

# Pupil premium strategy statement – Stoneraise School

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	169
Proportion (%) of pupil premium eligible pupils	9.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025/6- 2027/8
Date this statement was published	Sept 2025
Date on which it will be reviewed	July 2026
Statement authorised by	<i>Clem Coady</i> Headteacher
Pupil premium lead	<i>Clem Coady</i> Headteacher
Governor / Trustee lead	<i>Rob Simmons</i> lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 32,165
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> <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>	£ 32,165

# Part A: Pupil premium strategy plan

## Statement of intent

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged 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	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.

	On entry to Reception class in the last 3 years, between 37% of our disadvantaged pupils arrive below age-related expectations compared to 22% of other pupils. This gap narrows but remains to the end of KS2.
2	Internal and external assessments indicate that math's attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.  On entry to Reception class in the last 3 years, between 37% of our disadvantaged pupils arrive below age-related expectations compared to 22% of other pupils. This gap narrows but remains to the end of KS2.
3	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 5% lower than for non-disadvantaged pupils.  37% of disadvantaged pupils have been 'persistently absent' (>10% absence) compared 17% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Observations, and attendance registers indicate suggest disadvantaged pupils generally participate in enrichment activities.
5	Teacher based observations indicate that disadvantaged children without stationery and equipment are less likely to participate and complete additional learning set at home and in school.

## 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 among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026/27 show that more than 75% of disadvantaged pupils met the expected standard.
Improved attendance of disadvantaged children.	<ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils,	<p>Sustained high attendance by 2025-6 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils being no more than 10%, and the attendance gap</li> </ul>

particularly our disadvantaged pupils.	<p>between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%.</p> <ul style="list-style-type: none"> <li>No more than 10% of PPM children classified as persistently absent.</li> </ul>
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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: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>£3500</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p>	1, 2,
<p>Completion of Book trust subscription to ensure resources, stationery, books learning activities can be completed at home</p> <p>£4000</p>	<p>There is a strong evidence base that suggests Homework can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	1, 2, 4,5.
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Ensure children have access to school resources to be accessed at home</p> <p>RWinc,</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	1, 4,

£4000		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Use of in school resources that can be accessed at home to support wider learning</p> <p>Mathletics, TT Rockstars, Rollama</p> <p>£1500</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	2,4

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

Budgeted cost: **£22000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	1, 2, 3, 4, 5
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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 regular sessions over a period up to 12 weeks:</p>	2

	<a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	
Additional 1-1, 3-1 maths sessions embedded across the school for disadvantaged pupils.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Mathematics guidance: key stages 1 and 2</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
Use of problem solving and collaborative learning in small groups	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a>	1-5

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

Budgeted cost: **£1500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures and to improve attendance. Changes to reporting systems to parents about attendance and educational outcomes.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3

**Total budgeted cost: £ 36500**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (2024-2025), drawing on national assessment data and our own internal summative and formative assessments.

Externally set and marked assessment data for PP children 2024-25

		2024-2025 Sum Insight Boost Standardised Score				
		No Data	<= 84	85-92	93-118	>= 119
2024-2025 Aut Main Assessment	No Data				1 pupil (7%)	
	Expected	1 pupil (7%)				
	Below		1 pupil (7%)			
	Just Below		2 pupils (13%)	1 pupil (7%)	2 pupils (13%)	
	On-track		1 pupil (7%)	3 pupils (20%)	2 pupils (13%)	1 pupil (7%)

		2024-2025 Sum Insight Boost Standardised Score				
		No Data	<= 84	85-92	93-118	>= 119
2024-2025 Aut Main Assessment	No Data				1 pupil (7%)	
	Expected	1 pupil (7%)				
	Below		3 pupils (20%)			
	Just Below		1 pupil (7%)	1 pupil (7%)	1 pupil (7%)	
	On-track		1 pupil (7%)	1 pupil (7%)	4 pupils (27%)	1 pupil (7%)

Summary overview:

Maths = 7 PP pupils inline with national expectation. 12 PP pupils making expected progress for the year. 3 pupils making slower than expected progress.

English = 6 PP pupils inline with national expectation. 9 PP pupils making expected progress for the year. 6 pupils making slower than expected progress.

Year 6 pupils are not included in this data set as they are recorded via the school data collection from the KS2 Sats. The data shows they outperformed students nationally who were not pupil premium.

4 out of 20 pupils received PP within the year 6 cohort. Results from those pupils is as follows.



