

Pupil premium strategy statement – King’s Stanley C of E Primary School 2026-2027

This statement details our school’s use of pupil premium (and recovery 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	203
Proportion (%) of pupil premium eligible pupils	8.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	Sept 26
Date on which it will be reviewed	July 27
Statement authorised by	D van den Broek Headteacher
Pupil premium lead	KA Hollis SENDCo
Governor / Trustee lead	Ann Marsden (pupil premium governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	17720
Recovery premium funding allocation this academic year	0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	5047
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>	22767

Part A: Pupil premium strategy plan

Statement of intent

In our commitment to fostering an inclusive and equitable learning environment at King's Stanley C of E Primary School, we have developed a robust pupil premium strategy that encapsulates our core values of **respect, responsibility, and resilience**.

Respect forms the foundation of our approach, ensuring that every child is valued for their unique abilities and experiences. Through personalised support and targeted interventions, we seek to empower pupils from disadvantaged backgrounds to reach their full potential.

Responsibility is a key pillar of our strategy, as we believe in instilling a sense of accountability in our students for their own academic journey. By providing them with the necessary tools and guidance, we aim to nurture a strong work ethic and a growth mindset that will enable them to overcome challenges and excel.

Resilience is a vital attribute that we seek to cultivate in all our pupils, particularly those facing socio-economic barriers. By fostering a culture of perseverance and adaptability, we equip our students with the resilience needed to navigate the complexities of the educational landscape and emerge stronger from setbacks.

Through our pupil premium strategy, we are dedicated to ensuring that every child has the opportunity to thrive academically and personally, regardless of their background. Our holistic approach seeks to address the individual needs of each student, empowering them to overcome obstacles and achieve success.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged attainment gap and at the same time benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupil' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 indicate both disadvantaged and non-disadvantaged pupils both have gaps in their spelling and understanding of spelling patterns . This negatively impacts other development with reading.
2	Assessments, observations, and discussions with pupils indicate under developed reading skills, including fluency , among many disadvantaged pupils. This is evident at the end of both key stage 1 and key stage 2.
3	Internal and external (where available) assessments indicate that maths – rapid recall of fundamental facts attainment among disadvantaged pupils is below that of non-disadvantaged pupils in KS1
4	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils in KS1.
5	Our assessments and observation and discussions with pupils and families have identified social and emotional issues for some pupils, increase in attendance based emotional school avoidance and anxiety over transition.
6	Internal and external (Ofsted) assessments indicate some gaps in the impact of the Wellbeing (PHSCE) curriculum – these gaps need to be identified and filled.

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
Assessments, observations, and discussions with pupils indicate both disadvantaged and non-disadvantaged pupils both have gaps in their spelling and understanding of spelling patterns . This negatively impacts other development with writing.	Increase and narrowing of the gap of 71% of disadvantaged children not making the expected level of attainment in writing. Daily high quality first teaching and access to spelling in key stage 2. Precision teaching where gaps are identified. Increase in achievements in writing activities.
Assessments, observations, and discussions with pupils indicate under developed reading skills, including	Increase and narrowing of the gap of 59% of disadvantaged children not making the expected level of attainment in reading.

fluency , among many disadvantaged pupils. This is evident at the end of both key stage 1 and key stage 2.	Levels of fluency has increased therefore confidence increased in discussion with pupils and staff.
Internal and external (where available) assessments indicate that maths – rapid recall of fundamental facts attainment among disadvantaged pupils is below that of non-disadvantaged pupils in KS1	KS2 math outcomes in 2024/25 show that the gap has decreased in maths attainment and progress.
Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils in KS1.	Increase and narrowing of the gap of 71% of disadvantaged children not making the expected level of attainment in writing. Analysis of writing assessments to identify gaps in writing skills – composition, grammar, structure, spelling. Plan in place for rapid catch up based on the analysis.
Our assessments and observation and discussions with pupils and families have identified social and emotional issues for some pupils, increase in attendance based emotional school avoidance and anxiety over transition.	Continued use of THRIVE Increase in attendance for non or at risk of non-attending children Wellbeing Wednesday in each classroom
Internal and external (Ofsted) assessments indicate some gaps in the impact of the Wellbeing (PHSCE) curriculum – these gaps need to be identified and filled.	Audit of SCARF curriculum and consider assessment processes

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: £11,383.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement high quality teaching	EEF IMPROVING LITERACY IN KS2	1, 2, 4

of Spelling Shed Spelling scheme	Spelling Shed - Spelling Shed - The Science of Spelling	
Training on Spelling Shed Spelling scheme		
Provide comprehensive training for teachers on evidence-based reading strategies, including guided reading and effective questioning to improve reading fluency and comprehension.	EEF Improving Literacy in KS1 EEF IMPROVING LITERACY IN KS2 EEF READING HOUSE	2
Focus on building deep understanding through professional development in mastery learning for maths. Training teachers to provide lessons that ensure solid conceptual understanding and recall of key facts.	EEF IMPROVING MATHEMATICS IN THE EARLY YEARS AND KEY STAGE 1 EEF IMPROVING MATHEMATICS IN KEY STAGE 2 AND 3	3
Purchase advanced software for diagnostic	EEF IMPROVING LITERACY IN KS2	4

assessments that can track pupil progress more effectively in writing. Continuous and detailed feedback helps in identifying specific areas of improvement for each student.		
Training and whole school introduction of Colour Semantics to link with Talk for Writing.	EEF Improving Literacy in KS1 EEF IMPROVING LITERACY IN KS2	2, 4
Training and staff meetings on SCARF curriculum	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emoional_Learning.pdf?v=1718621593	2, 6

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

Budgeted cost: £ 5,691

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement small group sessions focusing specifically on spelling and phonics, allowing for personalised attention and	EEF Improving Literacy in KS1	1

adaptation to individual learning needs.		
Allocate funding for trained teaching assistants or tutors from the National Tutoring Programme to deliver frequent, targeted reading sessions to improve fluency and comprehension among disadvantaged pupils.	EEF Teaching and Learning Toolkit	1,2,3
Implement structured interventions aimed at developing rapid recall of addition, subtraction, multiplication, and division facts, using evidence-backed programmes known for their impact on disadvantaged pupils	EEF Teaching and Learning Toolkit	3

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

Budgeted cost: £ 5,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Thrive throughout school	EEF IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS	5
EMBSA training for all staff	EEF EFFECTIVE PROFESSIONAL DEVELOPMENT	5
Provide workshops and resources for parents on how to support spelling at home, including activities that parents can do with their children to reinforce learning.	EEF WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING	2,4
Use funding to operate after-school reading clubs where pupils can practise reading in a relaxed, supportive environment, helping to boost their confidence and fluency.	EEF WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING	2
Offer a nutritious start to the day combined with fun, engaging maths games and activities to help boost recall skills and readiness to	EEF IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS	3

learn during formal lessons.		
Initiate programmes and strategies as outlined in 'working together to improve school attendance' guidance. This would involve home-school liaison officers who support regular school attendance and help manage school avoidance and anxiety-related absence.	EEF IMPROVING SCHOOL ATTENDANCE	5

Total budgeted cost: £22,767

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome	Impact
1. Improved times tables skills in KS2. Year 4 Multiplication Tables Check Assessment	2025/2026 1/2 Pupil premium child passed the MTC with 25 1/2 MTC final score 24
2. Improved Phonics Assessment and screening tests attainment among disadvantaged children.	2025/2026 No PP
3. Improve Reading attainment for disadvantaged children at the end of KS1 and KS2	KS1 Results in 2025 50% PKS, 50% WTS KS2 Results in 2025 17% WTS 67% Expected
4.	KS1 Results in 2025

Improve Maths attainment and progress for disadvantaged children at the end of KS1 and KS2	0 PP children in KS1 KS2 17% WTS 50% Exp 17% GDS
5. Improve Writing attainment and progress for disadvantaged children at the end of KS1 and KS2	0 PP children in KS1 KS2 25% reached EXP in reading, writing and maths 25% reached EXP in writing and maths 25% (SEND) achieved better than predicted from his own starting point 25% did not take SATS (CP child moved out of county the week of SATS).
6. Improve opportunities for children who have been identified with social and emotional issues. including their attainment.	Increased FSW hours and engagement with external agencies for SEMH needs of pupils have increased. Parent sessions held on SEMH needs Play therapist sessions Thrive is continuing TEAA training undertaken Resources audit / staff meeting Health Schools award completed and awarded.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Spelling Shed	Spelling Shed
Little Wandle catch up	Little Wandle
Doodle maths, English, timetables	Doodle Learning

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Pastoral support is available to all Service pupil premium children through FSW, SENDCO and mental health lead.
The impact of that spending on service pupil premium eligible pupils