Stratford Upon Avon Primary School

Pupil Premium Strategy

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Pupil premium strategy statement – Stratford upon Avon Primary School 2026-2027

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	213
Proportion (%) of pupil premium eligible pupils	11.4% (24 Pupils)
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)**	2025-2027
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Gill Humphriss
Pupil premium lead	Tracey Parton
Governor / Trustee lead	Janet Palmer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,100 –April 2026 to March 2027
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*	£34,100

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.

This strategy is aligned with the school's 2026 School Improvement Plan and its connected priorities: strengthening English fundamentals; securing number knowledge and mathematical fluency; developing music, performance and purposeful oracy; and deepening inclusion so that every child belongs, achieves and thrives. Pupil Premium funding will support disadvantaged pupils to access these whole-school improvements as well as timely, carefully targeted provision where assessment identifies a specific barrier.

High-quality teaching remains the first response. Teachers will use assessment diagnostically, identify misconceptions and gaps early, and adapt teaching so that pupils can access the same ambitious curriculum. The school's shared focus on explicit teaching of vocabulary, spoken language, phonics, reading fluency, handwriting, spelling, sentence construction and writing will help disadvantaged pupils develop secure literacy foundations. In mathematics, teaching will strengthen number sense, subitising, counting, number bonds, place value, automatic recall and efficient calculation strategies.

The strategy also recognises that achievement is supported by belonging, positive relationships, attendance, wellbeing and participation. We will promote access to music, performance, educational visits, clubs, outdoor learning and wider cultural experiences, while working with families and external agencies to remove practical, social, emotional and communication barriers. Staff will continue to develop their expertise through coaching, professional dialogue and evidence-informed development, reflecting the SIP's commitment to consistent inclusive practice and continuous improvement.

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- The SIP identifies an opportunity to strengthen consistency in the English fundamentals across year groups, including handwriting, transcription, spelling progression, reading fluency, vocabulary, grammar and spoken language. Disadvantaged pupils who have gaps in these foundations may find it harder to write fluently and independently, particularly in Key Stage 2.

2	Specific children require additional support due to social, emotional and mental health needs and communication and language- This includes ensuring that adaptive teaching, calm and purposeful classroom environments, communication support and early identification are consistently in place. The SIP places particular emphasis on speech, language and communication, social, emotional and mental health, positive relationships and meaningful partnerships with parents and external agencies.
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- The SIP aims to sustain high attendance and engagement through early identification of barriers, supportive relationships and attention to pupils' emotional wellbeing. Disadvantaged pupils at risk of persistent absence may need coordinated family communication, pastoral support and carefully planned reintegration.
4	Ensuring Attainment gap in all core subjects from Reception to Year 6 is closed rapidly- The SIP's English and mathematics priorities emphasise diagnostic assessment and early intervention before misconceptions become embedded. In mathematics, particular attention is given to number sense, number facts, automatic recall and efficient calculation; in English, to secure literacy fundamentals and consistent teaching across year groups.
5	Generational low poverty has caused low aspirations and expectations- The SIP's commitment to every child being inspired, heard, challenged and celebrated supports the school's focus on aspiration and cultural capital. Disadvantaged pupils should have equitable access to enrichment, music, performance, leadership, clubs, trips and wider experiences that broaden horizons and build confidence.

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. Progress will be reviewed through regular assessment, pupil progress discussions, work scrutiny and moderation. Teachers will identify pupils who need additional teaching or intervention and revisit provision to check that it is improving fluency, confidence and independence
Narrow the attainment gap between PP and non-PP pupils	Gap will close in attainment between PP and non – PP Pupils will experience adaptive teaching, calm and purposeful classrooms and appropriate communication and pastoral support. Pupil and parent voice, SEND/intervention reviews, behaviour and wellbeing information will help leaders

	evaluate whether pupils feel safe, valued and included.
PP attendance continues in line with school attendance figures	PP's attendance in line with school attendance figures or above average Attendance will be monitored for disadvantaged pupils and reviewed alongside barriers, family communication and pastoral support. The intended outcome is for PP attendance to remain in line with or above the school's attendance, with timely action for pupils at risk of persistent absence.
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. Assessment and monitoring will show that gaps are identified promptly and that targeted support helps pupils secure the English and mathematics knowledge expected for their year group. Evidence will include assessment analysis, book scrutiny, pupil voice and intervention reviews.
Pupils access early targeted interventions to prevent gaps closing	Gap between PP and Non PP does not widen Participation in clubs, sports, trips, residentials, music, performance and other enrichment will be reviewed to identify and remove barriers. Pupil voice and family feedback will help evaluate confidence, aspiration, belonging and engagement.
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	My Happy Mind, Inclusive education, 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

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: £13,504.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality teaching is a priority on SIP Developed through regular CPD and mentoring. £4000 Teachers regularly review and monitor pupils through high quality conversations	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. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1,2,3,4
Writing exemplification materials ensure that teachers assess accurately and plan next steps so pupils succeed £2500 Teachers regularly ensure letter formation, accurate sentence structure and age appropriate spellings are taught and children edit accordingly – on SIP	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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1,2,4
Teaching assistant support across EYFS, KS1 and KS2 £3500	Revisit concepts where pupils are not confident. Pre-teach knowledge and skills so pupils can access the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,4,
Enhancement of maths teaching & curriculum planning. £2000 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	Professional discussions during pupil progress meetings ensure progress is maintained, interventions are impactful and gaps are closed.	1,2,4

between teacher, HT & SENDCo ensures interventions are put in place. £1,504.95	Assessing and Monitoring Pupil Progress Education Endowment	

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

Budgeted cost: £10,803.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual & group targeted Intervention delivered by experienced TA or teacher. £4000	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. *£1200*	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. £1000	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. £3000	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. £1,603.96	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: £9,797.09

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural capital experiences promoted in the curriculum. See wider experiences document. £1500	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. £1200	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. £1800	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. £2000	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. £2000	PP families may need support financially to cover the costs of educational extras which enrich the curriculum.	3,5
Support with uniform £1,291.09	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: £34,106.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for Disadvantaged Pupils – Attainment and Progress 2025-26

All pupil's attainment outcomes demonstrate strengths across several key stages. In EYFS, 86% of pupils achieved a Good Level of Development (GLD), while 96% of pupils achieved the expected standard in the Year 1 Phonics Screening Check.

At Key Stage 2, statutory assessment outcomes were as follows:

- **Reading:** 84% achieved the expected standard, with 42% achieving the Higher Standard.
- **Writing:** 97% achieved the expected standard, with 19% achieving the Higher Standard.
- **Vocabulary, Grammar, Punctuation and Spelling (VGPS):** 87% achieved the expected standard, with 42% achieving the Higher Standard.
- **Mathematics:** 77% achieved the expected standard, with 39% achieving the Higher Standard.
- **Combined Reading, Writing and Maths (RWM):** 71% achieved the expected standard, with 16% achieving the Higher Standard.

Progress measures show variation across the core subjects. Writing recorded a positive progress score of **+0.99**, while reading recorded **-0.93** and mathematics **-2.26**.

Disadvantaged Pupils:

EYFS: 100% GLD

Phonics: 100%

Reading: 3 pupils 33% EXP, **Writing:** 3 PUPILS 67% EXP, **Maths:** 3 pupils 0% EXP, **VGPS**: 67% EXP.

Further information

Ongoing assessment and pupil progress meetings have enabled staff to identify disadvantaged pupils requiring additional support, review progress and agree next steps. Approaches including Times Tables Rock Stars, precision handwriting and spelling, Reading Recovery and Maths Mastery have supported pupils in developing key skills and addressing gaps in learning.

Regular discussions between teachers, leaders and the SENDCo, alongside improved parental engagement, have helped ensure that support is adapted to individual needs. Consistent teaching across the curriculum continues to promote high expectations and quality learning.

Targeted Academic Support and Intervention – Impact

Teaching Assistants have provided effective support through pre-teaching, consolidation, classroom interventions and targeted small-group work. This has enabled pupils to revisit learning, address gaps and develop confidence.

Collaborative work with the Origin Maths Hub has strengthened mathematical teaching and supported improvements in pupils' mathematical knowledge and skills.

Leaders will continue to evaluate impact through assessment, book scrutiny, pupil progress meetings, learning walks, pupil voice and intervention reviews, in line with the 2026 School Improvement Plan.

Further Information

We continue to strengthen relationships with parents and carers, providing guidance and signposting families to appropriate services and support where needed.

The new Maths Subject Leader will further develop consistency in mathematics teaching, with a focus on number knowledge, fluency and improving outcomes for disadvantaged pupils.

The Pupil Premium at a Glance document is regularly updated to support effective communication, monitoring and evaluation of pupils' needs, progress and provision.

Our continued focus is to remove barriers, raise aspirations and ensure every disadvantaged pupil can belong, achieve and thrive.

Overview: Updated: 24/11/26

- Number of children on roll: 213
- Number of children receiving Pupil Premium (PP): 24
- Percentage of children receiving Pupil Premium: approximately 11.4%

Attendance Data
- Whole school attendance: 97.5%
- Pupil Premium attendance: 96.5% (for comparison, the national average is 94.8%)

Strengths:

- Well established Links and communication with external agencies.
- Regular pupil/ parent meetings/ surveys
- Pupil reviews through pupil progress meetings.
- PP Champion monitors pupil needs, provision, progress as part of whole school M&E timetable.
- PP provision and support in the locality and HAF schemes for school holidays.
- Links with Stratford Food Bank and support for families at Christmas time with food hampers.
- PP pupils targeted for Interventions
- Staff know their pupils well
- Good attendance for PP pupils
- Pupil Voice

Areas for Refining:

Staff CPD around Pupil Premium
Continued promotion of PP and advertising FSM

PP Data and Information:

Updated: 24/11/26
Percentage of Pupil Premium (PP) by Year Group:
- Reception: (2/30) × 100 = 6.67%
- Year 1: (1/30) × 100 = 3.33%
- Year 2: (3/30) × 100 = 10%
- Year 3: (6/30) × 100 = 20%
- Year 4: (2/32) × 100 = 6.25%
- Year 5: (5/32) × 100 = 15.63%
- Year 6: (5/32) × 100 = 15.63%

Percentage of Pupil Premium (PP) by Gender:
- Boys: (14/24) × 100 = 58.33%
- Girls: (10/24) × 100 = 41.67%

Stratford upon Avon Primary

PP 'At a Glance'

Autumn 2026-27

Name of PP Lead: Tracey Parton

Intervention Information: Targeted Support

- 1:1 or small-group phonics and reading fluency sessions.
- Maths booster groups focused on number sense and problem-solving.
- Handwriting and fine motor skill support.
- Precision teaching for spelling and high-frequency words.
- Weekly mentoring or check-ins with a key adult for emotional regulation.
- Attendance and punctuality monitoring with incentives for improvement.

Additional:

Wider Strategies and Enrichment for Pupil Premium Pupils
(Supporting personal development, wellbeing and equality of access)
All Pupil Premium pupils are entitled to:
- One school trip per year
- One club per year
- One term of music tuition per year
- FSM pupils (excluding post-LACs, unless they apply)

In addition, a range of wider strategies and enrichment opportunities are provided to support personal development and equality of access:
- Funded places at breakfast and after-school clubs to improve attendance and enrichment.
- Subsidised educational visits and residential trips to enhance cultural capital.
- Support with uniform and equipment to ensure inclusion and equality.
- Forest School and outdoor learning sessions to build resilience and teamwork.
- Access to **Rock Steady** bursary for music lessons or creative clubs to promote self-expression.
- Holiday activity funding or Christmas hamper support to promote family wellbeing.
- Priority access to school counselling or wellbeing programmes.
- Parental engagement support through workshops and family learning opportunities.

Progress of Pupils with PP Last Academic Year: 2025-2026

End of EYFS - GLD
School % PP pupils: 100%
National % PP pupils: N/A – not yet published
Y1 Phonics: School 96% PP 100%
National 80% PP 67%
Y4 Statutory Multiplication: School AS = 21.4 PP AS = 14
National AS = 21.0 PP AS = 19.3
End of KS2 - R/W/M
School % of all pupils ARE: R=88% W=91% M=94% PP R=100% W=100% M=100%
National % of all pupils ARE: R=75% W=73% M=75% National PP R=57% W=54% M=55%