



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Stanion C.E Primary School
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	5.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Wayne Jones
Pupil premium lead	Rachael Findlay
Governor / Trustee lead	Amanda de Choisy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1515 x 5 PP (£7575) £2630 x 1 PP+
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	£10205

Part A: Pupil premium strategy plan

Statement of intent

Overcoming barriers to learning is at the heart of our Pupil Premium Grant (PPG) use. The school is significantly below the National average for children eligible for PP on roll. In 2025/26, there are only 5 children (5/105) eligible for PP funding across the school and 1 child eligible for PP+ funding.

We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. We work closely with families to ensure that our pupils feel safe and secure and motivated to reach their potential with the ultimate aim of eradicating any gap in attainment between our PP and Non-PP pupils.

Each child is supported as an individual so that support is often bespoke to the child. All children are supported to be the very best that they can be in all aspects of their education. All PP families are given a £150 Pupil Premium voucher each year to support with enrichment opportunities.

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring quality first teaching in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted intervention support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour self-esteem and confidence
- Supporting Parents in order to work as effective partners
- Providing the right resources to help children to flourish and close gaps in attainment.

Challenges

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

Challenge number	Detail of challenge
1 - Outcomes	Lower basic skills on entry attainment.
2 - Outcomes	Speech, communication and language -low levels of language acquisition particularly high order vocabulary acquisition.
3 – Outcomes	Small % of PP children combined attainment to increase so in line with peers.
4 - Pastoral	Pupil wellbeing – low self-esteem, lack of experience and social interaction.

	Our assessments, discussions and observations have identified social and emotional/self-confidence issues for some disadvantaged pupils.
5 – Pastoral	Limited opportunities offered to a small % of our PP pupils outside of 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
Disadvantaged (PP) children to make expected progress against the age related expectations (ARE) across EYFS, KS1 and KS2 with a specific focus on closing the gap and ensuring our children are inline or exceed the national picture.	<p>Quality teaching ensures children show accelerated progress. SENCo and SENCo support to review provision maps half termly (alongside class teachers and support staff) to ensure all pupils eligible for PP make expected or better than expected progress by the end of the year.</p> <p>Support staff to deliver targeted, small group interventions where needed.</p> <p>Children who need further support to be identified quickly through quality first teaching, half termly assessments, meetings with SENCO and AfL</p>
To raise standards and confidence of language acquisition and the use of higher level vocabulary.	<p>Quality first teaching of reading ensures that the children are given the knowledge and tools to gain higher level vocabulary.</p> <p>Staff to build confidence in the tiers of language and vocabulary and build this into lessons across the whole curriculum to increase the children's knowledge and understanding of use of a range of higher level vocabulary and how to use this within lessons. All staff trained during September 2025 training day on the use of vocabulary within Reading and Literacy lessons and Early Year teachers and Literacy lead trained in Drawing Club for use in the Early Years to develop oracy and vocabulary skills.</p> <p>Building knowledge and understanding of vocabulary through the use of high quality texts and resources to ensure the children are exposed to a wide variety of vocabulary terms. This will be provided through the high quality texts we use within reading lessons and also The Literacy Tree books we use within our writing lessons. All classes will display their 'reading diet' within the classroom ensuring it exposes the children to a range of high level vocabulary and a range of protagonists and story/non-fiction types.</p>
PP children combined attainment needs to increase so in line with peers. Progress of children in receipt of PP funding in reading, writing and maths will be in line with their peers.	SENCo to review provision maps half termly (alongside class teachers and support staff) to ensure all pupils eligible for PP make expected or better than expected progress by the end of the year.

	<p>Interventions to be delivered to support PP children with closing the gaps in attainment.</p> <p>Increase accountability of staff to ensure all disadvantaged children receive QFT and additional support where necessary. Teaching staff received training in September 2025 with Mark Rowland on 'Supporting Disadvantaged Pupils to Thrive'.</p> <p>In school tracking data (MARK) and end of Key Stage (GLD, KS1 and KS2) assessments will show an increase in the number of children working at age related expectation year on year and an increase in the number of disadvantaged pupils achieving the higher standard at the end of KS2. End of unit assessments will also be used as a mechanism to identify gaps early so as to be able to help the children quickly rather than letting them fall behind.</p> <p>Homework club offered as a support mechanism for children and families. Sats Boosters to be offered to Y6 children in the months leading up to Sats assessments.</p>
<p>All disadvantaged pupils leave Stanion C.E Primary as strong readers.</p>	<p>KS1 phonics assessment scores reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers. All pupils to enjoy reading and read for pleasure in addition to completing formal reading sessions.</p>
<p>PP children's well-being to be monitored and supported.</p>	<p>Children develop psychologically, emotionally, creatively, intellectually and spiritually through a broad and balanced curriculum. To allow all children opportunities to go on visits and trips. To have whole school themed days to promote enjoyment.</p> <p>Children express positive well-being and a positive approach towards school. EHA offered to families in need.</p> <p>Children to continue to be rewarded through the Merit Point system and Head Teacher Awards and Stanion Super Friends for examples of good work, thus boosting their self-esteem. Celebration assembly used to celebrate children's weekly achievements in times tables, Numbots and reading. Regular monitoring shows fewer instances of inappropriate behaviour.</p> <p>Children have access to Drawing and Talking and sessions with a trained support assistant. Further support programmes offered to help children who need to raise their self-esteem.</p> <p>Sustained high levels of wellbeing/mental health demonstrated by :</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations • A reduction in the number of wellbeing/mental health concerns raised by parents and staff. Evidenced by Safeguarding meetings, behaviour logs and mental health care plans. • Observations of children's engagement

<p>Home school links established and children are provided with a nurturing environment to improve cultural and childhood experiences.</p>	<p>in learning.</p> <p>Some families and pupils including PP children would benefit from additional support, nurture and experiences which will improve their engagement and enjoyment of school. This will include access to a £150 voucher scheme to fund extra-curricular clubs, music tuition, school uniform and school trips.</p> <p>Funding entitlement will offer all PP families the chance to access before school provision to ensure children start the day settled and ready to learn. PP children will have attendance at 96% or better.</p> <p>Ensure all PP families have access to supermarket vouchers during the school holidays. PP families to be offered access to external provision during the school holidays.</p> <p>Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum. A wide range of free (or very low cost) extra-curricular activities are available to all pupils.</p>
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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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School staff to have access to high quality CPD opportunities through Brooke Weston Training Hub, Peterborough Diocese SLA and other external agencies.</p>	<p>High quality staff CPD is essential to follow EEF principles. Staff disseminate training through staff meetings and INSET. School staff work closely with a local cluster of primary schools to share good practice. All subject leads are released for a morning once per term to monitor their subject areas. All staff have received high quality training in ensuring children from disadvantaged backgrounds have the same opportunities as their peers to allow them to thrive.</p> <p>Using Pupil Premium evidence https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	<p>3</p>

	<p>Effective Professional Development evidence https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Disadvantaged children blog evidence https://researchschool.org.uk/unity/news/disadvantaged-learners-in-our-schools-are-not-a-problem-to-be-solved-they-are-part-of-our-school-community-and-its-for-us-to-get-better-at-what-we-do#:~:text=Research%20School%20Network%3A%20Disadvantaged%20learners,%27problem%27to%20be%20solved.</p>	
<p>Standardised diagnostic assessments to identify individual pupil need for both teaching and learning and academic intervention.</p> <p>Purchase of standardised tests and MARK analyses for Reading and Grammar & Spellings.</p> <p>White Rose Hub standardised tests and end of unit assessments used for Maths.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>Improving the Teaching and Learning of Assessment and Feedback: Assessment and feedback EEF (educationendowmentfoundation.org.uk)</p>	1, 2 and 3
<p>Homework linked to work being completed in the classroom.</p> <p>This is particularly important in UKS2 for both aiding understanding further and in helping the transition of expectations as the children move onto secondary education.</p> <p>Homework club offered to all children in KS2.</p> <p>Sats Boosters offered to all children sitting Sats in Y6.</p>	<p>Evidence has shown that the use of homework can raise attainment and attitudes towards learning. It is important to note, however, that homework is only effective when it is a short process and not overly long or dragged out. Class teachers need to ensure that the quality of the task set is relevant to age and stage and include parents in the process of ensuring homework is completed.</p> <p>Homework: High impact for low cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	1, 2 and 3
<p>Consistent approach to the teaching of English and Maths across the school following teaching sequence model.</p> <p>High quality resources to be used to motivate and inspire the children.</p> <p>Use of high level vocabulary teaching for all.</p>	<p>See EEF Toolkit : High Quality Teaching Preparing for Literacy (EYFS) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>Improving Mathematics in Early Years and KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	2 and 3

	<p>Improving Literacy in KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Improving Literacy in KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Improving Maths in KS2 and 3 https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/mathematics-in-key-stages-2-and-3</p> <p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. 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>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision maps planned termly to target PP children to close the gaps in progress and attainment. Staff held to account for progress through the Performance Management process.</p>	<p>Key Stage 2 outcomes from the previous years have shown that PP children do not always achieve as well as non PP children or in line with PP children nationally.</p> <p>Teaching Assistant Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>2 and 3</p>
<p>Additional maths/Literacy sessions targeted at disadvantaged pupils who require further support.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, this will be offered through SATS booster catch up sessions in the Spring term in smaller groups which is proven to help children to progress faster and further :</p> <p>Reducing class size https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	<p>2 and 3</p>

<p>Focus upon building confidence in teaching and learning of oracy within lessons as well as within targeted interventions.</p> <p>CPD for teachers and sharing of good practise of oracy related activities and lessons.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>“Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.”</p> <p>Oral Language Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 2 and 3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP Voucher scheme provides £150 to PP families to fund enrichment opportunities such as music lessons, school trips, school uniform and reading books.</p>	<p>It is important for all children to have access to enrichment opportunities. Supporting the cost of school trips and enrichment activities ensures the children feel supported and are motivated to learn.</p>	<p>4 and 5</p>
<p>Musical instrument tuition through Northampton Music and Performance Arts Trust (NMPAT)</p>	<p>Children in Key Stage 2 are offered the chance to learn to play a musical instrument through peripatetic music lessons.</p>	<p>4 and 5</p>
<p>SCARF PSHE scheme + enrichment activities through Coram (including Life Education Bus and Online Safety/Mental Health days and workshops)</p>	<p>The SCARF curriculum supports children's understanding of others and their own needs and rights. It contributes towards a positive school environment which helps to improve pupil progress and attendance.</p>	<p>3, 4 and 5</p>
<p>To enhance the experiences and broaden the cultural</p>	<p>Meaningful experiences and contexts enhance the broad and balanced curriculum. These opportunities may also contribute towards “non-academic outcomes, such as improving pupils' mental health”</p>	<p>4 and 5</p>

<p>capital of disadvantaged pupils by providing extra-curricular activities.</p>	<p>(DFE, www.gov.uk, 2019)</p> <p>Planned extra-curricular activities which include short, regular, and structured teaching in literacy and mathematics (either tutoring or group teaching) as part of a sports programme, such as an after-school club or summer school, are more likely to offer academic benefits than sporting activities alone.</p> <p>Physical Activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity#:~:text=Planned%20extra%2Dcurricular%20activities%20which,benefits%20than%20sporting%20activities%20alone.</p>	
<p>To provide the children with opportunities to develop their understanding of their own mental health. To ensure staff are trained to support children who may need further support and intervention with mental health.</p>	<p>Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice.</p> <p>Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>4</p>

Total budgeted cost: £10000.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

During the academic year 2024/25 there was one Pupil Premium pupil who took the Year 6 end of Key Stage assessments out of seventeen children in the cohort.

The table below shows

Outcome Measure Score – 2024/25			
Meeting expected standard at the end of KS2 in Reading, Writing and Maths			
	Pupil Premium Children 1/17 (6%)	Non-Pupil Premium Children 16/17 (94%)	
Reading	1 child (6%)	15/16 children (94%)	
Writing	1 child (6%)	14/16 children (88%)	
Maths	1 child (6%)	15/16 children (94%)	
Achieving greater depth standard at the end of KS2 in Reading, Writing and Maths			
	Pupil Premium Children 1/17 (6%)	Non-Pupil Premium Children 16/17 (94%)	
Reading	0 children (0%)	8/16 children (50%)	
Writing	0 children (0%)	2/16 children (12%)	
Maths	1 child (6%)	12/16 children (75%)	
Only 6% of the Year 6 cohort (1/17) were identified as Disadvantaged in 2024/25.			
2024/2025 Outcomes for other Pupil Premium children in school (x5 children).			
	Reading	Writing	Maths
Year 2 Boy(x1 child)	GDS	EXP	EXP
Year 2 Girl(x1 child)	EXP	EXP	EXP
Year 3 (x1 child)	WTS	WTS	WTS
Year 4 (x1 child)	WTS	EXP	WTS
Year 5 (x1 child)	EXP	EXP	GDS

Externally provided programmes

Programme	Provider
Times-Tables Rockstars and Numbots	Maths Circle Ltd
PIRA/PUMA/GPV Assessments	Rising Stars
White Rose Maths	White Rose
Language Angels – Spanish	Language Angels
Comprehension crusher, Reading scheme, Science scheme	Grammarsaurus
The Place Value of Spelling	Grammarsaurus spelling scheme

Service pupil premium funding (optional)

At the time of writing (September 2025), no children are eligible for Service PP funding.