

## Pupil premium strategy statement

This statement details our school's use of pupil premium (2025 to 2026 academic year) 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	Stamford Park Primary
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/2026 2026/2027 2027/2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Michael Smith
Pupil premium lead	Laura Cook
Governor / Trustee lead	Nuala Powell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,990
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£97,990

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about allocating the Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children can be less support at home, weaker language and communication skills, lower self-esteem, more frequent behaviour difficulties, lower attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and each child is an individual; this is the key factor we keep in mind when implementing support.

At Stamford Park Primary, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. High-quality teaching has proven to have the greatest impact on closing the disadvantage attainment gap but will also benefit the non-disadvantaged pupils in our school. Therefore, ensuring high quality teaching is taking place as well as a focus on different areas in which the pupils require support.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils;
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates;
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level;
- ✓ To improve attendance and punctuality.

We aim to meet our objectives by:

- ✓ Ensuring that high-quality teaching is at the heart of our approach;
- ✓ Ensuring that teaching and learning opportunities meet the needs of the pupils;
- ✓ Ensuring that disadvantaged pupils are challenged in the work they are set;
- ✓ Ensuring that a variety of opportunities are provided for these pupils to support them in reaching their academic potential by raising confidence and self-esteem;
- ✓ Ensuring that the pupils have the same access to the school curriculum and extra-curricular opportunities as non-disadvantaged pupils in the school;
- ✓ Ensuring that parents / carers are aware of the support in place for their child and actively work with them to provide additional support outside of school;
- ✓ Reviewing our attendance and punctuality policy.

The range of provisions in place for these children include:

- ✓ 1:1 academic support sessions with a teacher and/or teaching assistant;
- ✓ Small group academic support sessions with a teaching assistant;
- ✓ 1:1 catch up sessions before and/or after school with a teacher/teaching assistant;
- ✓ Part-funded educational trips, residential, before and/or after school clubs;
- ✓ Part-funded music tuition;
- ✓ Additional funded mental health and wellbeing opportunities e.g Place2Be;
- ✓ Additional funded swimming sessions;
- ✓ Links with secondary schools to help raise aspirations for future study.

Our Pupil Premium Plan aims to address the main barriers to provide all pupils the opportunities to achieve and succeed. We will carry out rigorous tracking, targeted support and intervention as well as plan and adapt support accordingly.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment gaps in reading, writing and maths.
2	Greater depth in reading, writing and maths.
3	EAL
4	Social and communication development.
5	Mental health. (emotional wellbeing).
6	Positive learning behaviours.
7	Attendance and punctuality issues.
8	Attendance of extra-curricular clubs and music tuition

## 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 maths attainment	KS2 maths outcomes in 2025/26 show that more than 75% of disadvantaged pupils (across the 3-year period) met the expected standard.

Greater depth in maths	We aim to maintain or exceed the percentage of pupils reaching greater depth in maths at the end of the 2025/26 academic year.
Improved reading attainment	KS2 reading outcomes in 2025/26 show that more than 75% of disadvantaged pupils (across the 3-year period) met the expected standard.
Improved writing attainment	KS2 writing outcomes in 2025/26 show that more than 75% of disadvantaged pupils (across the 3-year period) met the expected standard.
Improved participation in extra-curricular opportunities and music tuition	Sustained high levels of participation from 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, parent surveys and teacher observations;</li> <li>• sustained participation in enrichment activities, clubs, residential, etc.</li> </ul>
Improved communication and language development	Improvement in speech and communication development at the end of EYFS 2025/26.
Improved behaviour outcomes	Sustained behaviour improvements from 2025/26 showing that the recorded behavioural incidents for disadvantaged pupils is equal to, or less than, the school average.
Improved attainment in personal, social, and emotional development	Pupils accessing counselling sessions to improve their ability to self-regulate in order to access all areas of the curriculum. Raised attainment in all areas of the curriculum. Improvement in personal, social and emotional development at the end of EYFS 2025/26.
Improved attendance and punctuality	Sustained attendance improvements from 2025/26 showing that the recorded behavioural incidents for disadvantaged pupils is equal to, or less than, the school average.
EAL	Improvement in language acquisition (both spoken and written) through 1:1 and small group interventions for children with English as an additional language. 43% of our pupil premium cohort are EAL compared to 23% nationally. 22% of the cohort receive additional 1:1 and in class support.

## 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: £40,495.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhanced quality first teaching achieved through the reduction in teaching group sizes for core subjects in Yr 4, Yr 5 and Yr 6.</p>	<p>EEF has reported that:            1:1 tuition impact rating - +5            reducing class size impact rating - +2            small group tuition - +4</p> <p>As the size of a class or teaching group decreases, it is suggested that the range of approaches a teacher / teaching assistant can employ and the amount of attention a pupil will receive will increase, resulting in an improvement in outcomes. We have analysed the needs of our cohorts and recognise that smaller classes for three cohorts would allow the children to receive more attention and more individualised support. Providing 1:1 support is the most effective way to support pupils.</p>	<p>1, 2</p>
<p>Teaching &amp; Learning – monitoring quality first teaching through further development of teacher skills and expertise in autonomous learning strategies and AfL in the classroom.</p>	<p>The Cambridge International Education Teaching and Learning Team states that AfL helps learners understand what excellence looks like and how they can develop their own work to reach that level. Effective feedback has a positive effect on achievement.</p> <p>Having a feedback and marking policy allows constructive and impactful feedback.</p>	<p>1, 2, 8</p>
<p>Training provided for all staff to use effective speech and language strategies to improve communication and social development. (ELKLAN training)</p>	<p>Once training is embedded, it will improve the attainment in all areas of the curriculum as the children will be able to communicate more effectively.</p>	<p>1, 2, 4, 8</p>

Specific training for all staff, for example, metacognition and self-regulation workshops for disadvantaged children.	EEF has reported that: Metacognition and self-regulation impact rating: +7  The evidence indicates that explicitly teaching children strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.	1, 2, 4, 5
Implementation of the well-being and mental health provision for all pupils across the school. Train staff in emotional literacy (ELSA)	When children have a safe environment, they will be more likely to share any issues, worries or concerns. This will build self-esteem and their confidence, allowing them to access and focus on their learning more. Offering sessions delivered by trained staff will improve children's mental health.  The TAs will build positive relationships with each pupil to ensure they have a comfortable and safe place to discuss anything that they wish. This will also enable pupils to be more settled in school and access the curriculum effectively. It's important that pupils feel safe and valued in their school environment.	1, 2, 4, 5, 6

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

**Budgeted cost: £40,495.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one support sessions delivered by teaching assistants and / or teachers.	EEF has reported that: 1:1 tuition impact rating - +5  Working on a 1:1 basis with a pupil allows individualised and targeted support to be delivered which meets that child's needs. The teaching assistant can focus on that individual and tailor their delivery to match only this child's needs. It can be used to support lower attaining pupils as well as challenge the higher attaining pupils just as effectively.	1, 2, 4, 8
Phonics and reading interventions delivered by teaching assistants and / or teachers.	EEF has reported that: Phonics impact rating - +5 Reading strategies impact rating - +6	1, 2, 4, 8

	Higher attainment in reading is positively linked to better life chances. We believe that by giving children the basic skills of phonics and reading, it will allow them greater access to the whole curriculum. Delivering these in smaller groups allows much more targeted support to be put in place.	
Maths interventions delivered by teaching assistants and teachers.	Higher attainment in maths is positively linked to better life chances. We believe that by giving children the basic skills of maths, it will allow them to gain confidence and provide them with life skills for the future.  As the EEF states, 'Mathematics is essential for everyday life and a foundation for careers in technology, science, and engineering, among many others.' Delivering these in smaller groups allows much more targeted support to be put in place.	1, 2

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

**Budgeted cost: £17,000**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
The Deputy Headteacher (Behaviour Lead) will be released each week to look at behaviour across the school and strategies to improve learning behaviours for disadvantaged pupils.	EEF has reported that: Behaviour interventions impact rating - +4  Positive learning behaviour directly affects attainment within the classroom. Negative learning behaviours are detrimental to attainment but also affect confidence, self-esteem, etc.	1, 2, 4, 5, 6
All staff following the Belong Approach to develop relationships with all children.	Developing the relationships and sense of safety for children with developmental trauma is crucial. Understanding why some children behave in challenging ways will enable staff to adapt practices to cater for individual needs.  Using relational practise effectively in all interactions with young people.	1, 4, 5, 6, 7

<p>Review of the Attendance Policy and procedures.</p>	<p>Improved attendance rate for disadvantaged children or showing strong evidence of rapid improvement. Good school attendance gives children enormous benefits and advantages: they can develop close friendships, make excellent progress in their learning, and not miss out on any educational or social experiences. It also develops respect for the education system and ensure good habits are set for the future.</p>	<p>1, 2, 3, 4, 6, 7</p>
<p>Increased extra-curricular and music opportunities made available to disadvantaged pupils.</p>	<p>EEF has reported that: Physical activity impact rating - +1 Social and emotional learning impact rating - +4</p> <p>By offering sporting opportunities, peripatetic music lessons and additional wellbeing opportunities (nurture groups, Think Room, etc.) confidence and self-esteem can be increased, which then impacts positively on attainment. Also, evidence shows that extra-curricular activities boost young people's confidence to interact socially with others. These opportunities will allow pupils to develop new skills as well as build social networks across the school.</p>	<p>3, 4, 5</p>
<p>The Deputy Head Teacher (PP Lead) will be released throughout each half term to monitor interventions delivered by TAs across the school.</p>	<p>Ensuring interventions are targeted to individual needs ensures maximum impact, which will enable pupils to attain well. Timely alterations or interventions can also be put in place due to continuous monitoring.</p>	<p>1, 2</p>
<p>A school ELSA (emotional literacy support assistant) will be provisioned in a specially designed space for children who are needing small group support. Linked to behavioural and emotional needs.</p>	<p>EEF has reported that: Metacognition and self-regulation impact rating: +7 Social and emotional learning impact rating: +4</p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future.</p>	<p>1, 2, 4, 5, 6</p>

	In addition, several of our disadvantaged children have experienced trauma earlier in their lives and having access to a trained counsellor will support them in dealing with this.	
The Deputy Head Teacher (PP Lead) will network with feeder secondary schools to enable extra transition opportunities and to raise aspirations.	<p>KS2 children will be provided with opportunities to attend workshops. It is important to engage children in their next step after Primary School, inspiring them to have aspirations for future life.</p> <p>We will provide opportunities for our children to visit high schools, attending workshops that inspire them to engage in future education. This would then increase participation in school life and motivate them to learn.</p>	1, 2, 4, 5, 6
To provide a nutritional breakfast and snacks for pupils who may require this.	Ensuring pupils have sufficient and substantial food will enable them to concentrate fully on their learning. This also builds positive relationships with our kitchen staff, to allow pupils to feel confident in sharing any worries about food.	
The Pupil Premium Lead will hold regular meetings with parents / carers to share how their child's pupil premium funding is allocated and to offer them support, to enable them to support their child at home.	<p>EEF has reported that: Parental engagement regulation impact rating: +4</p> <p>It is crucial to engage with all parents to avoid widening the attainment gaps. By supporting parents with their understanding of education and how to support their children at home, this will have a positive impact on pupil attainment. Parental engagement is normally best with very young children so we will need to consider how to ensure engagement throughout the school.</p>	1, 2, 3, 4, 5

**Total budgeted cost: £97,990.00**