

Pupil premium strategy statement – Stocks Green Primary School



This statement details our school's use of pupil premium (and recovery 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	218
Proportion (%) of pupil premium eligible pupils	7.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Peter Hipkiss - Headteacher
Pupil premium lead	Peter Hipkiss
Governor / Trustee lead	Di Ayling, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,585
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£27,585

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at Stocks Green Primary School are given the education, curriculum, support and cultural capital to be successful in their future education and careers. This statement is irrespective of the pupils' background or challenges that they have faced in the past or are currently facing. We aim for all our pupils to become resilient, with the confidence to be successful learners and opportunities to become the best that they can be. The focus of our pupil premium strategy is to support pupils to achieve these goals and to ensure that they have the range of experiences and opportunities necessary to prepare them for future success.

From September 2023, leaders have created a school improvement plan where the key priorities align closely with the needs of our disadvantaged pupils and that has been designed specifically to address these challenges, alongside wider school priorities. Therefore, our pupil premium strategy is an integral part of our school improvement process.

As a school, we consider the needs of all our vulnerable pupils and this goes beyond just our disadvantaged pupils, to include other vulnerable pupils, such as those with special educational needs and disabilities, children with low attendance as well as children with a social worker. The activities outlined in this approach are intended to positively impact on their needs too, regardless of whether they are disadvantaged or not.

As suggested by research undertaken by the EEF (The EEF Guide to the Pupil Premium 2023), high quality teaching should be at the heart of a good quality pupil premium strategy. The school priority is to ensure that improvements in the quality of teaching are targeted at the areas in which disadvantaged pupils require the most support. This is because this is proven to have the greatest impact on closing the gap for disadvantaged pupils and will benefit the non-disadvantaged pupils in our school at the same time.

This approach is further supported through the use of targeted interventions and wider strategies to impact on the progress and attainment of pupils.

The school believes in the importance of a whole school focus on the progress and attainment of disadvantaged pupils. Discussion around this permeates through whole school strategy, planning and operations. This includes being a focus of teacher appraisals and feedback. These choices are deliberate to encourage whole school ownership of a shared vision for the promotion of opportunities for disadvantaged pupils.

The school's approach will be responsive to common challenges as well as individual needs. This will be rooted in robust assessments of a range of data related to the progress, attainment and attendance of disadvantaged pupils and individuals within the school. We aim that the approaches we have adopted will complement each other to help pupils excel.

Our strategy will involve:

- Ensuring that the needs of children are identified through a range of mechanisms, including assessments, observations of interactions in class and analysis of the full range of data sets available to us.
- Termly reviews of the individual progress and performance of all disadvantaged children to ensure that our approaches are impactful and are the most appropriate at the time implemented.
- Improving the quality of teaching and learning in all curriculum areas for all children.
- Ensuring disadvantaged pupils are challenged in the tasks and activities they receive in each teaching session, so that they can achieve their individual potential.
- Ensuring that all staff take responsibility for disadvantaged pupils' outcomes.
- Regularly reminding all staff of the need for high expectations of what all pupils, but especially those who are disadvantaged can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Reading Internal assessment outcomes from the school's FFT RAP assessment programme indicate that disadvantaged pupil's reading fluency and decoding skills require development in order to achieve the fluency necessary to achieve success in the future. Pupil voice also indicates that pupils engage less frequently with reading for pleasure.
2	Writing Internal and externally moderated assessments show a significant attainment gap between disadvantaged and non-disadvantaged pupils in writing outcomes.

3	Vocabulary Acquisition Lesson observations, pupil voice and teacher feedback show that there is a gap between the disadvantaged and non-disadvantaged groups in terms of their vocabulary acquisition.
4	Attendance Attendance data shows a disproportionate number of disadvantaged pupils are classed as persistent absentees and, therefore, do not fully engage with school life. This has a negative impact on their social and emotional development as well as academic progress.
5	Cultural Capital School analysis shows that disadvantaged pupils often do not have the same opportunities as their peers. Therefore, the school aims to provide opportunities through its planned curriculum and extra-curricular activities to address this disadvantage.

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
Improved reading attainment for disadvantaged pupils.	KS2 reading outcomes in 2026/2027 will show that our disadvantaged pupils outperform non-disadvantaged pupils nationally at the expected standard.
Improved writing attainment for disadvantaged pupils.	KS2 writing outcomes in 2026/2027 will show that our disadvantaged pupils outperform non-disadvantaged pupils nationally at the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations 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.
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: <ul style="list-style-type: none"> The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3% The percentage of all pupils who are persistently absent being below 10%

	and the figure among disadvantaged pupils being no higher than 12%.
All pupils to have access to a curriculum and wider opportunities that provide them with the cultural capital required for future success.	Pupil voice indicates that Pupil Premium pupils have high aspirations for their future and career and are targeting a range of different career paths.

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

Budgeted cost: £3,585

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop assessment systems using national benchmarks to further identify needs of pupils and the support required as well as a foundation subject assessment system based on cognitive science approaches.	The EEF suggests that applying the cognitive science principles of learning can have a real impact on rates of learning in the classroom. Cognitive science approaches in the classroom: A review of the evidence	1, 2, 3
Staff training on adaptive teaching, provision maps and strategies to support SEND and disadvantaged pupils as well as diagnostic assessments and SEN assessments.	Education Endowment Fund (EEF) research suggests that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. The EEF Guide to the Pupil Premium	1, 2, 3
Continued Staff CPD on developing effective modelling of different stages of writing process – focus on revising and editing.	The EEF suggests that teaching writing composition strategies through modelling and supporting practice can be effective for improving writing outcomes. The EEF Guidance report on Literacy in Key Stage 2	2
Continued Staff CPD on effective teaching of reading fluency.	The EEF suggests to support pupils to develop fluent reading capabilities through guided oral reading instruction	1, 3

	and repeated reading and that this will improve pupil outcomes. The EEF Guidance report on Literacy in Key Stage 2	
Continued support staff CPD on effective phonics practice	The EEF evidence suggest that effective phonics teaching can improve outcomes for pupils by 5 months. They suggest that it is a crucial component in early reading and therefore language acquisition. The EEF Teaching and Learning Toolkit review of Phonics	1, 2, 3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers). Improving Social and Emotional Learning in Primary Schools EEF	1, 2, 3, 4

Targeted academic support

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
In Years 1-6, establish tightly targeted intervention groups for reading and writing interventions for disadvantaged pupils	The EEF evidence suggests that teaching assistant interventions has an average impact of four months' additional progress over the course of a year, with 5 months progress seen in primary schools. The EEF Teaching and Learning Toolkit review of Teaching Assistant Interventions	1, 2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as	1, 2, 3

	regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	
Social and emotional learning interventions following staff training identified in wider strategies below. Recognised programmes to be implemented including ELSA, Drawing and Talking, Lego Therapy and Zones of Regulation.	The EEF suggests that successful SEL interventions can have an additional four months progress over the course of a year. They also have been shown to have an identifiable and valuable impact on attitudes to learning and social relationships within school. This approach will support the school to improve attendance through improving attitudes to learning. The EEF Teaching and Learning Toolkit review of Social and Emotional Learning	1, 2, 3, 4

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

Budgeted cost: £13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's working together to improve school attendance. This will involve training for staff to develop and implement new procedures to improve attendance and to have an attendance officer in the office monitoring and supporting school attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DfE Working Together to Improve School Attendance	5
Communicating with and supporting parents. The school to have a Family Liaison Officer to work with families by developing clear and effective communication and support for them.	The EEF evidence suggests that parents play a crucial role in supporting their children's learning and levels of parental engagement are consistently associated with better academic outcomes. The EEF Working with Parents to Support Children's Learning	1, 2, 3, 4, 5
Extra-curricular activities, such as	The EEF evidence suggests that there is some link between participation in	1, 2, 4

<p>access to sports clubs, chess clubs, music lessons and other activities that enhance pupils' cultural capital and provide them with opportunities they may otherwise not have had access to.</p>	<p>Physical and Arts activities and attainment in the curriculum. However, more importantly, it allows disadvantaged pupils to participate in a range of activities that they might otherwise not have the opportunity to participate in.</p> <p>The EEF Teaching and Learning Toolkit review of Physical Activity</p> <p>The EEF Teaching and Learning Toolkit review of Arts Participation</p>	
<p>Whole staff training on social and emotional learning through a recognised programme. Development of a 'Launchpad' to aid emotional regulation.</p>	<p>The EEF suggests that successful SEL interventions can have an additional four months progress over the course of a year. They also have been shown to have an identifiable and valuable impact on attitudes to learning and social relationships within school. This approach will support the school to improve attendance through improving attitudes to learning.</p> <p>The EEF Teaching and Learning Toolkit review of Social and Emotional Learning</p>	<p>1, 2, 3, 4</p>

Total budgeted cost: £29,085

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of EYFS data shows that 50% of our disadvantaged pupils achieved a good level of development.

End of Key Stage 1 data shows that 100% disadvantaged pupils achieved the combined expected standard in reading, writing and maths. 100% of pupils achieved the expected standard in reading, maths and writing. This shows the strategies used to support reading and writing within the plan are making an impact and the school is on track to achieve the target for 2026/27. However, 0% of disadvantaged pupils achieved Greater Depth within the Expected Standard.

End of Key Stage 2 data shows that 100% disadvantaged pupils achieved the combined expected standard in reading, writing and maths. 100% of pupils achieved the expected standard in reading, maths, writing and GPS. This shows the strategies used to support reading and writing within the plan are making an impact and the school is on track to achieve the target for 2026/27.

25% of disadvantaged pupils passed the phonics screening in Year 1. There were no disadvantaged pupils involved in phonics screenings in Year 2.

Internal assessment data shows that the gap between Pupil Premium eligible and non-disadvantaged pupils stood at 14.7% in maths. The gap between Pupil Premium eligible and non-disadvantaged pupils stands as 20.3% in reading. This has increased from the previous year but has been heavily influenced by data in younger year groups. Thus, support is being heavily focused on this area. In writing, the gap is 30.4%. A gap also remains between the number of pupils achieving greater depth in reading and writing and their non-disadvantaged peers. This currently stands at 26.1% in reading and 11.4% in writing. The gap in maths also remains, with 0% of disadvantaged pupils achieving greater depth across the school and 23.3% of non-disadvantaged pupils achieving the high standard. This shows that continued work needs to take place in order for a greater number of disadvantaged pupils to achieve the higher standard.

Internal assessment data from the school's FFT Reading Assessment Programme the significant gap in reading fluency has reduced. However, this remains a priority moving forward as fluency is the key to developing reading ability. The school is looking to utilise reading volunteers as well as specialist TAs to bridge this gap.

Overall attendance for disadvantaged pupils improved in 2024/25 but remained lower than that of non-disadvantaged children. In 2024/25, disadvantaged attendance stood at 92.47% compared with non-disadvantaged at 96.69%. However, persistent absence for this group remained high at 23.53% compared to non-disadvantaged which was

4%. Our assessments and observations of these children, indicate that absenteeism is negatively impacting upon progress. This is why regular attendance remains a focus in our current plan. The data shows that the school is on track to achieve its overall attendance target for 2025/2026. However, further work needs to take place to be on track to reduced persistent absence to less than 12%. The school has identified social and emotional learning as an element that is impacting on persistent absence amongst this group, which is why this has formed part of the Pupil Premium Strategy for this year.

Externally provided programmes

Programme	Provider
Sounds Write	Sounds Write

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
There was no service premium received for the previous academic year.
The impact of that spending on service pupil premium eligible pupils