

# Pupil premium strategy statement



## Stonelow Junior School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils [for the 2025 to 2026 academic year].

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	Stonelow Junior School
Number of pupils in school	143 [Sept 2025]
Proportion (%) of pupil premium eligible pupils	37% [Sept 2025]
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	23.9.24
Date on which it will be reviewed	Sept 2026 [Interim review Sept 2025 to check and change percentages and include 2024-5 data]
Statement authorised by	Headteachers/ Governing body
Pupil premium lead	Catherine Byard
Governor / Trustee lead	Kathryn Parkin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,645
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year	£80,645
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# Part A: Pupil premium strategy plan

## Statement of intent

Pupil Premium is a specific allocation of funds, additional to main school funding, which the Government believes is the best way to address the current underlying inequalities between children who are in receipt of free school meals and those that are not. We aim to use the allocation of Pupil premium to tackle disadvantage by reaching the pupils who need it the most and diminishing the difference between their attainment and progress and those of their peers. We also use the funding to provide nurture and one to one support for children to support their mental health and wellbeing.

Our strategy plan is to provide adults in school to support the children both academically and emotionally. We also use the funding to ensure that all children at Stonelow get the same experiences and opportunities.

When planning how best to spend the allocated money we take into consideration the context of the school and the specific needs of our children and families. We also consult the EEF guidance and teaching and learning toolkit as well as DfE publications such as the reading framework.

Alongside these we use data from internal assessments [academic and behaviours of learning / motivational assessments], national data comparisons and diagnostic assessments [response to marking, mind-maps] to plan for the best intervention and support.

Common barriers for disadvantaged pupils at Stonelow include attendance and punctuality issues, less support at home and complex home issues, more frequent behaviour issues and poor mental health. However some of our pupils in receipt of pupil premium are higher achievers and so we need to ensure that they are challenged and still making accelerated progress.

Our main intent is to provide high quality, consistent and effective teaching to all pupils in school.

- We ensure that teaching and learning opportunities meet the needs of all pupils [to support or challenge]
- We recognise that not all children who are disadvantaged are in receipt of pupil premium funding. We are also aware that some of the pupil premium children are not socially disadvantaged and are high attainers. The funding will be used to meet the needs of all these pupils.

## Challenges

Challenge number	Detail of challenge
1	Poor emotional wellbeing - factors such as low self-esteem and lack of confidence
2	Additional needs such as ADHD, dyslexia or mild learning difficulties
3	Poorer than average attendance [frequent ill health, unauthorised holidays or days out of school]
4	Widened 'gap' due both in academic attainment and mental / emotional wellbeing
5	More extreme behaviour issues as a result of trauma / lived experience

## Intended outcomes

Intended outcome	Success criteria
Increase the proportion of Pupil Premium pupils who reach ARE+ by the end of KS2 so that it is not significantly different to all other pupils nationally	The gap between Pupil Premium and other children is significantly narrowed and in line with pupils nationally.
Pupil absence is no greater than 4.6% and closer to national data for all pupils	Pupil absence is less than 4.6%
Emotional, social and behavioural support offered to vulnerable pupils so that they develop mental health strategies and successful learning behaviours	Learning behaviour assessment and motional assessment shows that pupils are developing successful behaviours
Progress in: <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Maths</li> </ul>	Achieve above national average progress scores in KS2 <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Maths</li> </ul>

• Phonics	• Phonics
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## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff training for phonics and reading comprehension</i>	<p>Y3 pupils entering Year 3 with low phonics scores</p> <p>Teaching of phonics and reading as a whole school priority</p> <p>Research - The reading framework [teaching the foundations of literacy] July 2021</p> <p>Teaching and learning toolkit [Reading comprehension as very high impact for low cost based on extensive research / Phonics teaching high impact for very low cost based on extensive research]</p>	4
<i>Staff training for behaviour strategies / effective behaviour support</i>	<p>14% of Pupil Premium children have repeated, unacceptable behaviour issues. This has reduced from 18% in 2023/24 and significantly reduced from 42% in 2020/21 as a result of the trauma informed whole school approach and the behaviour strategies put in place</p> <p>Positive behaviour support training and trauma informed school strategies evidenced by motional assessment and behaviours of learning assessment</p> <p>Teaching and learning toolkit [behaviour interventions - moderate impact for low cost]</p>	5

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

Budgeted cost: £53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional TA's employed for the year to address behaviour needs of some pupils</i></p>	<p>High quality / targeted small group interventions with pupils having a positive impact [see assessment results]</p> <p>Y3 pupils have low entry level assessment. This year data is based on teacher assessment rather than KS1 Sats.</p> <p>Year 6 pupils end of year assessment showed that in Reading 69% of Pupil Premium pupils were expected , in writing 69% were working at expected and in Maths this was 69%. In GAPS 75% children achieving expected or above.</p> <p>Swift intervention for learners in line with gaps in learning have a positive impact [book scrutiny and in-school assessment data]</p> <p>One to one and small group target work [teaching and learning toolkit - high impact for moderate cost]</p> <p>Effective feedback and marking policy</p>	<p>4 ,2</p>
<p><i>£2400 for teacher supply to enable conferences</i> <i>1:1 feedback conferences</i> <i>Detailed and effective marking policy in place</i></p>	<p>Target setting and one to one feedback conversations known to have high impact [external research and in-school evidence]</p> <p>EEF Teaching and Learning toolkit - feedback - very high impact for very low cost based on extensive evidence [+6 months]</p>	<p>4</p>

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

Budgeted cost: £ 27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture provision	<p>Pupils on red on learning behaviour assessment</p> <p>More pupils recorded with wellbeing and mental health issues.</p> <p>Wellbeing, behaviour and independence through nurture - learning behaviour assessments - having a positive impact</p> <p>Teaching and learning toolkit - social and emotional learning - moderate impact for low cost</p>	1
<i>Additional funding to support uniform costs / trips etc</i>	<p>Importance of #teamstonelow and all children feeling included and part of the Stonelow family.</p> <p>Aspiration as a goal for the pupils [unclear impact but important as part of whole school vision for all children to achieve their best]</p>	1
<i>Learning Mentor and Family support worker</i>	<p>Improved attendance in school Overall absence at Stonelow for disadvantaged pupils in 2024-24 was 7.8% compared to 7.9% nationally. We have a number of pupils with repeated absences. Persistent absence for disadvantaged pupils in 2024/5 was 19% compared to 25.9% nationally. Support from the family support worker will continue to reduce this further, as it remains too high.</p> <p>Daily support from the FSW allows children to regulate and allows pupils to be listened to and return to the classroom environment to learn.</p> <p>FSW support for families needing it. Acting as a liaison between school and social services and providing Early Help.</p> <p>Teaching and learning toolkit:</p> <p>Metacognition and self-regulation [very high impact based on extensive evidence]</p> <p>Trauma informed school / attachment aware school approach</p>	

## 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.

Data summary 2025 school compared to national shows that:

72.2% of disadvantaged children achieved expected in reading compared to 63.1% nationally

66.7% of disadvantaged children achieved expected in writing compared to 59.4% nationally

72.2% of disadvantaged children achieved expected in maths compared to 60.5% nationally

77.8% of disadvantaged children achieved expected in SPAG compared to 59.7% nationally

Our focus will be to continue to assess the needs of the children and quickly ascertain where the gaps in knowledge are and put in place catch up sessions to try and diminish the difference for our most vulnerable pupils. Our focus for 2025/26 is reading, writing and maths, with an aspiration to increase the percentage of children achieving expected plus in reading, writing and maths.

Our School Improvement Plan for 2025-6 has 'to improve the percentage of children making accelerated progress and achieving at greater depth in all subjects [with a focus on writing and maths].