

Pupil premium strategy statement – Stratford upon Avon Primary School 2025-2026



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Gill Humphriss
Pupil premium lead	Tracey Parton
Governor / Trustee lead	Kate Llewellyn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,875 – April 25 to March 26
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£37,875

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium was introduced to address the underlying inequalities between children eligible for free school meals and their peers. It is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools are free to spend the Pupil Premium as they see fit, however our approach and vision for our pupils is to ensure that all are offered 'rich opportunities and memorable experiences' and that those from poorer socio-economic backgrounds do not suffer barriers which hamper their progress and attainment.

At Stratford upon Avon Primary School our intention is that all pupils, irrespective of their background or challenges make good progress and achieve high attainment across all subjects.

The objectives of our pupil premium strategy are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.*
- For all our disadvantaged pupils to make at least nationally expected progress*
- To support our children's health and well-being to enable them to flourish.*

Identification:

- Pupil premium students are identified from the January pupil census.*

Yearly Cycle:

- Once identified, an initial autumn term meeting will be held with class teacher to establish how pupil outcomes can be raised. Parents will receive a letter outlining how pupil premium will be spent and if necessary a bespoke meeting will be held*
- A mid-year meeting will be held to discuss the impact of current strategies and may include parents, pupil and teachers views and future steps.*
- An end of year meeting will be held with current class teacher and new class teacher to discuss end of year outcomes.*

Strategies:

Some children need high quality, tailored support

Some may benefit from attending clubs they would not be able to access such as swimming lesson, football clubs and dance

Pupil premium children benefit from high-quality teaching and learning

Pupil premium children benefit from outdoor learning to build self-esteem and confidence

Adaptive teaching and learning opportunities

Help parents with wrap around care so that parents can work, breaking the cycle of disadvantage

Leaders identify training that will continue to provide the best opportunities for all pupils e.g. staff continue to receive training around inclusive practice, challenging education and Early Help and how to communicate effectively with parents and families.

All teachers are aware of the pupil premium pupils in their class and plan accordingly with support and challenge so that they have the same opportunities as their peers.

The outcomes of the pupil premium students are discussed case by case at pupil progress meetings and parents evening

To maximise effectiveness, we will act early and adopt a whole school approach in which all staff take responsibility for disadvantage pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Attainment gap in writing in Key Stage Two
2	Specific children require additional support due to social, emotional and mental health needs and communication and language
3	Overall attendance of PP pupils is relatively in line, but there is a small % of pupils who are at risk of persistent absence and need to develop resilience and emotional wellbeing strategies.
4	Ensuring Attainment gap in all core subjects from Reception to Year 6 is closed rapidly
5	Generational low poverty has caused low aspirations and expectations.

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
Pupils make at least expected progress in reading, writing and maths.	Gap will close in progress made between PP and non PP.
Narrow the attainment gap between PP and non-PP pupils	Gap will close in attainment between PP and non – PP
PP attendance continues in line with school attendance figures	PP's attendance in line with school attendance figures or above average
Families recognise the value of education and support their children in achieving high outcomes	PP pupils will overcome generational low aspirations and succeed in core subjects.
Pupils access early targeted interventions to prevent gaps closing	Gap between PP and Non PP does not widen
Pupils demonstrate greater resilience independence and perseverance. Pupils feel safe and valued. Pupils aware of how to access support and teachers are sensitive to pupils need. Pupils have improved well-being	Jigsaw, Inclusive education, Forest School, targeted interventions and pastoral support develops greater self-esteem, independence and perseverance. Pupil surveys show pupils feel safe and valued. Pupils access support when necessary

Pupils access a wide range of enrichment experiences both in and out of school	Pupil surveys show children enjoy school and improved attitudes to learning Improved social skills and behaviour
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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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality teaching is a priority on SIP</p> <p>Developed through regular CPD and mentoring.</p> <p>Teachers regularly review and monitor pupils through high quality conversations</p>	<p>Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	1,2,3,4
<p>Writing exemplification materials ensure that teachers assess accurately and plan next steps so pupils succeed</p> <p>Teachers regularly ensure letter formation, accurate sentence structure and age appropriate spellings are taught and children edit accordingly – on SIP</p>	<p>Improving literacy in KS1 and KS2 – pupils writing can be improved by teaching them to successfully plan and monitor their writing. Children must develop fluency in transcription skills so that they can focus on the content of their writing.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	1,2,4
Teaching assistant support across EYFS, KS1 and KS2	Revisit concepts where pupils are not confident. Pre-teach knowledge and skills so pupils can access the curriculum.	1,2,4,

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
Enhancement of maths teaching & curriculum planning. Deliver maths workshops for parents	Work with the Origin Maths Hub to support pre-teach, consolidation teaching, interventions, mixed-age teaching and more able learners. Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) Ensure that parents understand the concepts of maths and particularly improve value of education.	1,4, 5
Regular assessment points and 1:1 pupil progress meeting between teacher, HT & SENDCo ensures interventions are put in place.	Professional discussions during pupil progress meetings ensure progress is maintained, interventions are impactful and gaps are closed. Assessing and Monitoring Pupil Progress Education Endowment	1,2,4

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual & group targeted Intervention delivered by experienced TA or teacher.	Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.	1,2,4
Purchase web-based programs such as Numbots, TTRS which can be accessed in the home and school	Parental engagement has a positive impact on pupil progress and helps to avoid widening attainment gaps EEF – parental engagement	1,2,4,5
Teachers to baseline children to identify gaps within the first 4 weeks of the academic year.	Laws.D (2021) Uncovering the Reality of Learning Loss: What the Research Tells Us and Learning How Best to Respond EEF pupil premium guidance	1,2,4
Additional maths sessions targeted at disadvantaged pupils and smaller group	Targeted maths groups and interventions have a strong evidence base indicating a positive impact on pupils EEF improving maths	1,2,4
Subscribe to SEND supported to support specialist assessment and action plans	Specialist teachers assess needs and develop teacher understanding of SEND increasing their knowledge and skills High quality small group interventions EEF oral language interventions.	1,2,4

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

Budgeted cost: £10,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural capital experiences promoted in the curriculum. See wider experiences document	Learning is contextualised in concrete experiences and language rich environments. OFSTED research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	2,3,5
Sports clubs promoted to PP are encouraged to attend – support with cost	Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.	2,3,4,5
Attendance tracking, attendance motivation through dragons, engagement with parents through workshops – building a community	Promoting attendance through a positive approach ensures that education is valued and children and families are excited to attend school. EEF – supporting school attendance	1,2,3,4,5
Occupational therapy and speech and language sessions	Improve self-management of emotions and interaction with others. Improve fine motor skills and oracy. Has a positive impact on attitude to learning and social relationships which supports progress and attainment.	1,2,4
Support with the costs of school residentials, trips, uniform and learning materials and clubs.	PP families may need support financially to cover the costs of educational extras which enrich the curriculum.	3,5
Support with uniform	A uniform is central to schools building a sense of community among students, staff and parents as well as the local community.	3,5

Total budgeted cost: £37,875

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Quality of teaching impact

EYFS GLD Levels for PP Children (3) – 66% Met Expected Standards. One child has social and emotional needs and undiagnosed ASD.

Year 1 Phonics PP Children (4) 75% passed phonics screening check – impact of Little Wandle Phonics teaching and regular assessment. One child is LAC with significant delayed speech and trauma.

KS1 Statutory assessments for PP children (2) Reading = 100% Writing = 100% Maths = 100%
Impact of maths and reading programmes and regular assessment.

KS2 Statutory assessment for PP children (7)

Reading = 100% Writing = 57% Maths = 71%

Writing – 3 children had significant special educational needs which affected ability to write.

Actions –

Continuous assessment throughout the year, Identification of children requiring support and interventions put in place; Pupil progress meetings taken place to identify next steps. Predictions made and revisited. Times table rockstars, precision handwriting and spelling lessons, reading recovery sessions. Maths Mastery lessons embedded. Regular discussions about pupils. Engagement with parents to ensure pupils make progress.

Consistent approach to the teaching of all areas of the curriculum resulted in high quality learning and high expectations.

Forest school sessions for PP pupils improved their focus, self-esteem and vocabulary.

Targeted Academic Support and intervention Impact

Teaching Assistants assigned for each classroom to support pre-teaching, consolidation teaching; class-based interventions and small group work interventions.

Origin Maths hub collaborative work resulted in improved mathematical knowledge and skills.

Further information

This academic year we continue to work with PINS (Partnership for Inclusion of Neurodiversity in Schools). This is to strengthen our relationships with parents even further and to signpost and support in accessing a wide range of services that is available to them.

We have a new English Lead who is experienced in improving outcomes for Pupil Premium children.

We regularly update our pupil premium at a glance document to ensure good communication and monitoring.

