

Pupil premium strategy statement – Stanton Community 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2027
Statement authorised by	Liz Bonnelykke
Pupil premium lead	Liz Bonnelykke
Governor / Trustee lead	Karen Sewell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,230
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£77,230

Part A: Pupil premium strategy plan

Statement of intent

When making decisions regarding the Pupil Premium, it is essential to consider the specific context of our school, along with the challenges our pupils face.

Context: We acknowledge that "disadvantaged" encompasses a range of circumstances, including:

- Free School Meals (FSM)
- Pupil Premium Grant (PPG)
- Children in Care (CiC), Looked After Children (LAC), and Previously Looked After Children (PLAC)
- Boys with absent fathers
- Single-parent families
- Pupils facing serious safeguarding concerns
- Families who are "just about managing"
- Families experiencing rural isolation

The needs of our pupils are the driving force behind our strategy. Ensuring equity for all pupils is central to our approach. We recognise that this strategy is a continuous process rather than a one-time event, and it will impact each individual in different ways. Our aim is for our strategy to also provide benefits to non-disadvantaged pupils alongside their disadvantaged peers.

Our goal is for every pupil, regardless of their background, to feel a sense of belonging within the Stanton School community and to be prepared to learn, thrive, and reach their full potential. We are committed to helping our pupils become confident, articulate, and ambitious individuals. We understand that language plays a significant role in the attainment gap, and that effective communication is essential for success.

As such, we aim for all children to become proficient readers and to cultivate high-quality oracy skills along with a rapidly expanding vocabulary. Nationwide, there is a notable reading deficit (DfE 2017: only 31% of children read daily at home), which is why we prioritise reading throughout the school—not only as a vital skill but also as an enjoyable activity.

We have identified the primary challenges faced by our most disadvantaged pupils, which include:

- Social, Emotional, and Mental Health (SEMH) needs, such as anxiety and the impact of adverse childhood experiences
- Complex family dynamics and safeguarding concerns
- Learning gaps that have been worsened by school disruptions
- Language and communication difficulties
- Provision of basic needs

Every interaction is significant! When children feel safe, valued, and cherished, they are more likely to be ready to learn. Therefore, we strive to foster strong relationships throughout the school—between adults and pupils, among pupils themselves, and between adults. Our whole-school therapeutic approach to behaviour management ensures that adults respond to behaviour incidents in a consistent manner.

We have an Emotional Support Practitioner (FSP) who also serves our wrap around care leader and is a licenced Thrive practitioner. This role involves providing support to pupils and their families, delivering

therapeutic interventions, and addressing any multi-agency challenges. Additionally, we actively promote and encourage outdoor learning across our curriculum, including Forest School sessions, which are recognised for enhancing the emotional wellbeing of all pupils.

At Stanton Community Primary School, we firmly believe that, alongside strong pastoral care, inclusive teaching and learning serve as the most effective means of addressing disadvantage. To meet the diverse needs of our pupils, we provide continuous professional development (CPD) and support for all staff. Our approach is learning-focused, incorporating diagnostic assessments, real-time feedback, and the development of additional adults in the classroom.

From Early Years Foundation Stage (EYFS) to Year 6, we prioritise explicit teaching of reading while also celebrating the joy of reading. We have implemented strategies to enhance vocabulary development throughout our curriculum. In our classrooms, we uphold high expectations for every pupil. Our teaching and learning opportunities are designed to cater to the needs of all pupils through:

- Scaffolding
- Adult support
- Development of subject-specific vocabulary
- Modelling
- Thoughtful questioning
- Peer collaboration and discussions
- Retrieval practice
- Live marking and feedback
- Building strong relationships to support social, emotional, and mental health (SEMH)

Ultimately, the approaches we have implemented work in harmony to help ALL pupils thrive, regardless of socio-economic disadvantage. We have established a whole-school approach where every staff member shares responsibility for the outcomes of disadvantaged pupils and works to raise expectations for what each child can achieve. We engage in regular team discussions, leveraging the expertise of various staff members to design support that is tailored to meet the holistic needs of each individual pupil.

Challenges

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

Challenge number	Detail of challenge
1	A number of our disadvantaged pupils have a range of social and emotional needs, along with having experienced adverse childhood experiences. These needs have resulted in an increase in nurture support and Thrive activities.
2	Safeguarding and complex family situations.
3	Assessments have identified gaps in pupils' learning as a result of school closures and identified learning needs. Cognitive difficulties are observed to impact on the engagement of pupils with their learning and outcomes in reading, writing and maths.
4	Language and communication needs, including vocabulary knowledge. Assessments with children show that a high number of children, including disadvantaged pupils have underdeveloped oral language skills and vocabulary gaps. Only 40% of our pupil premium children joined in Reception, this results in a decrease in the window available to ensure rapid early language acquisition.

5	A number of parents are struggling to provide their children with some basic needs such as adequate sleep, breakfast, which can impact on children's engagement with their learning and levels of concentration. Attendance will improve as a result of family support.
6	<div>Attendance Ranges</div> <div><div><div>Disadvantaged 38 pupils</div><div><div><div></div><div>23.7%</div></div><div><div></div><div>21.1%</div></div><div><div></div><div>23.7%</div></div><div><div></div><div>28.9%</div></div></div><div>2.6%</div></div><div><div>Not Disadvantaged 164 pupils</div><div><div><div></div><div>8.5%</div></div><div><div></div><div>6.7%</div></div><div><div></div><div>29.9%</div></div><div><div></div><div>54.3%</div></div></div><div>0.6%</div></div><div><div>Legend</div><div><div></div>Severely absent (50% or more sessions missed)</div><div><div></div>Persistently absent (10% or more sessions missed)</div><div><div></div>At risk of persistent absence (5-10% sessions missed)</div><div><div></div>Good attendance (95-99%)</div><div><div></div>Excellent attendance (99%+)</div></div></div>

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 social and emotional wellbeing for our pupils, particularly our disadvantaged pupils.	Sustained high levels of well-being and improved resilience evidenced by, Thrive profile assessment, teacher observations, levels of engagement, pupil perceptions a
Children have a safe, warm home environment, with all basic living essentials such as beds, furniture to store clothing and food in the cupboards.	Children and parents know how and where to go for support. Evidenced by family support practitioner involvement, timely support from other agencies and increased attendance.
Improved learning outcomes in reading, writing and maths	Pupils achieve at least in line and above with national average prog
Improved oral language skills and vocabulary acquisition	Assessments and observations indicate improved oral language amongst disadvantaged pupils and improved vocabulary within class discussions an
Children's physiological needs will be met so that they can engage wholeheartedly and positively in their learning, experience enriched learning experiences and increase stamina and resilience	Children will be physically fit, nourished and hydrated. They can engage positively and proactively in their learning. This will be evidenced by teacher observations, levels of engagement, pupil perception
Attendance of disadvantaged children is in-line with non-disadvantaged children. Disadvantaged children are accessing their full educational entitlement and extra-curricular activities.	Disadvantaged children will be attending school regularly, parents are supported in maintaining good attendance for their child. A high proportion of disadvantaged children take up extra-curricular activities and access experiences designed to raise aspirations.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £39,756

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure that all staff understand the barriers to learning, including gaps in learning as a result of the pandemic for each PP/ vulnerable child and to plan, implement and monitor a programme of targeted support to address identified needs and address gaps in learning.</p> <p>Assessment and identification: To purchase and use bespoke assessments to identify specific needs and gaps in learning in reading, writing, spelling and maths, which will inform support and interventions.</p> <p>Intervention support:</p> <ul style="list-style-type: none"> Bespoke interventions / provision plans in place to ensure the school meets the needs of each child. Aspects are identified within gaps analysis and are addressed through individual/small group interventions. Teaching Assistant led interventions put in place for maths (Essex maths, precision teach, Whizz Maths) along with English interventions (Beat Dyslexia, Paired reading, self regulated strategy development) and daily reading. Additional allocated Teaching Assistants are trained to be deployed to support identified children in small group/ 1:1 in some classes, with identified children. 	<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>EEF Maximising Impact of Teaching Assistants:</p> <p>Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Impact of Maths-Whizz on pupils' mathematical attainment</p> <p>EEF Making Best Use of Teaching Assistants</p>	3,4
<p>Investment in personal professional development including training and support for ECTs to ensure all staff are confident and competent to plan and implement Stanton's ambitious curriculum and strive to keep learning and improving.</p>	<p>Focus on Metacognition across the school 2024-2026</p> <p>EEF Metacognition and Self-Regulation</p> <p>Focus on SEND in Mainstream, due to increased levels of SEND across the school.</p> <p>EEF SEND in Mainstream</p>	3,4
<p>Implementation of the curriculum: ensuring a good quality of education is provided to all - including the most disadvantaged - through recruitment and retention. Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving.</p> <p>CPD Programme:</p>	<p>"Addressing Educational Disadvantage In Schools and Colleges: The Essex Way" edited by Marc Rowland ISBN 978-1-913622-45-9 Feedback;</p> <p>EEF Feedback</p> <p>EEF Teacher Feedback to improve children's learning</p>	3,4

<ul style="list-style-type: none"> • To implement a bespoke training programme for teaching and support staff in order to address identified needs and impact on whole class quality for teaching with a focus on cognitive difficulties • To ensure that new staff appointed have a planned programme of CPD, including introduction to and support with delivering interventions. • To carry out an audit of staff needs aligned with pupil progress meetings and identified needs in new cohorts to plan CPD programme. • To continue to develop the implementation of Rosenshine's and Instructional Coaching through staff training in order to ensure that explain and modelling strategies are fully embedded and support high quality teaching and learning strategies. 	<p>Teachers and TAs will receive bespoke training to understand and implement strategies that meet identified needs, ensure engagement in whole class learning and ensure progress from individual starting points.</p> <p>50% of PP funded children have a learning need/ cognitive difficulty.</p>	
<p>Phonics: To ensure that training for the Little Wandle phonics programme is in place in order to continue to deliver the new phonics scheme effectively and consistently and to maintain the school's high-quality teaching and outcomes in phonics.</p> <p>To work with Myland Literacy Hub to ensure additional support for ECTs.</p> <p>To use CUSP Oracy programme</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>	

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

Budgeted cost: £31,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identification of and support for language and communication needs :</p> <ul style="list-style-type: none"> • SENCO and Learning Mentor to screen all EYFS pupils, and joiners in other year groups, on entry to school using BPVS assessment tool. • Weekly bespoke speech programmes put in place to address identified areas of need, which include vocabulary acquisition, naming, describing, retelling and justifying language skills, receptive language skills. 	<p>A number of pupils in EYFS and KS1 have weak language and communication skills.</p> <p>Only 40% of PP children joined the school in Reception.</p> <p>Children with poor language skills struggle across many areas. The impact of having poor spoken language affects educational outcomes, social relationships, employability and places young people at risk of poor mental health and offending. "Good</p>	3,4

	<p>communication is one of the most important skills anyone could have.” (I Can Trust) 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>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>Improving Mathematics in the Early Years and Key Stage 1</p>	3,4
<p>TA / HLTA led Essex Educational Psychology Service Maths Intervention (EPS) sessions (minimum 4 x per week) for children in KS1</p> <ul style="list-style-type: none"> Initial assessments (EPS and/or Sandwell) identify gaps to be addressed. 	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>EEF Small Group Tuition</p>	3

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

Budgeted cost: £6,224

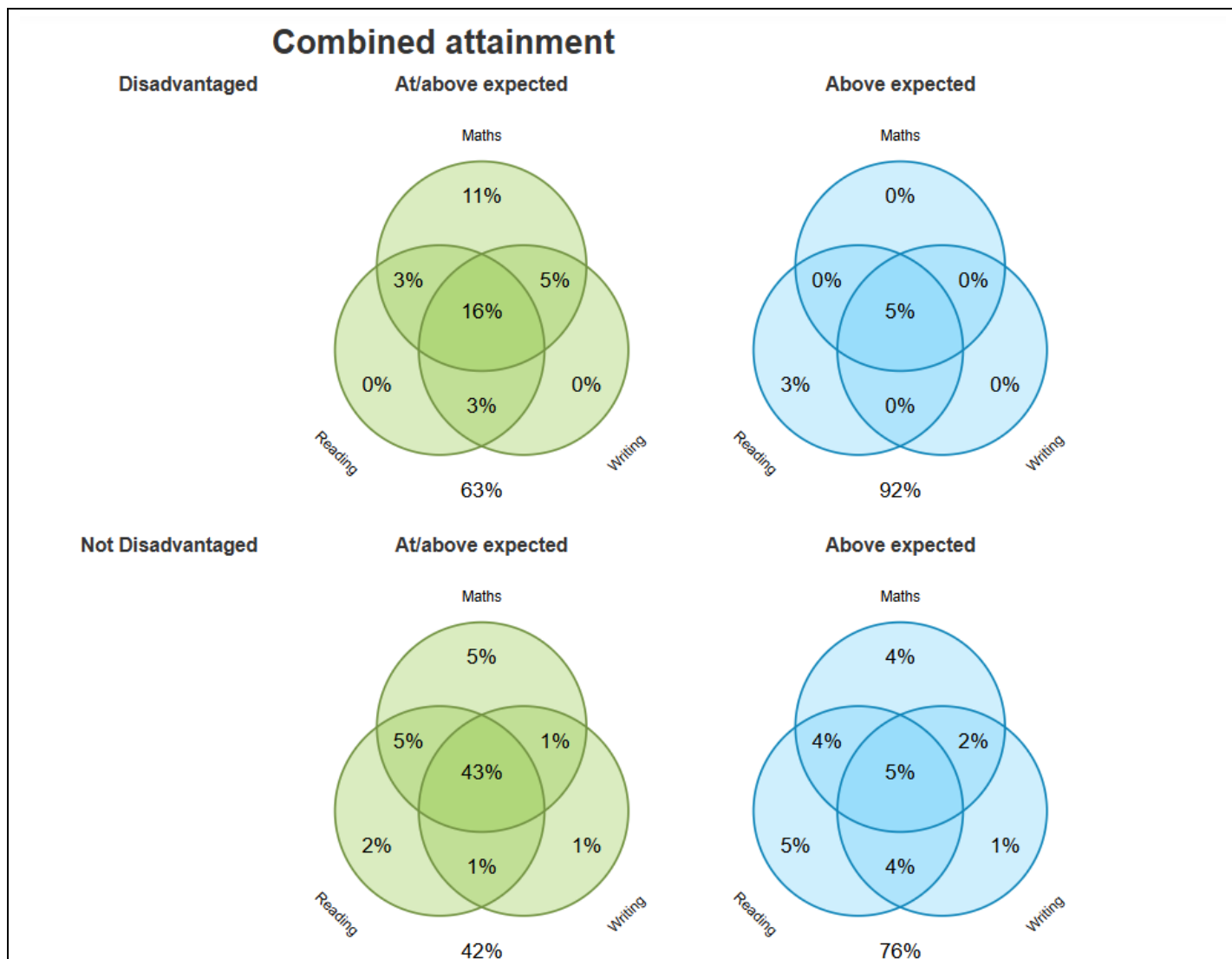
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strive to enhance pupils' self-esteem, self-confidence, social and emotional development and resilience through the school's Early Help activities and Thrive approach across the school, including Thrive groups and family Thrive sessions, individual or group – depending on Covid restrictions.</p> <ul style="list-style-type: none"> • Ongoing Thrive training and supervision for SEMH lead with Educational Psychologist • Ongoing assessment of need through PP barrier analysis, Boxall Profile resources and Anna Freud Foundation pupil perception surveys • Weekly Thrive sessions in place for identified children after assessment and monitoring • Review and evaluate provision in line with EEF 'Improving Social and Emotional Learning in primary Schools' • Establish Mental Health Wellbeing committee as part of school's engagement with Suffolk Mind – ensuring participation from pupils (including PP pupils), staff, governors and parents 	<p>Children learn better and are happier in school if their emotional needs are addressed, without addressing emotional needs, learning will be hindered and not as effective. EEF 'Improving Social and Emotional Learning in primary Schools' cite extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Further positive impact links to positive classroom climate, improved relationships and less disruptive behaviours.</p> <p>EEF Social and Emotional Learning</p>	<p>1,2,3,4</p>
<p>To enhance pupils' cultural capital and development of language and vocabulary by providing a breadth of enriched life experiences:</p> <ul style="list-style-type: none"> • Enable pupils to take part in school visits both virtually and in school, which build on the skills and knowledge from our curriculum. • To provide hands on, real life learning opportunities in a range of places, i.e. the farm, biogas plant, solar panel plant, livestock fields and with a range of experts, both virtually and in person. • To provide opportunities that children would otherwise not have, such as: visiting universities and places of further education and places of employment, and meeting experts from a wide range of backgrounds and with different careers. • To experience activities such as engineering day, food waste, heart dissection, volunteers and visitors in school, work with West Suffolk College adult education and much more 	<p>Based on our experience cultural capital affects educational inequality because children from privileged backgrounds tend to possess more cultural capital than those from less privileged backgrounds.</p> <p>We have seen that cultural and arts opportunities support the wider learning of all children, including disadvantaged pupils.</p> <p>Schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum and developing a wider vocabulary.</p>	<p>1,3,4,6</p>

<ul style="list-style-type: none"> • To provide enrichment opportunities for disadvantaged pupils such as participation in sports and creative arts extra-curricular clubs. <p>To provide themed curriculum days to deepen children's understanding of specific subject themes and aspects of learning.</p> <p>As a result we would expect attendance to increase as children want to be involved in different experiences and activities, and will show greater resilience in overcoming a range of barriers to not attending.</p>	<p>We know that we hold a privileged position in being able to raise pupils' aspirations and show them many different paths in life that they could take!</p> <p>We know that by ensuring that every child knows that path is open to them, we can set a goal and a dream from a young age.</p>	
<p>To ensure that pupils and families are supported with basic needs in order to enable children to feel part of the school community and to improve attendance:</p> <ul style="list-style-type: none"> • Resources pack created for identified children with good quality reading books, learning resources, writing materials to support home learning and activities. • Funded places at Breakfast Club and after school club for identified pupils • Fund school uniform for all PP children • Food parcels for identified pupils during holiday times, or times of crisis. 	<p>Maslow's hierarchy of needs show the importance of:</p> <ul style="list-style-type: none"> • Physiological needs – food, water, clothing... • Safety • Love and belonging • Esteem • Self Actualisation - becoming the most that they can be. <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	1,2,5
<p>Welcoming parents back into school to understand our approach to teaching and learning and to help break down barriers between home and school to improve learning through:</p> <ul style="list-style-type: none"> • Regular open lessons and open parent events • Extended library opening hours • Fun on the field • Joint parent and child clubs • Jigsaw families 	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning.</p> <p>It includes:</p> <ul style="list-style-type: none"> • General approaches which support their children e.g. reading or homework • The involvement of parents in children's learning activities • More intensive programmes of support. <p>EEF Parental Engagement</p> <p>The A-Z of Addressing Disadvantage (John Catt A-Z series) Paperback – 25 April 2025 by Marc Rowland (Author)</p>	

Total budgeted cost: £ 77,230

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils



1. Improved Oral Language Skills and Vocabulary Acquisition

- **Assessment Method:** Regular formative assessments, including observations and structured assessments in EYFS and KS1, were conducted to evaluate pupils' speaking and listening skills.
- **Outcomes:** Enhanced vocabulary acquisition was noted, which has laid a strong foundation for literacy development. This is evidenced by increased participation in discussions and improved articulation of thoughts.

2. Improved Phonics, Reading, and Writing in EYFS and KS1

- **Assessment Method:** Phonics screening checks and reading assessments were utilised to monitor progress in phonics and reading skills. Writing samples were collected and analysed for development over the year.
- **Outcomes:** A significant percentage of disadvantaged pupils met the expected standard in phonics checks, showing improved decoding skills. Writing assessments indicated better sentence structure and creativity.

3. Improved Spelling Resulting in Enhanced Writing from Year 2 to 6

- **Assessment Method:** Spelling tests and writing assessments were regularly administered to track progress in spelling accuracy and its impact on writing quality.
- **Outcomes:** Data indicated a marked improvement in spelling accuracy, which correlated with enhanced writing quality across year groups. This was reflected in teacher assessments and pupil work samples.

4. Identification and Addressing of Gaps in Reading, Spelling, Punctuation, and Maths

- **Assessment Method:** Diagnostic assessments were employed to identify specific gaps in knowledge and skills. Regular tracking of pupil progress through formative assessments allowed for timely interventions.
- **Outcomes:** Targeted interventions were implemented based on assessment data, leading to improved outcomes in reading, spelling, punctuation, and maths for disadvantaged pupils. Progress was monitored through ongoing assessments and adjustments to teaching strategies.

5. Increased Parental Engagement and Knowledge

- **Assessment Method:** Surveys and feedback sessions were conducted with parents to gauge their understanding of the school's teaching approaches and their confidence in supporting learning at home.
- **Outcomes:** Parents reported feeling more knowledgeable about the curriculum and more confident in supporting their children's learning, which positively influenced pupil engagement and performance.

6. Sustained Improvement in Learning Behaviours and Wellbeing

- **Assessment Method:** Pupil surveys, behaviour tracking, and wellbeing assessments were utilised to evaluate changes in learning behaviours and overall wellbeing.
- **Outcomes:** There was a noticeable improvement in pupil engagement and behaviour, contributing to a positive classroom environment. This was reflected in reduced incidents of persistent absence and increased participation in school activities.

Conclusion

The assessment of disadvantaged pupils at Stanton CP School has been comprehensive and multifaceted, focusing on both academic performance and wellbeing. The strategies implemented have led to significant improvements in literacy skills, parental engagement, and overall pupil outcomes. Continuous monitoring and targeted interventions will remain a priority to ensure sustained progress and achievement for all pupils, particularly those from disadvantaged backgrounds.

Next Steps

To further enhance the performance of disadvantaged pupils, consider the following actions:

- **Ongoing Professional Development:** Provide training for staff on effective strategies for supporting disadvantaged pupils.
- **Enhanced Parental Involvement:** Develop workshops to further educate parents on how to support their children's learning at home.
- **Regular Review of Interventions:** Continuously assess the effectiveness of interventions and make necessary adjustments based on pupil progress data.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Thrive	Thrive
Maths Whizz	Whizz Education
Little Wandle Phonics	Little Wandle
Essex maths Programme	Essex Educational Psychology Service

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**

Additional pastoral support for SPP pupils

Additional academic interventions

Pupils eligible for SPP had access to effective pastoral support for social, emotional, mental health and behavioural needs. See recommendations from SCISS [\(Service Pupils in State Schools\)](#)

Pupils eligible for SPP had access to intervention sessions, including Forest School sessions as appropriate. SP pupils had additional support and interventions for both academic and social, emotional and mental wellbeing. Spaces for pupils moving during the academic year are available at their local school enabling them to become part of their local community and not have to travel out of catchment. This is particularly detrimental when they often have to move multiple times during their school careers.

The impact of that spending on service pupil premium eligible pupils

Increased emotional resilience among eligible pupils, as evidenced by improved wellbeing surveys. Enhanced engagement in school activities, leading to a reduction in anxiety and improved classroom behaviour. Positive feedback from teachers regarding the increased confidence and participation of service pupils in class discussions and activities.

Improved academic performance in reading and maths, with eligible pupils showing progress in assessments compared to baseline data. Increased parental engagement, with more parents attending workshops and parent-teacher meetings. Parents reported feeling more equipped to support their children's education, which contributed to improved learning outcomes at home. Enhanced social skills among service pupils, resulting in better peer relationships and collaboration in group activities.

Reduction in incidents of conflict and behavioural issues, contributing to a more positive school environment. Data indicated that service pupils made progress in both academic and social-emotional areas, with ongoing adjustments made to interventions based on feedback. Continuous monitoring allowed for timely identification of any emerging needs, ensuring that support remained relevant and effective.