Pupil Premium Strategy Statement 2025-28
Stoke Park Primary School

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	Stoke Park Primary
Proportion (%) of pupil premium eligible pupils	35% (68 children)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	Annually in July
Statement authorised by	Alison Lambert
Pupil premium lead	Kelly Simmonds
Governor / Trustee lead	Olivia Hay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,050
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **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.*	£0
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*	£106,050

Part A: Pupil premium strategy plan

Statement of intent

Stoke Park Primary School is committed to breaking barriers to learning. We put our children in receipt of the pupil premium grant at the heart of our thinking, decision making and actions as we aim to open minds, expand choices and achieve excellence. We put in place strategies to support pupils' personal development and accelerate pupils' learning, particularly in the key subjects of reading, writing and maths. Pupils struggling to achieve age related expectations may be faced with one or more of the challenges listed below which affect their level of achievement.

We focus on strategies that are good for all, harmful to none and especially good for disadvantaged children. Building relationships with children and families is integral to our strategy, ensuring this happens at the earliest point, is authentic, strong and underpinned by mutual respect and trust. We have high expectations and a belief that all pupils, irrespective of background or starting point, can attain well and thrive academically and in wider school life. All children have consistent and clear expectations and routines, which is part of our whole school behaviour curriculum.

Our key objective in using the Pupil Premium Grant is to raise attainment and narrow the gap between pupil groups. Through quality first teaching, targeted academic support and wider strategies, we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations and above as they move through the school.

We have analysed our data thoroughly and are making use of a range of research, particularly from the EEF to inform our decision making.

Challenges

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

Challenge number	Detail of challenge
1	Speech and Language Needs A significant number of pupils enter the school with speech and language difficulties (In Autumn 2025, 100% of Reception children in receipt of the PP grant were working below in the GLS Wellcomm assessment) . If left unaddressed, these additional needs will hinder progress across all areas of the curriculum. Underdeveloped oral language skills and vocabulary gaps are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers (34% of our children in receipt of the PP grant also have English as an additional language)

2	<u>Poor early reading and writing skills</u> Strong phonic skills have a significant impact on the later reading skills of pupils who have not had rich early reading experiences. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers A large number of children enter school with poor fine motor skills, leading to difficulties with early mark making and writing. In addition, a lack of the foundational writing skills leads to gaps in learning which impact children's writing progress throughout KS1 and 2.
3	<u>The gap with age related expectations, particularly English and Maths</u> Due to many of our disadvantaged children working below age related expectations, it is essential that we prioritise supporting the delivery of quality first teaching so that learning is inclusive and enables all children to make rapid progress and achieve their potential.
4	<u>Limited life experiences & knowledge of the world</u> Assessments, observations, and discussions indicate that our disadvantaged children often have limited experience of the world in which they live. Therefore, they do not have the knowledge and vocabulary of their peers. Our aim is to ensure we provide children with as much opportunity for this as possible in school and that financial hardship is not a barrier.
5	<u>Social, emotional and behavioural difficulties</u> Many of our disadvantaged pupils experience difficult or traumatic circumstances. By addressing these needs, pupils have increased focus on their learning and their long term well-being is protected.
6	<u>Attendance</u> Our attendance figures show that persistent absence is a lot higher for our disadvantaged children. Regular attendance is linked to improved outcomes. We therefore need to prioritise this as a 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
Improved oral language skills and vocabulary among disadvantaged pupils.	• Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
Improved phonics/early reading and writing attainment among disadvantaged pupils.	• KS1 reading outcomes show the gap between PP and non PP children has diminished • Phonic screening results show that disadvantaged pupils are in line or above national average. • Disadvantaged children are in line or above national for reading and writing at the end of KS1

Improved attainment for disadvantaged pupils in KS2	• KS2 Maths, reading and writing outcomes show the gap between PP and non PP children has diminished. • Disadvantaged children achieve in line or above national in maths, reading and writing at the end of KS2 • MTC results show the gap between PP and Non PP children has diminished
Increased wellbeing of children	• Less behaviour incidents recorded, particularly during break and lunchtimes. • Staff, pupil and parent surveys show improvements • Children in receipt of the PPG are accessing a wider range of enrichment activities
Improved attendance for disadvantaged pupils	• Attendance for disadvantaged pupils is in line or better than non-disadvantaged pupils • Persistence absence has significantly decreased in disadvantaged children

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: £ 97,034

Activity	Evidence that supports this approach	Challenge number(s) addressed
CUSP (Curriculum with Unity Schools Partnership) for reading, writing, science, history, geography & art	Cusp is an aspirational, knowledge rich curriculum supported by research. The teaching of tier 2 and 3 vocabulary is taught throughout. https://www.unity-curriculum.co.uk/more-information/ -Sweller's Cognitive Load Theory Cognitive Load Theory: A Teacher's Guide -Rosenshine's principles of Instruction Teacher Toolkit- Rosenshine -Fiorella and Mayer Generative Learning tasks Generative Learning- A teacher's guide	1, 2, 3
Unlocking Letters and sounds phonics programme English Hub support	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: EEF Evidence- teaching & learning toolkit-phonics English Hub | Unlocking Excellence	2
Diagnostic Assessments	Diagnostic assessments provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure	2, 3

(Diagnosis, Therapy, Testing, Revisiting)	they receive the correct additional support through interventions or teacher instruction: EEF Blog: New case studies – Making effective use of diagnostic assessment	
A Teaching Assistant assigned to every class to support the teaching of English & Maths (Rec-6)	Teaching Assistants support teaching and learning. We are informed by guidance from the Education Endowment Foundation EEF Making Best Use of Teaching Assistants and are developing teaching assistants by participating in training organised by the Cathedral Schools Trust	1,2,3,4
Maths subject leader time	Maths leader to receive support from the Cathedral Schools Trust's teaching and learning lead. Regular subject leader time and time to meet with other subject leaders from the trust will ensure priorities are identified and actions implemented Improving Mathematics in the Early Years and Key Stage 1 | EEF Improving Mathematics in Key Stages 2 and 3 | EEF	3
Literacy subject leader time	Literacy lead will have regular subject leader time and time to meet with subject leaders from our trust, ensuring priorities are identified and actions implemented. Improving Literacy in Key Stage 2 | EEF Improving Literacy in Key Stage 1 | EEF	1,2, 3
Instructional Coaching- Steplab	Steplab is a professional learning platform for schools that harnesses *instructional coaching* and *data-driven insights* to systematically improve teaching and learning. Steplab to be used to coach teachers throughout the school. Deliberate practise to also be planned into staff meetings Primary | EEF Leadership and planning | EEF	1,2, 3
Enrichment Passport	All children have the opportunity to experience a range of enrichment activities by the time they leave primary school Life skills and enrichment | EEF	4, 5
Numbersense and Numbersense Times tables	Number sense is a teaching resource to systematically teach factual fluency. All children in Reception follow Early Years Numbersense. Children in KS1 & Year 3 to be taught number facts fluency and Year 3-6 to be taught times tables fluency. Numbersense EEF-Early Maths	3
Insight	Insight is an assessment tracking tool to track attainment, attendance, interventions & SEN provision. Primary | EEF Leadership and planning | EEF	2,3,4,5,6

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

Budgeted cost: £ 8,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm	WellComm is a speech and language toolkit for early identification of speech and language barriers in children, from 6 months to 11 years old. The Wellcomm Toolkit EEF-Communication and Language approaches- high impact, low cost	1
Phonics support	Additional phonics support will be provided to pupils who are not on track to be at age related expectations at the end of Year 1 and at the end of Year 2. Evidence shows that phonic approaches have a positive impact and small group support is effective EEF-Phonics Toolkit EEF-Small group tuition	2
Small group Interventions	TA and teachers to deliver 1-2-1 or small group interventions to address gaps e.g pre reading,reading speed interventions, writing support. Evidence shows that small group support is effective. It is shown to be most effective when it is targeted at specific needs using diagnostic assessments EEF-Small group tuition Teaching Assistant Interventions	2, 3
Ablaze Reading buddies	Ablaze exists to tackle inequality of opportunity for young people in the West of England region.The Ablaze Reading Buddy programme pairs business volunteers with local primary school pupils and aims to encourage primary pupils to read more, read better and be more confident in their ability. Reading Buddy volunteers provide under-performing pupils with extra reading practice in one-to-one reading sessions. Improving Literacy in Key Stage 1 | EEF Improving Literacy in Key Stage 2 | EEF	2,3

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

Budgeted cost: £ 31,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapy Family Support Worker Pastoral learning mentor	Play therapy is provided to pupils who are experiencing difficult or traumatic circumstances. We have employed a family support worker to support families in need, to bridge the link between home and school and support with attendance We have employed a pastoral learning mentor to support many of our disadvantaged children who have social and emotional difficulties. Social and emotional learning (SEL)	5,6

	approaches seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. Evidence shows that Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes if monitored closely. Evidence shows that Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. EEF-Social and emotional Learning	
Subsidised school camp	To ensure children have access to a range of experiences, disadvantaged children are offered a 50% reduction in the cost of Y5/6 camp Outdoor Adventure Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. Ofsted | Successful PPFunding	4
One school jumper and book bag per year for pupils registered for the Pupil Premium	To ensure disadvantaged children feel included and part of the school community, it is important that they are dressed the same and have the correct equipment. Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Ofsted | Successful PPFunding	4
Minibus	To ensure children arrive at school on time and attendance is high, we will provide a minibus service for targeted families. DFE-The_link_between_absence_and_attainment_at_KS2 andKS4.pdf	1 2 3 4 5
Mentoring	Early Intervention Through Sport for At-Risk Children in North Bristol Bristol Rovers Community Trust will deliver an early intervention programme supporting children aged 8–11 in North Bristol who are at high risk of exploitation, offending, or disengagement from education. They will run weekly sessions that combine sport, life skills development, wellbeing support, and mentoring — co-created with young people and delivered in partnership with local schools, local police, and youth justice services. Mentoring | EEF	4,5
Enrichment Passport	All children have the opportunity to experience a range of enrichment activities by the time they leave primary school Life skills and enrichment | EEF	4, 5
Papaya parent talks and workshops	Papaya talks and workshops empower parents and young people to make informed choices about smartphones, social media and screens. Expert-led sessions offer insights and practical advice about the benefits of delaying	4

	smartphone and social media use and the importance of establishing healthy tech boundaries in families. Teaching online safety in schools - GOV.UK	

Total budgeted cost: £ 136,699
(£106,050 pupil premium funding, plus £30,649 from other school budgets)

Part B: Review of the previous strategy 2022-25

Outcomes for disadvantaged pupils

Stoke Park 2022-2025 PP Review

Intended Outcomes

Improved oral language skills and vocabulary among disadvantaged pupils

- The CUSP (Curriculum with unity schools partnership) curriculum has now been embedded across the school. Vocabulary is taught explicitly in lessons and children are able to use a wider range of vocabulary accurately in their discussions as well as their writing. In 2024 this was rolled out in Reception with a particular focus on structured story time.
- The SLIC project (22/23) focused on creating strong language learning environments across Reception and Year 1. Findings from repeat observations pointed to significant positive changes to the language learning environments across Reception and Year 1- 'Teachers were able to successfully provide children with evidence based learning opportunities in both Reception and Year 1, optimising the environment to support language learning'
- The NELI (Nuffield Early Language Intervention) programme showed improvements in oral language.; observations and assessments from our EYFS team supported this.
- In 2024/25 100% of our PP children were expected in speaking and listening attention and understanding at the end of Reception
- In 24/25 PP children achieved in line with Non PP children at the end of Reception
- Ofsted October 2023- 'From the moment children start in Nursery, there is a strong focus on developing language and communication.'Pupils use accurate vocabulary to respond to questions, for example when discussing the United States civil rights movement''In science, pupils can identify different types of rocks and use precise scientific vocabulary to name them'

Improved reading and phonics attainment among disadvantaged pupils

- Rigorous assessment practices and effective, timely interventions have led to more rapid progress taking place in phonics.
- Pupil conferencing/pupil book study results have shown that engagement of reading has increased across the school and children of all abilities are able to access reading lessons through adaptive teaching and effective scaffolding. Pre-reading sessions have been a particular strength in KS2
- Assessments have shown improvements in fluency due to daily practice (e.g echo reading, choral reading) and individual reading taking place across the school e.g reading buddies scheme, reading speed interventions.
- In 2022/23 PP children performed in line with Non-PP children in KS1 reading
- In 2024/25 PP children outperformed non PP children by 7% at the end of KS2
- In 2024/25 100% of PP children passed the phonics screening check by the end of year 2.
- Ofsted October 2023- 'The reading curriculum supports children in the early stages of reading and older pupils to read well and develop comprehension knowledge that is appropriate to their age.

Improved maths and writing attainment for disadvantaged pupils in KS2

- Writing moderations have shown good improvements in writing, particularly at the end of KS1 and 2. Improvements in writing stamina has been evident and grammar has been particularly strong
- Diagnostic assessments have identified gaps in Maths , which have been addressed and taught during subsequent lessons. Progress in arithmetic has been a particular strength
- Numbersense was introduced from 2023 and has improved number fluency and accuracy across KS1 .
- A new Maths curriculum was introduced in 2024/25 (Oak Curriculum) as well as a more structured approach to times tables (Numbersense times tables).Outcomes are starting to improve with 75% of PP children achieving full marks in the MTC in 24/25.

- In 22/23 PP children performed in line with Non-PP children in KS1 writing and Maths
- In 24/25 PP children achieved in line with Non PP children in writing at the end of KS2

Increased wellbeing of children

- In 22/23 a new pastoral mentor was appointed and this role has been invaluable in supporting our PP children and their families.
- The Pod was introduced at lunchtime and breaktime to provide a safe space for children to talk and play
- Termly pastoral triage meetings were used to identify those children with wellbeing concerns and plan appropriate support. 16 PP children received pastoral support last year.
- A pupil wellbeing survey is conducted twice a year. Any concerns were identified and responded to
- Staff wellbeing was high, which positively impacts pupils' wellbeing. In 2024/25 100% of staff enjoyed working at Stoke Park and 96% agreed there was a positive culture in the school .
- Our family support team worked with the parents of PP children to improve attendance, particularly persistent absence e.g creating attendance action plans, regular phone calls and using the minibus
- Ofsted October 2023-'Pupils enjoy attending Stoke Park Primary School.'
  'Adults expect pupils to behave well. Pupils respond positively to this. '
  'The school has a clear curriculum for behaviour. All adults use the behaviour policy in the same way…..They (children) understand the expectations and respond well to these….. This supports pupils to focus on their learning. From Nursery Year onwards, children learn how to move around the school, including in corridors. As a result, the school is orderly and calm.'
  'Pupils talk enthusiastically about the 'enrichment passport'. This gives them opportunities to support others in the community through fundraising events, to play a musical instrument and to learn about their own personal safety. All of this supports pupils' character development'

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
CUSP	Unity Schools Partnership
Insight	Insight Tracking
Wellcomm	GL assessments
Steplab	Steplab

Service pupil premium funding (optional)

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**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.