

INTENT
We aim for every child, within our school, to experience an excellent education and to realise their God-given potential to flourish as shown in our vision statement and LIFE motto. Improving the achievement of disadvantaged pupils is integral to all key priorities in our improvement plan relating to the quality of education. Our vision is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. Our goal is to ensure that no child is left behind socially, emotionally or academically because of disadvantage.

OUR APPROACH TO INCLUSION

We fully embrace EEF research evidence regarding effective spending of pupil premium funding to focus on the challenges identified for our disadvantaged pupils including those pupils who are vulnerable and need extra support e.g. pupils who are or have been in contact with a social worker. Our three-tiered approach has high-quality teaching at the forefront. This is proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school.

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- Work closely as a team and subject leaders to develop the curriculum.
- Access to all CPD offered through the Diocese, NCC and Brooke Weston Trust.
- Protected time for subject leaders to develop their subject and to support other staff in implementing improvements based on monitoring and knowledge of best practice.
- Protected time for pupil progress meetings where teachers, support staff and SLT can discuss any further needs for training or support within the classroom.

Pre-teach and AfL within the lesson ensure skills learnt in interventions are embedded within the classroom as well as 'catching' pupils and ensuring optimum inclusion in lessons.

The logo of Stanion C of E Primary School is a circular emblem. It features a red background with a white border. The text "STANION C of E" is written in white capital letters along the top arc, and "PRIMARY SCHOOL" is written along the bottom arc. In the center, there is a white cross with a small circle at each end, and below it, two white stylized figures holding hands.

The SLT is responsible for monitoring attendance alongside the office staff. A robust sharing of information with parents is proving effective in improving attendance.

- In Reading, the support in place for our disadvantaged children has ensured that those who were falling below the standard expected in 2024/2025 are now working at the expected standard through use of interventions and quality first teaching.
- Although the MTC shows the rate of disadvantaged pupils gaining 25/25 at 0%, the children over the last two years have made fantastic progress and gained 24/25 and 23/25 which is above the National Average mean score.
- Our disadvantaged pupils have good self-esteem and enjoy school from their pupil interviews and discussions. They are happy at Stanion and have access to a wide amount of opportunities.

NA 30.7%	Total Pupils	Total PP	% PP
Reception	15	1	7%
Year 1	14	0	0%
Year 2	16	0	0%
Year 3	13	2	15%
Year 4	16	1	6%
Year 5	16	1	6%
Year 6	14	1	7%
All	104	6	6%

R child – 98.1%
Y3 boy – 98.4%
Y3 girl – 97.9%
Y4 child – 94.2%
Y5 child – 100%
Y6 child – 94.7%

[illegible]

STRENGTHS

- The school’s approach to inclusion means that all children at Stanion CofE, regardless of background, faith, home language or SEN need are celebrated and included.
- Extra-curricular and enrichment opportunities are carefully planned for all pupils and are not restricted by ability to access or pay.
- Focus on QFT and highly targeted 1:1 coaching means that teaching across the school is strong and impacts positively on all children.
- A highly skilled, effective Early Years team provide the best start for all children, with strong progress from low starting points to give disadvantaged pupils a flying start.
- Leaders analyse data regularly and respond quickly to gaps between disadvantaged and non-disadvantaged pupils so that progress is made and gaps are closed.
- A strong pastoral team focus attention on building emotional resilience and supporting vulnerable pupils and their families to access school positively.

AREAS FOR DEVELOPMENT

- Need to focus on attainment in Maths for disadvantaged children.
- Continue to focus on writing attainment for our PP child entering into Y5 in 2026.

OTHER DOCUMENTS TO CONSIDER

- Pupil Premium Strategy & spreadsheet of funding spend
- School Vision and curriculum links
- Latest Data Summary

PP STRATEGY REVIEW - 2026

- Refocus on precision teaching interventions for key areas of learning with Maths (Tier 2)

KEY CHALLENGES

- Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in Maths development when moving into KS2. Although this generally rights itself by the time the children leave Y6, our disadvantaged pupils are falling behind the level of non-disadvantaged pupils.
- KS2 writing still continues to need to provide further support for one child moving into Y5 to ensure the expected standard is achieved by the time of leaving Stanion. Precision teaching has been put in place to address the spelling issue which is currently impacting attainment (Tier 2 approach).

ATTAINMENT – end of KS2

Reading	23/24		24/25		25/26	
	Sch	NA	Sch	NA	Sch	NA
All	100	74	94	75	93	75
PP	N/A	60	100	62	100	63
NonPP	100	-	94	-	92	-

Writing	23/24		24/25		25/26	
	Sch	NA	Sch	NA	Sch	NA
All	93	72	88	72	86	72
PP	N/A	58	100	58	100	59
NonPP	93	-	87	-	85	-

Maths	23/24		24/25		25/26	
	Sch	NA	Sch	NA	Sch	NA
All	93	73	94	74	93	74
PP	N/A	59	100	59	100	61
NonPP	93	-	94	-	92	-

RWM	23/24		24/25		25/26	
	Sch	NA	Sch	NA	Sch	NA
All	93	61	88	62	86	63
PP	N/A	44	100	46	100	47
NonPP	93	67	87	69	85	

ATTAINMENT – 2024/25

	Reading		Writing		Maths	
	PP	NonPP	PP	NonPP	PP	NonPP
Y1	N/A	94%	N/A	80%	N/A	87%
Y2	100%	85%	100%	52%	100%	85%
Y3	0%	80%	0%	73%	0%	73%
Y4	0%	80%	100%	81%	0%	73%
Y5	100%	85%	85%	71%	100%	77%

ATTAINMENT – 2025/26

	Reading		Writing		Maths	
	PP	NonPP	PP	NonPP	PP	NonPP
Y1	N/A	79%	N/A	79%	N/A	93%
Y2	N/A	100%	N/A	75%	N/A	81%
Y3	100%	73%	100%	55%	50%	73%
Y4	100%	87%	0%	80%	0%	94%
Y5	100%	87%	100%	67%	0%	73%

ATTAINMENT – Early Years GLD

	23/24		24/25		25/26	
	Sch	NA	Sch	NA	Sch	NA
All	87	67	80	67	80	72
PP	N/A	52	N/A	60	100	51%
NonPP	87	72	80	64	79	73%

Year 1 Phonics

	23/24		24/25		25/26	
	Sch	NA	Sch	NA	Sch	NA
All	100	80	100	80	93	82
PP	100	68	N/A	67	N/A	67
NonPP	100	84	100	84	93	84

Year 4 MTC

		23/24		24/25		25/26	
		Sch	NA	Sch	NA	Sch	NA
All	25/25	27%	34	25%	36	37.5	
	Mean	22.2	20.6	21.6	21	23.1	
PP	25/25	0%	25	0%	37%	0%	
	Mean	24/25	18.9	24/25	19.3	23/25	
NonPP	25/25	27%	37%	27%	37%	40%	
	Mean	22.2	21.3	21.4	21.7	23.1	