturing and empowering school, where all children achieve their potential through rich, high quality learning experiences in partnership with parents and the wider community.

School Values:

Perseverance – never giving up even if things get tough

Concentration – focussing and resisting distraction

Curiosity – asking questions and wondering why

Co-operation – learning together and from each other

Respect – a positive way of treating or thinking of someone or something

Enthusiasm – being excited to learn

Statement of Intent

- Stonebow prioritises the safeguarding and well-being of all pupils and staff, in a **nurturing** and supportive environment where pupils feel safe and secure to learn.
- **Respect** underpins a culture of high expectations of behaviour and positive attitudes to learning. We actively care about the environment, too, and respect our surroundings.
- Stonebow provides a high quality curriculum through **inspirational** teaching and learning, building firm foundations for later life.
- All children are given the opportunity to **achieve** their potential, through firm foundations in the core subjects of Reading, Writing and Mathematics and a broad knowledge and skill set across the wider curriculum.
- We create opportunities for children to develop 'cultural capital' through visits and visitors which **enrich** the curriculum, and through extra-curricular arts and sporting activities.
- Stonebow children are **empowered** to learn through independent discovery. We encourage a 'growth mindset', supporting children to become enthusiastic, curious and perseverant learners.

- Children will leave Stonebow Primary School as well rounded, confident individuals, prepared for the next phase of their education – and a ‘brighter future!’

Pupil Premium

Our Pupil Premium strategy plan, will support our disadvantaged pupils in achieving their potential across the curriculum. We prioritise the development of the ‘whole child’ through appropriate early intervention for Social, Emotional and Behavioural Needs – including mental health and well-being. Furthermore, we recognise the importance of good attendance to support pupils both academically and socially and work closely with families and a number of agencies to improve this. Through effective communication, all have staff have a good understanding of the needs of our pupils.

In the academic curriculum, this is underpinned by early intervention for language development – oracy, speaking and listening. Also, as part of the East Midlands Maths Hub, we continue to develop teaching for mastery in early mathematics. This sits alongside specific targeted interventions, to support specific needs or gaps in attainment. Our Learning Pathways provide the children with the opportunity to develop their knowledge, skills and understanding on a level playing field through key questions and vocabulary. Furthermore, we support families in accessing the broad enrichment opportunities on offer, such as visits and visitors - as part of our inspiring curriculum. Alongside our range of extra-curricular opportunities, to develop talent in sport and music.

There is an increasing need for pastoral support of pupils and families. We have a number of staff trained to support the mental health and well-being of pupils, including ELSA and Forest Schools. The school has also invested in a dedicated Nurture Room. Furthermore, the school engages with a number of external agencies to support pupils and their families. For example, this year we are developing the PINS (Parents for Inclusion of Neurodiversity in Schools) project at Stonebow, fostering a whole-school understanding and inclusive approach to neurodiversity. This will strengthen our partnership with parents and ensure all staff develop a shared understanding of neurodiversity, leading to improved support and outcomes for neurodiverse pupils.

The school is a welcoming and inclusive community for all.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>We are proactively supporting families in improving attendance and punctuality, through daily communication via the school office team – who know our families well. We use additional pastoral support from teaching and support staff, supported by senior leaders and external agencies where appropriate. In 2024-25, Pupil Premium Attendance was on average circa 90% (89.98%), compared with Non PP Pupils at 93.63%.</p>
2	<p>Supporting Parents</p> <p>Developing parents' skills and confidence in supporting learning at home positively impacts on pupil attainment, behaviour and overall well-being. We endeavour to engage with hard to reach parents in order to achieve this. We continue to explore opportunities to further engage – such as the PINS project.</p>
3	<p>SEND</p> <p>A large proportion of SEND (or previously SEND) pupils also qualify for the Pupil Premium (2025-26: 18/37, x3 with an EHCP). The school utilises the combined SEND and PP funding as effectively as possible, to support these pupils across the curriculum. There has been an improvement with most pupils 'maintaining' and more pupils making progress 'beyond expected' than 'regressing' in Reading, Writing and Maths. However, attainment is still lower than Non Pupil Premium Pupils. (see data in Part B).</p>
4	<p>Wider Opportunities Engagement</p> <p>Engagement in creative and physical activities helps disadvantaged pupils to build confidence, resilience, and teamwork skills, whilst promoting a sense of belonging and achievement. Involvement in sport and music supports emotional well-being and encourages pupils to develop discipline and perseverance. Despite promotion and signposting to these opportunities, the uptake by our disadvantaged pupils in extra-curricular opportunities is lower than Non Pupil Premium Pupils.</p>

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
1. To achieve and sustain improved attendance for all pupils, including Pupil Premium pupils.	<p>Sustained high attendance from 25/26, demonstrated by:</p> <p>The overall absence rate for all pupils being no more than 5% and there will be a reduced gap in attendance between our disadvantaged and non-disadvantaged pupils</p>
2. To achieve improved engagement with parents, to support children academically and behaviourally – improving outcomes and show increasing positive behaviours.	<p>Pupils have improved academic outcomes in Reading, Writing and Maths.</p> <p>Pupils have increased positive rewards (Dojo/House points) and/or reduced behaviour flags on recording systems.</p>

3. Improved annual attainment in Reading, Writing and Maths for disadvantaged pupils at the end of the academic year. By the end of Key Stage 2, within 5% of national outcomes for disadvantaged pupils.	A larger percentage of disadvantaged pupils will make 'better than expected' progress compared with the previous year (including small steps of progress in writing). By the end of Key Stage 2, within 5 % of national outcomes for disadvantaged pupils.
4. To improve the engagement of Pupil Premium Pupils in extra-curricular activities (including sports and music activities - which can support their health and well-being).	An increased percentage of disadvantaged pupils are engaging in extra-curricular activities?

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: £39,756

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue the 'sustain' phase of the East Midlands Maths hub project, implementation of 'Mastering Number' to strengthen foundation of number facts (EYFS, KS1) and further develop fluency and automaticity in multiplication and division facts (Y4-6). Ensuring all children have the opportunity to develop reasoning and problem-solving skills.</p> <p>Teacher release time to attend hub meetings and appropriate CPD for teachers and support staff. 25-26: Class teacher to attend EYFS course, Maths Mastery work group for EYFS/KS1</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>1 The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>2 There is a lot of variation behind this average. It seems to be important that a high bar is set for achievement of 'mastery' (usually 80% to 90% on the relevant test). By contrast, the approach appears to be much less effective when pupils work at their own pace (see also Individualised instruction).</p> <p>3 Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress (see also Collaborative learning and Peer tutoring).</p>	3
In 2023, the English Coordinator introduced Literacy Tree, with a focus on approaches which may engage our reluctant writers	EEF Improving Literacy in KS2 recommendation: Teach writing composition strategies through modelling and supported practice. Writing can be thought of as a process made up of five components:	3

<p>(including several disadvantaged pupils). The school continued to adopt and embed this approach.</p>	<p>planning; drafting; revising; editing; and publishing.</p> <p>Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goalsetting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently. Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.</p>	
<p>In 22/23, the school was able to employ an additional teacher, as a large cohort of 41 (Y4). In 23/24, the cohort of 41 (in Y5) mixed with a smaller Y6 cohort – meaning an additional teacher was not employed. In 24/25, as the cohort of 41 moves into Y6, a HLTA has been employed to allow Y5/6 to be taught in smaller groups for English and Maths.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <ol style="list-style-type: none"> 1. Reducing class size has a small positive impacts of +2 month, on average. The majority of studies examine reductions of 10 pupils. Small reductions in class size (for example, from 30 to 25 pupils) are unlikely to be cost-effective relative to other strategies. 2. There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school. 3. Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption. 	3
<p>Metacognition and self-regulation approaches support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.</p> <p>As part of a project with our CCPP partner schools, we have invested in the Teaching Walkthrus instructional coaching resource books and cross school INSET days on 'Precision and Intentionality', preceded by an INSET by TeacherToolkit.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <ol style="list-style-type: none"> 1. The average impact of metacognition and self-regulation approaches is high (+8 months additional progress) however, it can be difficult to realise this impact in practice. Teachers should be supported to both explicitly teach metacognitive strategies and to promote metacognitive skills in lessons. 2. The research evidence indicates that explicitly teaching strategies to help pupils to plan, monitor and evaluate specific aspects of learning can be effective. Research suggests these should be taught and applied to the usual curriculum content, rather than taught discretely through 'thinking skills' lessons. 3. Teachers can promote metacognition by modelling their thinking aloud. For example, teachers might explain their thinking when planning an exam response or breaking down a mathematical problem, alongside promoting and planning for metacognitive talk related to lesson objectives. 4. In effective studies, teachers often model the explicit use of a metacognitive strategy during a task. For example, they might co-construct a planning checklist and explain how this supports learning, or verbalise self-questioning to evaluate progress. 5. The research evidence suggests that promoting reasoning, argumentation and debate helps to develop metacognition and self-regulation. This is because it encourages pupils to reflect on their learning, the learning of others, and draw connections between topics. 	3

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

Budgeted cost: £4,654

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Y6 booster breakfast groups, to support children with Reading or Maths (Spring Term).</p> <p>From Jan 2024, Nurture group, may include some pupils who qualify for Pupil Premium. Including support with language development (SALT).</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>1. Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>Oral language interventions</p> <p>1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p>	3
<p>In 24/25, continued engagement with the National Tutoring Programme (although no longer funded), to provide additional support and mentoring for pupils (including Pupil Premium pupils) across in Y6 – maths focus, following the successful KS2 outcomes at the end of 2023/24.</p> <p>Continued focus on supporting the lowest 20% of readers, with daily phonics/VIPERS comprehension groups.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases, one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>1. Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the</p>	3

	<p>development of early reading skills particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>1. Reading comprehension strategies are high impact on average (+7 months). Alongside phonics this is a crucial part of early reading instruction.</p>	
<p>1. Additional support time with the class teacher and LSAs in EYFS, to allow focussed groups on CLL, Writing and Reading.</p> <p>2. Additional sports coach, sessions, working with pupils on Physical Development. (use of 2, enables time for 1)</p>	<p>1. There is an extensive evidence base showing the impact of communication and language approaches, including a number of meta-analyses. The evidence is relatively consistent, suggesting that communication and language approaches can be successful in a variety of environments. Little is known about the long-term impact of communication and language approaches, so additional evidence about whether, and how to ensure that, benefits are maintained once children start school would be valuable. The evidence base includes a number of high quality studies from the UK.</p> <p>After review, we have decided not to continue using the Nuffield Early Language Intervention (NELI) – instead, utilising the additional sports coach time, allows the team to adopt strategies to support CLL (including SALT, story time).</p> <p>2. Though the overall picture is positive, the evidence base is not well-developed and findings are inconsistent. It is not possible to provide a clear account of the reasons why some physical development approaches are effective, and very few individual interventions have been evaluated to a high standard. There is some evidence that programmes that combine physical activity with strategies to promote self-regulation can improve executive function and have a positive impact on learning. Evidence relating to the general positive impact of physical activity on cognitive outcomes is currently stronger than that related to specific programmes. There are some indications that physical activity, including outdoor play, can support children's learning. No high-quality evaluations have assessed the long-term impact of physical development approaches on learning.</p>	3
<p>In 23/24, the school reinstated volunteer 'reading champions' (post pandemic), to support disadvantaged pupils through 1:1 reading.</p> <p>Furthermore, during the 24/25 academic year we have engaged with the School Readers programme and have a reader from industry every week. We have also joined the Loughborough University's 'Right to Read' programme, with</p>	<p>Programmes involving teaching assistants or volunteers can have a valuable impact, but may be less effective than those using experienced and specifically trained teachers. Where tuition is delivered by volunteers or teaching assistants there is evidence that training and the use of a structured programme is advisable. (English lead will provide training on phonics and VIPERS, as used across the school)</p>	2, 3

students to support from 2025 (continued 25/26).		
English lead to provide training for the above in phonics/support with VIPERS reading skills.		

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

Budgeted cost: £3,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of an Education Welfare Officer, to support families in maintaining good attendance at school (EWO will support a proportion of Pupil Premium pupil families).</p> <p>Since November 2024, due to our current poor attendance, we are now being supported by the LA's Attendance Team Targetted Support programme. This continues in 2025/26.</p> <p>From November 2025, this has been supplemented by support from the Leics. LA EEP team Transforming SEND in Leics. – Setting Specific Support with attendance</p>	<p>EEF - Attendance-REA-protocol-21092021.pdf</p> <p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p>	1
Engagement with relevant external agencies, to support the social, emotional and behavioural aspects.	Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.	1, 2, 3
Our Trained Senior Mental Health lead (SENDSCO) assisted by a trained LSA (also ELSA trained), to support mental health and well-being of pupils and staff. This will complement existing ELSA support in school. From January 2024, the	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p>	1, 2, 3

<p>LSA will have dedicated hours for this.</p> <p>A 'Nurture Room' continues to be developed, to support children with SEBD needs and allow for some curriculum teaching for specific pupils, in a nurturing environment.</p> <p>In the summer of 2024, our PTA secured £10K support for the Nurture Room (which will now be based in a smaller room). An LSA will have dedicated time to work with individuals and groups in the Nurture Room.</p> <p><i>This may extend to breakfast club/lunchtime, depending upon the success of the above/funding available.</i></p>	<p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.</p>	
<p>Effective use of Learning Support Assistants (LSAs), to pre-teach, support learning using appropriate teaching strategies and address specific misconceptions. Including East Midlands Hub continuing focus on effectiveness of LSA's to support mastery approach.</p> <p>Staff to use approaches from the EEF 5 a day Reflection Tool - Explicit instruction, Cognitive and metacognitive strategies, Scaffolding, Flexible grouping, Using technology</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.</p> <p>EEF SEND: 5 a day Reflection Tool</p>	1, 2, 3
<p>Dedicated Forest Schools afternoon sessions for EYFS and KS1 pupils and KS2 pupils with specific needs.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>	4

Funded access for Pupil Premium Pupils to Sport Clubs, run by the Sports Coach (am/pm one club per pupil)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity There is a small positive impact of physical activity on academic attainment (+2 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.	4
Funded access Pupil Premium Pupils for Brass Tuition, run by the CWC music teacher	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.	
PINS (Parents for Inclusion of Neurodiversity in Schools) project at Stonebow, fostering a whole-school understanding and inclusive approach to neurodiversity. This will strengthen our partnership with parents and ensure all staff develop a shared understanding of neurodiversity, leading to improved support and outcomes for neurodiverse pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement 1. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. PINS - There are three core objectives for Parent Carer Forums: <ul style="list-style-type: none"> • To work strategically with the ICB and LA partners to develop and deliver the Project • To work with schools and parent carers to strengthen relationships between schools and their parent carers of neurodiverse children in their schools • To support the development of improved co-production with families to facilitate service design and delivery 	2
To support individual children financially in order to allow them to experience enrichment activities – e.g. music tuition, visits/visitors (50% contribution towards costs).	Raising aspirations is often believed to incentivise improved attainment. The current evidence base on aspiration interventions is extremely weak. The lack of studies identified means that an impact in months progress is not communicated. Schools should carefully monitor the impact on attainment of any interventions or approaches. Music/Arts 4 Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. 5 Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. 6 Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.	4
A focussed approach to parental engagement	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 3

<p>from EYFS to Y6, to engage parents in how best to support their children at home across the curriculum – starting with a ‘meet the teacher’ event in the Autumn and further specific meetings across the year – including informal meeting sessions and focussed workshops (coffee afternoons) for pupils with SEND (a number of whom qualify for Pupil Premium funding).</p>	<p>1. Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Parental engagement in early years education is consistently associated with children’s subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months’ progress over the course of a year. However, there does appear to be some variation in effectiveness between approaches, suggesting that careful thought is needed when developing and introducing parental engagement approaches, and that on-going monitoring and evaluation is essential.</p> <p>Approaches that aim to increase general parental engagement, for example, by encouraging parents to read with their children can have a moderate positive impact for all children. Impact on disadvantaged families tends to be lower, however. Studies highlight the benefits of reading to children before they are able to read, and then of reading with children as soon as they are able to read. A number of studies have identified the positive impact of encouraging parents to talk with their children.</p> <p>Approaches that focus on developing parents own skills, for example by providing structured training, can have a moderate positive impact on learning. In general, more intensive approaches, which target particular families or outcomes, are associated with higher learning gains.</p>	
<p>Continued access to remote learning, where necessary, via loans of laptops/Chromebooks and support with internet access. Subscription to appropriate apps and programmes to support learning.</p>	<p>EEF_Digital_Technology_Guidance_Report.pdf</p> <p>Tutoring systems can provide additional learning opportunities for pupils at risk of falling behind. The appeal is that these programmes offer an opportunity to provide personalised support, something that would be very costly if provided by teaching staff. They often claim to be able to accurately assess pupils’ understanding and adapt the content, so that pupils are practising at the right level.</p>	<p>2, 3</p>

Total budgeted cost: £47,665 (expected additional funding as a result of an increase in pupils who qualify for the Pupil Premium)

****See note regarding funding on page 1**

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had in the 2024/25 academic year.

Pupil Progress (from whole school tracker spreadsheet)

Impact summary from data?			Impact summary from data?			Impact summary from data?		
Reading			Writing			Maths		
Attain end last year	Attain current	Progress +/-	Attain end last year	Attain current	Progress +/-	Attain end last year	Attain current	Progress +/-
Regress	6%		Regress	6%		Regress	9%	
Maint	76%		Maint	76%		Maint	71%	
Beyond	18%		Beyond	18%		Beyond	21%	
Check%	100%		Check%	100%		Check%	100%	

The table above shows the progress made by Pupil Premium Pupils across the whole school in 2024-25, in Reading, Writing and Maths. The majority of pupils have 'maintained' their level of attainment, with circa 20% making beyond expected progress (moving up in attainment), with a small number regressing. This is similar to the previous year.

Staff across the school to identify gaps, from formative and summative assessments – including Question Level Analysis (from SATs data) and organise support/interventions as appropriate.

National Attainment Data for Disadvantaged/Not Disadvantaged Pupils at the end of Key Stage 2

Headline Data: Reading, Writing, Maths

- Attainment in reading has increased compared to 2024 for both groups.
- Attainment in writing increased for disadvantaged but remained the same for non-disadvantaged.
- Attainment in maths increased by 2% for disadvantaged pupils and 1% for non-disadvantaged pupils.



Reading EXP STD %	Disadv	Not Disadv	Gap	Writing EXP STD %	Disadv	Not Disadv	Gap	Maths EXP STD %	Disadv	Not Disadv	Gap
2018/19	62	78	-16	2018/19	68	83	-15	2018/19	67	84	-17
2021/22	62	80	-18	2021/22	55	75	-20	2021/22	56	78	-22
2022/23	60	78	-18	2022/23	58	77	-19	2022/23	59	79	-20
2023/24	62	79	-17	2023/24	58	78	-20	2023/24	59	79	-20
2024/25	63	81	-18	2024/25	59	78	-19	2024/25	61	80	-19

In 2024-25, we had no disadvantaged pupils in the Year 6. In 2023-24, our 6 disadvantaged pupils significantly outperformed national outcomes in Reading and Writing above:

RWM combined Exp+ 67%, GDS 0%

Reading Exp+ 100%, GDS 17%

Writing Exp+ 83%, GDS 0%

Maths Exp + 67%, GDS 17%

Attainment pupils from Y1-Y6 (not end of KS2 as national above) – 24/25 PP (33=18%) V Non-PP (146=82%) pupils:

Our disadvantaged pupil outcomes are very cohort specific, often linked to the number of SEND pupils who also qualify for the pupil premium.

Reading

22/23 Non-PP Pupils Exp+ 67%, GDS 22%

22/23 PP Pupils Exp+ 38%, GDS 13%

23/24 Non PP Pupils Exp+ 70%, GDS 24%

23/24 PP Pupils Exp+ 47%, GDS 14%

24/25 Non PP Pupils Exp+ 71%, GDS 25%

24/25 PP Pupils Exp+ 39%, GDS 9%

Following a significant improvement at Exp+ (+9%) in 23-24, there has been a decrease of (8%) in 24-25. We continue to target support at the lowest 20% of readers, via additional phonics groups (including KS2) and VIPERS comprehension skills. We have increased the number of 'reading champions' supporting children with their reading - including parents, industry and external volunteers.

Writing

22/23 Non PP Pupils Exp+ 51%, GDS 1%

22/23 PP Pupils Exp+ 28%, GDS 0%

23/24 Non PP Pupils Exp+ 60%, GDS 4%

23/24 PP Pupils Exp+ 42%, 3%

24/25 Non PP Pupils Exp+ 58%, GDS 1%

24/25 PP Pupils Exp+ 30%, GDS 0%

After a significant improvement at Exp+ (+14%) in 23-24, there was a decrease in 24-25 (-12%). We continue to embed the structured, text based approach to Writing using the Literacy Tree scheme and expect that this approach will improve outcomes over time. For pupils who are working below the expected standard, we have a new assessment sheet from our partnership of schools which shows small steps of progress.

Maths

22/23 Non PP Pupils Exp+ 62%, GDS 14%

22/23 PP Pupils Exp+ 34%, GDS 6%

23/24 Non PP Pupils Exp+ 70%, GDS 21%

23/24 PP Pupils Exp+ 39%, GDS 8%

24/25 Non PP Pupils Exp+ 73%, GDS 18%

24/25 PP Pupils Exp+ 36%, GDS 6%

Maths has seen a slight decrease in attainment for Pupil Premium pupils compared with 23-24. We continue our involvement with the East Midlands Maths hub on embedding the mastery approach.

EYFS 24-25

The cohort of 23 pupils, included 2 disadvantaged pupils – neither achieved GLD. However one achieved the expected standard in CLL and Numeracy.

Impact of wider strategies (taken from internal school tracker spreadsheet – see table below)

Intervention	% PP uptake 22/23	% PP uptake 23/24	% PP uptake 24/25	Impact
National Tutoring (not part of PP funding but part aimed at PP pupils)	76%	4/7 Y6 PP pupils supported by Nat. Tutor (13% of total PP)	0%	<p>22/23 - Focussed support across KS1 and KS2, to support Writing. 12% of PP pupils made beyond expected progress, 79% maintained and 9 % regressed.</p> <p>23/24 - Focus on Y6 pupils at WTS/EXP pre SATS, of the x12 who attended 11 reached EXP and 2 GDS. 3 of the 4 PP pupils reached the Expected Standard (the other scoring 99, missing out by 1)</p> <p>24/25 - this was targeted at Y6 cohort who had a number of children in need of support who did not qualify for pupil premium.</p>
Handwriting - KS1/2	62%	43%	53%	<p>22/23 - Pupils have developed their handwriting and writing stamina, which suffered during Covid lockdown.</p> <p>23/24 - A continuation of the above.</p> <p>24/25 - this links in to a whole school writing target for all pupils, to support their attainment (as it is one of the assessment criteria).</p>
ELSA	35%	18%	12%	<p>Our Emotional Literacy Support Assistants (ELSA) have supported a number of our Pupil Premium pupils with their mental health. Focussing on a specific need, this enables pupils to build up a number of strategies, which can then be adopted in the classroom and home. This will vary annually due to the relative needs of the pupils.</p> <p>The four pupils in 24-25 were supported externally in some cases too. It helped maintain attendance and helped them in fulfilling their academic potential.</p>
Sports Clubs	35%	23%	12%	<p>22/23 - Sport is high profile across the school, not only in PE lessons but with a range of breakfast and after school clubs on offer. 23/24 - There has been a drop in pupil numbers attending the breakfast club.</p> <p>24/25 - Our sports coach was absent for most of this academic year, this may have resulted in a decline this year.</p>
Forest School	59%	48%	21%	<p>Qualitative data, from pupil voice and observations by members of staff indicate the positive effect of Forest Schools on their confidence, resilience and development of social skills.</p> <p>EYFS/KS1 have dedicated sessions as part of PPA time - PP numbers have declined in these year groups. Plans to extend the provision to specific targeted groups.</p>
Music Lessons	3%	5%	26%	<p>22/23 - One pupil developed their instrumental skills and performed to an audience on a number of occasions.</p> <p>23/24 - Despite promotion and making parents aware, only 2 pupils undertook extra music lessons</p>

				24/25 - The school has formed a link with Charnwood College's Music Department, leading to weekly brass tuition for 8 disadvantaged pupils.
Rise and Shine Breakfast Club - 22/23		18%		22/23 - All PP pupils were invited. Pupils ate a healthy breakfast and took part in reading, craft activities/fine motor skills and maths via SumDog and TTRS (to re-start in January)
Nurture Group (breakfast) - 23/24	44%			23/24 - this became the Nurture Group, which ran from January with smaller numbers/targeted attendees. On review, due to limited attendance, the group was stopped.
Wider Strategies - focus for the future:				
Y6 SATs Boosting (possibly including a National Tutor) - unlike 24-25, there is a high percentage (13/41= 32%) of disadvantaged pupils in Y6 for 25-26 academic year. These will be supported by a range of staff in booster groups before, during and after school.				
ELSA sessions will continue, with disadvantaged pupils supported as appropriate. Our mental health leader has written a Mental Health and Well Being Policy, with policy into practice being a key part of school development.				
Forest Schools - the trained instructor has dedicated curriculum time with specific year groups, to focus on targeted support with children with specific needs, including disadvantaged pupils				
Sport engagement - our Sports Coach has returned to work full time, with a focus on encouraging the engagement of extra-curricular sports activities for our disadvantaged pupils. Access to one club is fully funded.				
Music - following the successful link with Charnwood College in 24-25, the school is seeking to develop further links including opportunities in singing and with local music groups.				

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
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The pupil took part in maths booster groups and were supported 1:1 for IEP work. They also attended Forest Schools, Nurture Group and ELSA.
What was the impact of that spending on service pupil premium eligible pupils?	The pupil(s) have developed socially/emotionally, via involvement in Forest Schools, Nurture Group and ELSA. They will continue to need support in Reading and/or Maths. They maintained their level of attainment compared with the previous year.