



Pupil premium strategy statement

Stadhampton Primary School



This statement details our school’s use of pupil 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 effect that last year’s spending of pupil premium had within our school.

School overview

2025/2026 – Black 2024/2025 - Red

Detail	Data
School name	Stadhampton Primary School
Number of pupils in school	92 89
Proportion (%) of pupil premium eligible pupils	15% (14 children) 16% (14 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 (2023 – 2026)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Miss Emma Charnock Headteacher
Pupil premium lead	Mrs Nicki Stafford SENDCo
Governor	Mrs Sue Huntley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£20,045

Part A: Pupil premium strategy plan

Statement of intent

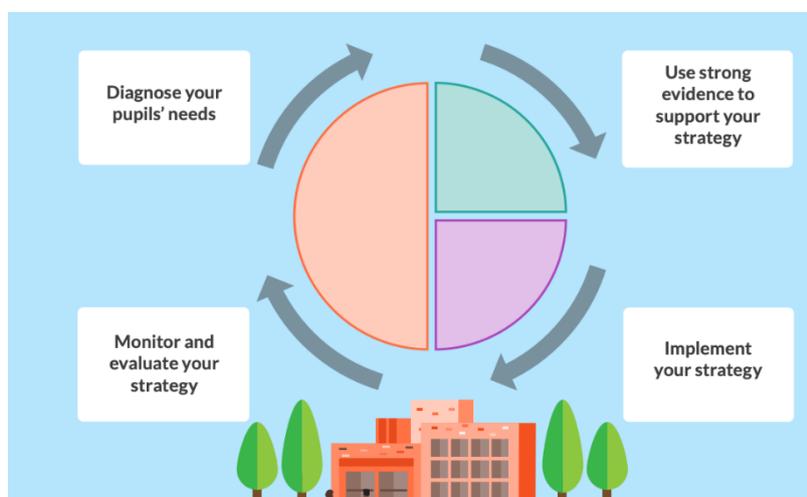
At Stadhampton Primary School we have high aspirations and ambitions for all our children, irrespective of their background or the challenges they face, and we believe firmly that our pupils are given every chance to realise their full potential.

We ensure rigorous, accurate and effective assessment so that all pupils make at least good progress, and many excel.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We are committed to providing an excellent education so that each child has a sense of being valued and is encouraged to develop his or her individual nature. As such, high quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the learning they are set
- Act early to intervene at the point a need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve



<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

Challenges

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

Challenge number	Detail of challenge
In-school barriers	
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among some of our disadvantaged pupils. These are evident in our youngest pupils.
2	Assessments, observations, and discussions with pupils suggest some disadvantaged pupils generally have greater difficulties with phonics. This negatively impacts on their development as readers.
3	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by disruption to 'normal' life caused by the pandemic to a greater extent than for many other pupils. This is becoming more apparent in the youngest of our pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling (though not all pupil premium) behind age-related expectations, especially in phonics – including reading and writing. Timely intervention and additional support are crucial to ensuring that gaps do not widen.
External barriers	
4	Challenging family circumstances caused by the cost-of-living affect children's well-being and behaviour
5	Attendance rates for some pupils eligible for PP are lower than non-pupil premium.
6	Challenging family circumstances caused by at least one parent being serving military personnel.

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. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Raise attainment and narrow the gap for pupils eligible for PP to at least age expected levels, with aspirational targets.	The gap between the attainment of the disadvantaged pupils and their peers continues to close. Most pupil premium pupils to attain age-related expectations by the time they leave Stadhampton Primary School, if not before.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none">• Qualitative data from pupil voice, pupil and parent surveys and teacher observations.• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
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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: £8,000. **£8,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments for reading.</p> <p>Ongoing training and meetings for staff to ensure they know how to administer the assessments and the way to interpret the findings.</p>	<p>Standardised test can provide reliable insights into the specific strengths, weaknesses and thinking of each pupil to help ensure they receive the correct additional support.</p> <p>Diagnostic assessment tool/Education Endowment Foundation/EEF</p>	1, 2, 3
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Purchase resources e.g. resources to support the introduction of a consistent approach to writing from EYFS to Year 6.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure strong whole school phonics teaching to all pupils.</p> <p>Training for staff to ensure secure knowledge of phonics teaching for all staff. Release time for training.</p>	<p>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.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
<p>Provide high quality teaching across the curriculum.</p>	<p>Research into high quality teaching and learning strategies raises the levels of engagement and attainment for pupils from all backgrounds, especially</p>	1, 2, 3

<p>Cross-curricula approach to planning and accurate use of assessment information to identify and target pupil premium children.</p>	<p>when children have opportunities to make links between learning activities.</p> <p>High Quality Teaching/ Education Endowment Foundation / EEF</p>	
<p>Ensure targeted teaching at the point of learning to narrow gaps in attainment and accelerate progress of disadvantaged children.</p> <p>Embed new feedback policy and methods of feedback (live marking / verbal feedback / class record sheets etc.).</p> <p>Identify and implement non-negotiable expectations within feedback across the school.</p> <p>Ongoing use of AFL and assessment to identify gaps in knowledge and skills.</p> <p>Teachers planning and interventions to be flexible and adapted to plug gaps.</p>	<p>Feedback evidence suggests that in the moment feedback is an efficient type of assessment and enables all children to be taught specifically according to their needs rather than an assumed ability.</p> <p>Children make more progress with their learning if lessons are adapted because of AFL and teachers' daily assessments.</p> <p>Assessment and Feedback/ Education Endowment Foundation/ EEF</p>	<p>1, 2, 3</p>

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

Budgeted cost: £5,000. **£5,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics, reading and writing sessions targeted at disadvantaged and vulnerable pupils who require further support.</p>	<p>High quality interventions, especially phonics approaches, have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a specified period.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<p>Teachers or experienced TAs to deliver small group work/interventions to narrow the ARE gap.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Teaching assistant interventions / Toolkit strand / Education Endowment Foundation / EEF</p>	<p>1, 2, 3</p>
<p>Embed 'learning language' for all children so that children can confidently talk about their learning.</p> <p>Use of Bloom's language for higher order thinking to be integrated across all areas of the curriculum and all ages.</p> <p>Training opportunities sought for EY team to support development of communication and language skills in Reception. Children now attending school born</p>	<p>Develop language for learning rich environment to allow children to talk about their learning with greater meaning.</p> <p>Metacognition/ Education Endowment Foundation/ EEF</p>	<p>1, 2, 3</p>

<p>during the first lockdown, understanding language development key to supporting these children as they start school.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,045, **£7,670**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across the school.</p> <p>Staff training on the use of Outdoor Play and Learning (OPAL) to enhance behaviour at break times and impact on classroom behaviour.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 4
<p>Engage families of disadvantaged pupils.</p> <p>Develop strong relationships from when they join the school. Time provided for DSL's to participate in early help processes (e.g. EHA's / TAFs...).</p> <p>Additional IT support provided when needed to support engagement of disadvantaged children when home learning or learning remotely.</p>	<p>Children make better progress with their learning and emotional development when their families are engaged with their learning process, and they are safe.</p> <p>Parental engagement/ Education Endowment Foundation/ EEF</p>	1, 3, 4

<p>Monitor attendance of PP children and address low levels of attendance / repeat absences directly with families.</p> <p>To support parental engagement and attendance by ensuring Wrap Around Care places are available for disadvantaged pupils.</p> <p>To further support parental engagement two members of staff will be attending a course to become 'Parent Group Leaders'. This will enable the staff members to lead a 10 week parent support group.</p>		
<p>To support the attendance at enrichment activities, ensuring that disadvantaged pupils are not further disadvantaged</p>	<p>We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>Life skill enrichment/Education Endowment Foundation/EEF</p>	<p>1, 3 ,4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>
<p>Military Service Child - wellbeing support</p>	<p>Ensuring children with at least one parent in the Military are supported in school. This is in the form of additional nurturing sessions and support to access the curriculum as required.</p>	<p>6</p>

Total budgeted cost: £20,045

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.

We have analysed the performance of our school's pupil premium children during the academic year 2024/2025 using key stage 1 and 2 performance data, phonics screening check and our own internal assessments.

Our school's 2025 performance data for Key Stage 2 assessments showed that 77% of children who took part in the assessments achieved the expected standard for RWM combined. In reading 85% of children achieved the expected level, in writing 85% and in maths this was 77%.

Our attendance figures for pupil premium children were the same as the whole school average – 95.3% whole school and pupil premium children and 91.5% for children in receipt of FSM. We will continue to monitor this during the academic year 2025/26. In a small school, small cohorts mean a single child can have a large impact on overall figures.

Our outcome to improve oral and language skills and vocabulary is ongoing and although some progress has been achieved, as seen in the attainment of pupil premium children across the school in reading, we still feel this is an area that will require continued support as the effects of the pandemic on younger children's ability to communicate effectively are becoming increasingly apparent. With each new Reception cohort and the knowledge that the children were at a prime development age for speaking we are becoming aware of the difficulties these children are having, as speaking also impacts their social ability. We also introduced a new writing framework during the academic year 23/24 with a greater emphasis on acquiring and using more ambitious vocabulary, we are starting to see a real change in the vocabulary being used, the level of sentence writing has improved. This year we are working on developing vocabulary further.

Oral and language skills can also be supported through the phonics programme we have chosen to adopt. Twinkl phonics enables a whole school approach with suitable intervention opportunities for those in Key Stage 2. The phonics screening results show 64% of Year 1 children achieved at least the expected level. This should enable those children to develop a solid foundation for reading and writing and enable them to continue making good progress through the school. Additional support is being provided for those who didn't achieve the expected level and they will be re-tested in June 2026.

Our outcome to ensure the wellbeing of all pupils is as we are aware, still an area of ongoing need. We continue to see the impact of the cost-of-living crisis and how participation in enrichment activities is being affected. We feel that achieving and sustaining

wellbeing of pupil premium children is an area that will require further support going forward and we will continue to make a portion of our budget available to pupil premium children, so that they do not miss out on extra-curricular opportunities because of a lack of means to pay for them.

The results mean that we are broadly on course to meet the outcomes we set out by 2025/26, although we are aware of the need to ensure that the teaching of phonics and writing do continue to meet the needs of the children and ensure that solid foundations are put in place, especially for our PP children.

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
Twinkl Phonics	Twinkl
White Rose Maths	White Rose Maths
Rocksteady	Rocksteady Music School
Get set 4 PE	Get set 4 Education
Get set 4 music	Get set 4 Education
The Write Stuff	Jane Considine Education