

Pupil Premium Strategy Statement – William Stukeley

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 outcomes for disadvantaged pupils last academic year.

School Overview

| Detail | Data |
|---|--------------------------------------|
| Number of pupils in school | 314 |
| Proportion (%) of Pupil Premium eligible pupils | 29% |
| Academic year/years that our current Pupil Premium strategy plan covers | 2025/2026 to 2028/2029 |
| Date this statement was published | November 2025 |
| Date on which it will be reviewed | June 2026 |
| Statement authorised by | Peter Bellamy, Executive Headteacher |
| Pupil Premium Lead | Peter Bellamy, Executive Headteacher |
| Governor / Trustee Lead | Adam Quant, Governor |

Funding Overview

| Detail | Amount |
|---|--------------------|
| Pupil Premium funding allocation this academic year | £137,865.00 |
| Pupil Premium funding carried forward from previous years | £1,657.87 |
| Total budget for this academic year | £139,522.87 |

Part A: Pupil Premium Strategy Plan

Statement of Intent

Vision Statement

In our inclusive and happy school, we make sure everyone feels welcomed, valued and valuable. Our safe and inspiring learning environment helps us work towards achieving our best, in all that we do, so that we can become independent and resilient members of our wider community. Our shared values give us a foundation of challenge and support, helping to make a positive change in the world, as we strive to create a community of respect and aspiration, preparing everyone for their future.

When considering our school vision with all stakeholders, we consider the following 4 principles fundamental and at the heart of all we do: Read, Think, Respect and Aspire.

Statement of Intent

Our 'Ultimate Objectives':

We recognise that disadvantaged children can face a wide range of barriers, which may impact on their learning. The aim of the Pupil Premium is to identify and implement strategies to help increase social mobility and reduce the attainment gap between the most and least disadvantaged pupils nationally. The staff and governors at William Stukeley Primary School embrace the responsibility for 'socially disadvantaged' pupils and are committed to meeting all their needs within a caring and nurturing environment. We strive to ensure that each child will develop a love for learning and acquire skills to help them continue to hold an inner desire to be the 'best they can be' to 'Dream it. Learn it. Be it.'

Objectives for our disadvantaged pupils include:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers
- Ensure ALL pupils can read fluently and with good understanding
- Develop confidence in their ability to communicate effectively, in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- To encourage **all** to aspire to be 'the best they can be'
- Access a wide range of experiences to develop their knowledge and understanding of the world
- To support families, beyond the classroom and development whole family engagement with education and lifelong learning

Challenges

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

The barriers and challenges disadvantaged pupils face are complex and varied- there is no single difficulty faced by all. However, we have identified several barriers that we believe are particularly relevant to our disadvantaged children in our context.

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Assessments, observations and professional discussions indicate that attainment and, progress of Pupil Premium children falls behind that of our non-Pupil Premium children in school. |
| 2 | Our assessments have identified that children have lower GLD outcomes and lower phonics outcomes in EYFS and KS1. |
| 3 | Our assessments, observations and professional discussions indicate that a number of PP pupils are also on the SEND register. In some cases, their additional needs can affect their attainment and progress. |
| 4 | Our observations and discussions with staff, pupils and teachers have identified social and emotional issues for some Pupil Premium pupils. This may include low self-esteem and trauma as well as a lack of confidence. This directly impacts upon their engagement in their learning and subsequent progress and attainment |
| 5 | Our monitoring of attendance data indicates that a number of PP pupils are persistent absentees. Attendance for pupils eligible for PP is below the whole school average. |
| 6 | Our observations and discussions with staff, pupils, parents and teachers have identified social and economic barriers to children developing themselves in the arts and sport and other extra-curricular opportunities |

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 oral language skills for pupils eligible for Pupil Premium (especially in Reception and Year 1) which impacts on their reading and writing ability. | At least 80% of pupils eligible for PP achieve GLD. PP pupils in Year 1 pass the phonics test. Pupils are more articulate and are involved in discussions in lessons. More PP children (at least 80%) meet the expected standards in reading, writing and maths. |
| Increased confidence of Pupil Premium pupils within their class and around school. Increased | Self-esteem is improved for all PP pupils and their individual profile in school is more visible. Increased participation by individuals in after-school activities and wider school activities, some taking on key roles in school. |

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| involvement in wider school activities (including clubs) and responsibilities e.g. Student Council, Play Leaders, Sports Ambassadors, clubs and visits. | |
| Pupil Premium children make the expected or better progress from their starting points | Internal and external assessments identify that Pupil Premium children meet or exceed expected milestones. |
| Parents to be engaged more in their child's learning and to have a better understanding of how they can support at home | Increased parental engagement in, and attendance for school events. This includes external access to children's information – e.g. engagement in Seesaw/Tapestry. |
| Ensure all Pupil Premium pupils attend well. Narrow the gap between Pupil Premium and Non-Pupil Premium children | All Pupil Premium pupils attend school well. Improve overall Pupil Premium attendance to be in line with the whole school attendance figure. Reduce the number of persistent absentees among pupils eligible for Pupil Premium. |
| Ensure that Pupils Premium children are provided with strategies and, if required additional support, to promote positive social, emotional and mental wellbeing. | Pupil Premium are provided with a range of collective and individual strategies to help them build their confidence, resilience and emotional literacy. Internal systems identify progress and impact pupils have made during Drawing and Talking, ELSA and other therapeutic programmes. |
| A lot of the children do not get the opportunity to attend high quality sports and arts clubs outside of their schooling. | Children have the opportunity to take part in high quality provision across the PE and Arts sectors. (In school lessons and before and after school clubs). Pupil Premium children are involved in a number of roles and responsibilities in school. |

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: **£68,272.87**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Staff CPD on quality first Teaching and Learning strategies including researched backed approach to | Metacognition and self-regulation EEF | 1,2,3 |

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|--|---|--------------|
| <p>developing the quality of teaching and learning for all. See Teaching, Learning and Curriculum document for further information. This includes time for release time and training. This includes working closely with the school cluster on SEND specific teaching and learning strategies.</p> | <p>EEF blog: 'Five-a-day' to improve SEND outcomes EEF</p> <p>Rosenshine's Principles in Action. Cognitive Load Theory explored through modelling in the practical classroom. 2019</p> <p>Daniel Willingham's Simple Model of Memory</p> <p>Great Teaching Toolkit</p> <p>Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry- Based Teaching. Kirschner, Sweller and Clark Educational Psychologist, 41, 75-86. 2006.</p> <p>Metacognition, self-regulation and self-regulated learning: What's the difference? James Mannion.</p> <p>Impact Issue 8 Spring 2020 Cognitive Load Theory explored through modelling in the practical classroom. Journal of the chartered college of teaching. Josie Morgan</p> <p>The Reading Teacher, 64(2) pp84-95 Cognitive load theory, learning difficulty and instructional design.</p> | |
| <p>Investment in a high level of teaching assistant support throughout the school to ensure high quality interventions can take place</p> | <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</p> | <p>1,2,3</p> |
| <p>Staff CPD regarding high quality phonics teaching and learning from EYFS throughout the school, including investment in training for teaching assistants and specific leadership days.</p> | <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</p> <p>https://www.gov.uk/government/publications/the-readingframework-teaching-the-foundations-of-literacy</p> | <p>1,2,3</p> |

| | | |
|--|--|-------|
| Additional TA employed to support early language development | <p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. Additional TA employed in KS1 to support early language development and PSED. Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Communication and language approaches EEF</p> <p>Oral language interventions EEF</p> | 1,2,3 |
| Continued investment in RWInc resources to ensure appropriate provision is available to all pupils, especially PP, thus maximising progress. | <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</p> <p>The Reading Framework July 2021 https://www.gov.uk/government/publications/the-readingframework-teaching-the-foundations-of-literacy</p> <p>The Reading Framework July 2023 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf</p> | 2 |
| Continued investment in improving social and emotional provision through CPD. Ongoing ELSA and Drawing and Talking training, including costs of release time. This will ensure that implementing this with PP children, will support their emotional development and consequently, academic achievement. | <p>EEF - Improving Social and Emotional Learning in Primary Schools</p> <p>Yes, I Can": the protective role of personal self-efficacy in hindering counterproductive work behavior under stressful conditions Roberta Fida, Marinella Paciello, Carlo Tramontano Claudio Barbaranelli, Maria Luisa Farnese</p> | 4 |

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

Budgeted cost: **£57,247.00**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Additional in-class support through Teaching Assistants. This will ensure that children get additional feedback and 'in the moment' interventions to progress their learning at an accelerated rate. | More recent intervention studies, including two randomised controlled trials conducted in England in 2013, provide a strong indication that TAs can improve learning, if they are trained and deployed carefully. Making Best Use of Teaching Assistants EEF | 1,2,3 |
| Additional staff in Reception (EYFS) to support vulnerable children to support children in additional feedback and 'in the moment' interventions to progress their learning at an accelerated rate. They will support with identifying and working with children who need additional 'same day' phonics interventions. | Evidence that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low-income families. EEF Early Years Interventions Making Best Use of Teaching Assistants EEF Phonics EEF | 1,2,3 |
| Purchase high quality texts to supplement the range of books in school to support children's understanding of diversity, character education and Protected Characteristics. | Life skills and enrichment EEF | 1,2,3 |

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

Budgeted cost: **£14,003.00**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Whole staff training on behaviour management and anti-bullying approaches, with the aim of developing our school ethos and improving behaviour across school. Introduction of a behaviour curriculum to further promote high expectations in line with the school's '4Rs' | Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF | 4 |

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| <p>Embedding principles of 'good practice' as set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release-time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> | 5 |
| <p>Contingency fund for acute issues.</p> | <p>Based on our experiences, and those of similar schools to ours, we have identified the need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | All |
| <p>Support families with purchasing uniform, school shoes, PE kits etc.</p> | <p>Ensuring PP children have the correct uniform and access to their own PE kit will increase confidence and enjoyment of school.</p> | 4,6 |
| <p>Improve the outdoor environment to enhance the education opportunities. This give children more experiences during their break and lunch times and within PE and Forest School lessons.</p> | <p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress.</p> <p>EE- Outdoor Adventure Learning</p> | 1,3,4,5,6 |
| <p>Funding visits and residential visits for PP children</p> | <p>Involvement in sports and arts participation (clubs) are seen to have wider benefits on attitudes and well-being as reported be EEF.</p> | 4,6 |
| <p>Working with all stakeholders to appropriately monitor attendance, including PP pupils. Release time and cover to analyse attendance, meet with parents/carers, feedback to teachers, meet with pupils.</p> | <p>Pupils with good attendance records generally achieve higher grades and enjoy school more.</p> <p>Regular school attendance patterns encourage the development of other responsible patterns of behaviour.</p> <p>The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage (KS) 2, the lower the likely level of attainment at the end of KS2. Pupils with no absence are 1.3 times more likely to achieve the end of year expectation at Year 6, and 3.1 times more likely to achieve above national expectation, than pupils that missed 10-15% of all sessions.</p> | 5 |

| | | |
|---|--|-------|
| PP pupils attendance at Breakfast Club | The EEF Research 'Magic Breakfast' scheme found that schools who ran breakfast clubs before school made an average of +2 months additional progress for pupils. This research also suggested that where these clubs took place, there was also an improvement in the behaviour of pupils. It argued that breakfast clubs provide an opportunity to improve outcomes for all children not just those who attend breakfast club, through better classroom environments. 84% of schools who took place in the trial believed that it had an overall positive impact. The research also suggested benefits socially for children, as they provided children with an opportunity to mix with a new group of peers and make new friends. This can have a positive impact on their self-esteem. | 4,5,6 |
| Appointment of outside providers to provide longer and a wider variety of after school activities, e.g. Inspire+/Sport2day Prioritisation of pupils selected for roles. | Involvement in sports and arts participation (clubs) are seen to have wider benefits on attitudes and well-being as reported by EEF. | 6 |

Total budgeted cost: £139,522.87

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils (2025-26)

We have analysed the performance of our school's Pupil Premium pupils during the 2024/25 academic year using EYFS, Key Stage 1 and Key Stage 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils, we have compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. Our Ofsted Inspection Report (April/May 2024) stated in its key findings that our school is: 'well-led'. 'Staff are proud to work at the school'. 'They feel well supported'. 'Governors know the school well'. 'They challenge and support leaders effectively'.

Throughout the 2024-25 academic year, the pupils in school have been assessed and monitored in a variety of ways which support their ongoing needs. Great care has been given to ensure that the children on the SEND register, disadvantaged pupils and vulnerable children are identified and supported as needed.

Our observations and assessments demonstrated that pupil behaviour was positive last year, but challenges in relation to wellbeing and mental health remain.

The attendance of Pupil Premium pupils of 90% for the 2024/24 academic year is below that of the whole school. The school continues to rigorously monitor data, including working closely with the local authority attendance team during regular TSM meetings, where it has been noted that the school is undertaking good practice with regards to its attendance processes. Attendance continues to be a priority to additional capacity being added to this area in the 2025/25 academic year to narrow the gap and improve attendance of pupils at the school. At the heart of this is the school's relationships with parents and we will continue to liaise closely with families in the 24/25 academic year to offer support through a variety of forms.

KS2

| Subject | School – all (PP and Non-PP) | School – PP | National - PP |
|---------|------------------------------|-------------|---------------|
| Reading | 80% | 63% | 63% |
| Writing | 88% | 94% | 59% |
| Maths | 78% | 56% | 61% |
| RWM | 67% | 50% | 46% |

Outcomes for Pupil Premium were largely positive in relation to national comparisons but below that of Non-Pupil Premium, other than in writing, where Pupil Premium children surpassed Non-Pupil Premium group. In addition to this, the school was moderated for writing during the 24/25 academic year.

| Subject | School – all (PP and Non-PP) | School – PP | National - PP |
|----------|------------------------------|-------------|---------------|
| EYFS GLD | 69% | 65% | 68% |

Phonics:

| Subject | School – all (PP and Non-PP) | School – PP | National - PP |
|-------------------|-------------------------------------|--------------------|----------------------|
| Y1 Phonics | 81% | 75% | 67% |

A range of high-quality intervention and support is in place for the 25/26 academic year, including additional RWI support to ensure the continued improvement in phonics outcomes in the future. Additional support will continue to be implemented for those children who did not meet the expected standard in phonics.