

Pupil premium strategy statement 2025-2026



This statement details our school's use of pupil premium (and recovery premium for relevant academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Little Stoke Primary School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2025-September 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr Dan Ross
Pupil premium lead	Mr Dan Ross
Governor lead	Mrs Claire Bruford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70, 805
Recovery premium funding allocation this academic year £145 per eligible pupil	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£70, 805



Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is additional funding government provides to help schools support children from low-income and other disadvantaged families to achieve as well as their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Looked After Child), the school receives an amount per head within their budget.

At Little Stoke Staff believe in all children and their ability to achieve; there are no excuses made for under performance. Instead, all adults adopt an approach which searches for solutions, encouraging the children to do the same. We support the children to develop a growth mind set attitude towards learning. Our priority is to ensure that day to day teaching in school continues to improve with increasing percentages of outstanding teaching across the school. Additionally, we also ensure that focused support and pastoral care is given to children that require it so that they are achieving their full potential. We believe the benefits provided by the extra funding should be available to all our children within school who could be considered to be vulnerable irrespective of whether they receive Pupil Premium funding.

The school considers how to allocate pupil premium money on an annual basis following rigorous data analysis and careful consideration of the needs of all the children within this group. Current evidence-based research such as proven in school data and the EEF (Education Endowment Foundation) is used to inform spending in order to achieve the best outcomes for our children. The Pupil Premium spending strategy focuses on whole-school strategies that make a difference for all pupils; strategies that target under-performing pupils, and specific strategies targeting pupil premium pupils. We have a clear, strategic approach to the use of Pupil Premium funding, and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly to make sure that the correct support and strategies are identified so children can make the very best progress possible and that Pupil Premium funding has the necessary impact on achievement, attendance and pastoral care. At Little Stoke, under-performing pupils at all levels are targeted, not just lower attaining pupils.

Challenges

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

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Challenge number	Detail of challenge
1	Low attainment in early reading and writing, continuing into upper KS2, limiting pupils' ability to access the wider curriculum and make sustained academic progress.
2	Limited wider-world knowledge and cultural capital, reducing pupils' confidence, aspiration and ability to engage fully with the curriculum.
3	A high number of pupils, including many eligible for Pupil Premium, have significant SEMH needs that affect behaviour, engagement and learning, creating barriers to consistent progress.
4	Low levels of speech and language skills, particularly in EYFS, hindering early communication, vocabulary development and readiness for learning.
5	Persistent attendance and punctuality issues, leading to lost learning time and inconsistent progress for disadvantaged pupils

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
Improve reading outcomes	Achieve inline or above in reading outcomes in KS2.
Improve access to cultural capital	Children have regular opportunity to access outdoor learning and activities which enrich the curriculum.
Pupils have and use strategies to support emotional self-regulation.	Reduction in behavioural incidents recorded. Reduction in fixed term exclusions. Outcomes are improved as pupils are better able to access learning.
Improve oracy skills.	Monitoring to show improvement in pupils' oracy skills.

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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. Funding allocated is projected spend based on spending in previous years.

Teaching (for example, CPD, recruitment and retention)

Total Teaching Budget: £11,007

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD to target oracy, reading, metacognition and behaviour (£1,000).	The EEF “Effective Professional Development” (2021) guidance report highlights that high-quality, sustained CPD has a strong positive impact on teaching quality and pupil outcomes. The EEF “Metacognition and Self-Regulated Learning” (2018) report identifies metacognitive approaches as high-impact, low-cost strategies that can significantly improve pupil progress.	1, 2, 3, 4, 5
Additional leadership release time to strengthen teaching and learning and support attendance (£7, 507).	The EEF “Effective Professional Development” (2021) report emphasises that improving teaching quality is one of the most effective ways to raise attainment for disadvantaged pupils. The EEF “Putting	1, 2, 3, 4, 5

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	Evidence to Work: A School's Guide to Implementation" (2019) stresses that dedicated leadership capacity supports successful school-wide improvement and effective implementation.	
Subject leader training and collaboration through The Unity Hub (SG Alliance) (£1,000).	The EEF "Effective Professional Development" (2021) report highlights that collaboration and subject-specific professional learning strengthen instructional quality. The EEF "School Improvement Planning" (2022) report notes that structured subject leadership development and cross-school collaboration enhance curriculum coherence and classroom practice.	1, 2, 3, 4, 5
Staff CPD on embedding clear pedagogical principles to support curriculum access (£1,500).	The EEF "Cognitive Science Approaches in the Classroom" (2021) report evidences that consistent instructional routines, scaffolding and managing cognitive load can improve learning for all pupils. The EEF "Metacognition and Self-Regulated Learning" (2018) report supports the embedding of metacognitive strategies	1, 2, 3, 4, 5

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	to strengthen pupils' ability to access and retain curriculum content.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Total Targeted Academic Support Budget: £30,493

Activity	Specific EEF report(s) that support this approach	Challenge number(s) addressed
Speech and language support across EYFS–KS2 (£1,500).	EEF Guidance Report: Improving Literacy in Key Stage 1 (2020) — Oral language interventions show strong positive impact on spoken language and early literacy. EEF Early Years Toolkit – Oral Language Interventions — Strong evidence for communication and vocabulary development.	4
Additional TA hours in order that small-group and 1:1 intervention support can take place. (£20,000).	EEF Guidance Report: Making Best Use of Teaching Assistants (2015) — Structured TA-led interventions deliver 3–5 months' additional progress. EEF Toolkit – Small Group Tuition / One-to-One Tuition — Strong	1, 2, 4

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	positive impact when well delivered.	
Resources and training to strengthen EYFS provision (£500).	EEF Guidance Report: Preparing for Literacy (2018) — High-quality EYFS provision has strong impact on early development. EEF Early Years Toolkit – Early Years Interventions — Positive and sustained impact for disadvantaged pupils.	1, 2, 4
Resources and support for EYFS–Year 1 transition (£500).	EEF Guidance Report: Improving Literacy in Key Stage 1 (2020) — Importance of maintaining strong literacy routines across transition. EEF Guidance Report: Preparing for Literacy (2018) — Effective transitions sustain early learning gains.	1, 2, 4
Reading volunteers to develop fluency and stamina (£0).	EEF Guidance Report: Improving Literacy in Key Stage 2 (2021) — Repeated oral reading improves fluency and comprehension. EEF Toolkit – Reading Comprehension Strategies — Evidence for structured practice to build stamina.	1, 2
Unlocking Letters and Sounds phonics subscription and	EEF Guidance Report: Improving Literacy in Key Stage 1 (2020) —	1, 2

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intervention training (£1,000).	Systematic phonics is one of the most effective early reading strategies. EEF Toolkit – Phonics (+5 months) — Strong evidence for systematic synthetic phonics.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Total Wider Strategies Budget: £29,305

Activity	Specific Evidence (EEF and other relevant sources)	Challenge number(s) addressed
Education Welfare Officer support to improve attendance and punctuality (£1,000).	DfE: Improving School Attendance – Advice for Schools and Local Authorities (2022). DfE: Working Together to Improve School Attendance (2022 statutory guidance). EEF: Parental Engagement (Guidance Report, 2018) – structured school–home communication supports attendance.	5
HLTA pastoral support in the morning and interventions in the afternoon (£16,165).	EEF: Improving Social and Emotional Learning in Primary Schools (2019). EEF Toolkit: Social and Emotional Learning (+4 months). EIF: Foundations for Life	3, 5

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	Review (2018) – strong evidence for targeted SEL and pastoral support.	
Mentoring to support pupils with SEMH needs (£0).	EEF Toolkit: Mentoring – positive impact when structured and goal-focused. EEF: Improving Behaviour in Schools (2019) – mentoring supports behaviour when aligned with whole-school strategy. CEPEO (UCL): Structured mentoring improves engagement and reduces exclusion risk.	3
Forest school provision for EYFS–Y6 (£5,000).	Harris, F. (2017): Outdoor Learning – Forest School supports holistic development. Fiennes et al. (2015): Outcomes of Outdoor Learning – improvements in resilience, wellbeing, motivation. Natural England (Good from Woods Programme, 2015). EEF: Improving Social and Emotional Learning in Primary Schools (2019) – SEL links to outdoor learning benefits.	2, 3, 4

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Subsidised access to trips, visits and clubs for PP pupils (£2,000).	EEF Toolkit: Arts Participation (+3 months) – improves confidence, engagement, wellbeing. EEF Toolkit: Outdoor Adventure Learning (+4 months). Sutton Trust: Life Lessons (2017) – enrichment increases cultural capital. Cultural Learning Alliance (2017): Arts engagement linked to improved attainment, attendance and wellbeing.	2, 3
Targeted breakfast club for pupils requiring SEMH regulation and attendance support (£4,140).	EEF Evaluation: Magic Breakfast (2016) – improved behaviour, concentration and attendance. EEF Toolkit: Behaviour Interventions – targeted regulation support improves readiness to learn. EEF: Improving Behaviour in Schools (2019) – routines such as breakfast clubs reduce anxiety and improve regulation.	3, 5
Targeted lunchtime club to reduce SEMH-related behaviour incidents (£1,000).	EEF: Improving Behaviour in Schools (2019) – targeted interventions during unstructured times reduce incidents.	3

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	EEF Toolkit: Behaviour Interventions – structured support improves self-regulation. EEF: Social and Emotional Learning (2019) – SEL strengthens interpersonal and emotional skills.	
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Total budgeted cost: £70,805



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Teaching

Internal monitoring in 2024–2025 shows that the sustained focus on shared pedagogical principles, instructional coaching and high-quality CPD has continued to improve the quality and consistency of teaching across the school. Senior leaders triangulate lesson visits, book looks and pupil conferencing and judge teaching to be strong in both key stages, with staff well supported where practice needs refinement. This is reflected in the 2024 Ofsted feedback, which highlights that “a focus on improving the quality of teaching is paying off” and that teachers “break tasks down into small steps” so that all pupils, including those with SEND, can access new learning.

Internal data, including NFER standardised tests, continues to be used three times a year to identify gaps and to target support. Teachers are increasingly confident in using assessment to adapt teaching and plan interventions, including for pupil premium pupils. While attainment gaps between disadvantaged and non-disadvantaged pupils remain in some year groups, progress over time is more closely aligned, particularly where teaching is most consistent. This picture is supported by the improving three-year trend at the end of KS2, where the proportion of pupils reaching the expected standard has risen each year in reading, writing and maths, and RWM combined has moved from 22% (2023) to 48% (2025).

In 2024–2025, leaders have continued to prioritise early reading and fluency. Phonics teaching using Unlocking Letters and Sounds remains strong, with monitoring showing consistent implementation and coherent progression into early reading. Ofsted and LA reviews recognise the ambition and clarity of the school’s approach to reading, including the focus on fluency and carefully planned interventions.

Phonics and statutory outcomes

Phonics:

Year 1 phonics outcomes in 2025 are very strong, with **92.3%** of pupils meeting the expected standard, significantly above both the LA (82.1%) and national average (80.0%). Non-pupil premium pupils achieved **95.7%**, and although the pupil premium cohort is small (3 pupils), **66.7%** met the standard, broadly in line with national outcomes

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for disadvantaged pupils. This indicates that the phonics programme and targeted TA support are having a positive impact, but that there is still work to do to secure consistently high outcomes for all disadvantaged children.

EYFS:

In EYFS, **66.7%** of pupils achieved a Good Level of Development (GLD), broadly in line with the national average (67.7%) but below the LA figure (74.5%). There are currently no pupil premium pupils in this cohort, but there is a high proportion of SEND, including pupils with EHCPs and very complex social communication needs, which makes the overall outcome particularly positive given the low starting points on entry. Strengths include physical development, PSED and aspects of communication and language, reflecting the impact of whole-class and targeted speech and language approaches.

End of KS2:

KS2 outcomes in 2025 remain below LA and national averages overall, but they show clear improvement over the last three years. In 2025, **56.7%** of pupils reached the expected standard in reading, **56.7%** in writing and **63.3%** in maths, with **46.7%** achieving RWM combined (an improvement from 32% in 2024).

For pupil premium pupils, attainment at KS2 remains a key priority:

- **Reading:** 25% of PP pupils reached the expected standard, compared to 61.5% of non-PP pupils and 74% nationally.
- **Writing:** 50% of PP pupils reached the expected standard, compared to 57.7% of non-PP pupils and 72% nationally.
- **Maths:** 50% of PP pupils reached the expected standard, compared to 65.4% of non-PP pupils and 73% nationally.
- **RWM combined:** 25% of PP pupils reached the expected standard, compared to 50% of non-PP pupils.

Although the KS2 pupil premium cohort is small, gaps between PP and non-PP remain too wide, particularly in reading and combined RWM. This reinforces the need to keep reading (including fluency), writing stamina and secure number fluency as priority areas for disadvantaged pupils in 2024–2025 and beyond.

Targeted academic support

Teaching assistants continue to play a central role in delivering structured small-group and 1:1 interventions. Internal assessment and statutory outcomes indicate that these interventions are most effective where they are closely aligned to class teaching and delivered using evidence-informed programmes (for example, ULS phonics interventions



and targeted reading fluency work). Progress data and the strong Year 1 phonics results suggest that targeted support is helping disadvantaged pupils to “keep up” more effectively, particularly in early reading.

Speech and language remains a significant barrier for many pupils on entry, and SALT-informed interventions and class-based oracy work continue to be essential. Reception GLD outcomes show that, despite high levels of SEND and low starting points, most pupils make strong gains in communication, language and personal, social and emotional development across the year, supporting their readiness for learning in KS1.

In KS2, targeted academic support has contributed to the improving three-year trend in reading, writing and maths. However, PP pupils are not yet benefiting as consistently as their non-PP peers at the end of KS2. Leaders have therefore sharpened the identification of PP pupils for intervention, with a greater focus on reading fluency, writing composition and number fluency, and on ensuring that interventions are regularly reviewed against standardised and teacher assessment data.

Wider strategies

Behaviour, attitudes and SEMH support remain a notable strength of the school. Internal behaviour data and SEF evaluations show that pupils – including those with the highest levels of need – are increasingly able to use regulation strategies, supported by consistent use of Zones of Regulation, trauma-informed practice and well-trained support staff. Ofsted 2024 describes the school as “a calm and purposeful place” where pupils listen well and feel safe, and notes the positive impact of strong relationships and clear expectations.

Suspensions continue to be used only as a last resort, with a downward trend in the number of serious incidents as staff confidence in de-escalation and SEMH support has grown. Forest school provision, targeted mentoring and pastoral support from the HLTA have been used effectively for pupils with SEMH needs, including disadvantaged pupils, and this is reflected in reduced behaviour incidents and improved engagement for targeted individuals.

Whole-school attendance remains broadly stable at **94.5%** in 2025, slightly down on previous years but still close to pre-pandemic levels. Leaders recognise that disadvantaged pupils are disproportionately represented in the group of persistently absent pupils. Work with the Education Welfare Officer, alongside The Hive breakfast club and targeted family support, has improved attendance for a number of vulnerable families, and this will remain a priority given national and local concerns about attendance.

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Curriculum enrichment continues to play an important role in building cultural capital for pupil premium pupils. Every class accessed at least one curriculum-linked educational visit, visitors and local experiences, and all children participated in forest school sessions, with PP funding used to subsidise costs where needed. These experiences provide important stimulus for writing, broaden pupils' understanding of the wider world and support social and emotional development.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	N/A