

Pupil premium strategy statement – Stanton 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	201
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	September 2025
Date on which it will be reviewed	December 2027
Statement authorised by	Liz Bonnelykke
Pupil premium lead	Liz Bonnelykke
Trustee lead	David Bicker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,161
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>	£69,161

Part A: Pupil premium strategy plan

Statement of intent

When deciding how to allocate Pupil Premium funding, it is vital to reflect on the unique circumstances of Stanton Primary School and the particular challenges our children face.

Context: We recognise that “disadvantage” covers a broad range of situations, including:

- Eligibility for Free School Meals (FSM)
- Pupils receiving the Pupil Premium Grant (PPG)
- Children in Care (CiC), Looked After Children (LAC), and Previously Looked After Children (PLAC)
- Boys growing up without fathers at home
- Children from single-parent families
- Pupils experiencing significant safeguarding issues
- Families who are “just about managing”
- Families affected by rural isolation

Our pupils’ needs are at the heart of our strategy, with fairness and equity central to our approach. We view this work as an ongoing process rather than a single intervention, recognising that its impact will vary across individuals. Importantly, our strategy aims to benefit all children, not only those considered disadvantaged.

Our ambition is for every pupil—whatever their background—to feel a strong sense of belonging in the Stanton community and to be equipped to learn, succeed, and fulfil their potential. We are dedicated to supporting children to become confident, articulate, and ambitious learners.

Since language development is key to narrowing the attainment gap, we prioritise communication skills. Our aim is for every pupil to be a fluent reader with a rich vocabulary and well-developed oracy skills. Reading is a priority across the school, not only because of national concerns around declining reading habits (**only 19%** of children and young people aged 8-18 report that they read something daily in their free time ([National Literacy Trust](#))) but also because it is both essential and enjoyable.

We have identified the key barriers faced by many of our most disadvantaged pupils:

- Social, Emotional, and Mental Health (SEMH) needs, including anxiety and the effects of adverse experiences
- Complex home circumstances and safeguarding concerns
- Gaps in learning, often exacerbated by missed schooling
- Difficulties with language and communication
- Access to basic needs

Every interaction matters. When children feel safe, cared for, and respected, they are more ready to learn. Building strong, positive relationships across the whole school community is therefore a priority. Our therapeutic approach to behaviour management ensures consistent, compassionate responses from all adults.

We are supported by an Emotional Support Practitioner (who is also a Thrive practitioner and wraparound care lead), offering direct support to pupils and families, delivering therapeutic in-

terventions, and coordinating with external agencies when required. Alongside this, we champion outdoor learning opportunities, including Forest School sessions, which are proven to boost children’s emotional wellbeing.

At Stanton Primary School, we firmly believe that high-quality teaching and inclusive learning, alongside strong pastoral care, are the most effective ways to reduce disadvantage. To achieve this, we invest in staff development through regular CPD, ensuring teachers and support staff are well-equipped to meet the diverse needs of our pupils. Our teaching approach is rooted in diagnostic assessment, real-time feedback, and the effective deployment of additional adults in classrooms.

From EYFS through to Year 6, we place a strong emphasis on reading, explicitly teaching the skills required while fostering a love of books. Vocabulary development is carefully woven through our curriculum. Across the school, we maintain ambitious expectations for all pupils, supported by a range of strategies, including:

- Scaffolding learning
- Skilled adult support
- Explicit teaching of subject vocabulary
- Modelling effective learning behaviours
- Probing and purposeful questioning
- Peer learning and collaborative talk
- Retrieval practice to strengthen memory
- Responsive marking and feedback
- Strong relationships to promote SEMH

Together, these approaches create the conditions for all pupils to flourish, regardless of background. Our whole-school ethos ensures that every member of staff shares responsibility for the progress and outcomes of disadvantaged pupils. Through regular team collaboration, we draw on collective expertise to design carefully tailored support that addresses the full range of each child’s needs.

Challenges

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

Challenge number	Detail of challenge
1	Many of our disadvantaged pupils present with a variety of social and emotional needs, often linked to adverse childhood experiences. As a result, we have seen a growing demand for nurture provision and targeted Thrive interventions.
2	Some children face safeguarding concerns and live in complex family circumstances.
3	Assessment outcomes show clear gaps in learning, partly due to disrupted schooling and specific learning needs. Difficulties with cognition are also affecting how pupils engage with lessons and their progress in core subjects such as reading, writing, and mathematics.
4	Language and communication remain key areas of need. Assessments indicate that many children, including those in receipt of Pupil Premium, have limited oral

	language development and significant vocabulary gaps. Only 40% of our pupil premium pupils began their journey with us in Reception, which reduces the timeframe available for developing strong early language foundations.
5	A number of families struggle to meet their children's basic needs, such as ensuring consistent routines, sufficient sleep, and access to a healthy breakfast. These issues directly affect pupils' concentration and readiness to learn. Targeted family support is expected to improve both engagement and attendance.
6	Attendance and punctuality remain concerns, with term-time holidays and persistent lateness leading to lost learning. This often results in children missing crucial early input in key areas such as phonics and fluency in mathematics.

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
Enhanced social and emotional wellbeing for all pupils, with a focus on those who are disadvantaged.	Consistently high levels of wellbeing and resilience demonstrated through Thrive profile assessments, teacher observations, pupil engagement, and pupil voice feedback.
Children have safe, stable home environments where their basic needs—such as suitable beds, storage, and access to food—are met.	Families know how and where to access support. Evidence includes involvement of the Family Support Practitioner, timely input from external agencies, and improved pupil attendance.
Stronger learning outcomes in reading, writing, and mathematics.	Pupils make progress in line with, or exceeding, national averages.
Improved oral language development and broader vocabulary acquisition.	Assessments and classroom observations show disadvantaged pupils making gains in spoken language and demonstrating richer vocabulary use in discussions.
Children's physical and basic needs are fully met, enabling them to learn with focus, resilience, and enthusiasm, and to access enriching opportunities.	Pupils are physically healthy, well-fed, and hydrated. They engage positively and actively in their learning, as reflected in teacher observations, pupil engagement levels, and pupil feedback.
Attendance of disadvantaged pupils matches that of their peers, with all pupils accessing their full education and enrichment opportunities.	Disadvantaged children attend school regularly. Families are supported to maintain strong attendance. A high proportion of disadvantaged pupils participate in extra-curricular activities and enrichment experiences that 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: £31,707

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of Maths Mastery programme</p> <p>Embedding a whole-school mastery approach in mathematics to ensure consistent, high-quality teaching of key concepts. Staff receive training and planning support, focusing on depth of understanding, problem-solving, and fluency.</p>	<p>EEF's <i>Improving Mathematics in Key Stages 2 and 3</i> guidance recommends mastery approaches, highlighting potential gains of +5 months' progress when well implemented. EEF Guidance Report – Improving Mathematics in KS2 and 3</p>	3,4
<p>Implementation of Grammarsaurus spelling programme</p> <p>Structured and systematic teaching of spelling rules and patterns across the school. Ensures disadvantaged pupils receive consistent, scaffolded opportunities to close gaps in spelling knowledge and accuracy.</p>	<p>EEF's <i>Improving Literacy in Key Stage 2</i> report emphasises the importance of explicit spelling and writing instruction. EEF Guidance Report – Improving Literacy in KS2</p>	3,4
<p>Employment of additional HLTA (Higher Level Teaching Assistant)</p> <p>Provides capacity for targeted interventions and classroom support, offering disadvantaged pupils small-group and one-to-one sessions in reading, writing, and maths. Supports teachers by releasing time for assessment and planning.</p>	<p>EEF evidence shows structured, targeted interventions delivered by well-trained TAs can deliver +4 months' progress. EEF Guidance Report – Making Best Use of Teaching Assistants</p>	1,3,4,5
<p>Structured staff induction programme</p> <p>Ensures new staff quickly embed into school systems and pedagogical approaches. Promotes consistency in teaching, safeguarding, and behaviour management, which particularly benefits disadvantaged pupils.</p>	<p>Linked to EEF's <i>Effective Professional Development</i> report, which finds sustained CPD has a significant impact on pupil outcomes. EEF Guidance Report – Effective Professional Development</p>	3,4
<p>Introduction of SmartGrade for assessment and gap analysis</p> <p>SmartGrade is used to track pupil progress and identify precise learning gaps. Enables</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional</p>	3,4

<p>timely, targeted interventions for disadvantaged pupils and evidence-informed teaching.</p>	<p>support through interventions or teacher instruction EEF's <i>Teacher Feedback to Improve Pupil Learning</i> highlights the importance of diagnostic assessment and responsive feedback. EEF Guidance Report – Teacher Feedback</p>	
<p>CPD for middle leaders</p> <p>Builds leadership capacity by training middle leaders to monitor teaching quality, track progress, and drive subject improvement. Includes coaching and mentoring to raise standards across the school.</p>	<p>EEF's <i>Effective Professional Development</i> guidance highlights the importance of leadership in driving CPD impact, which can equate to +2 months' progress. EEF Guidance Report – Effective Professional Development</p>	3,4
<p>Sustained Little Wandle phonics training</p> <p>Ongoing phonics training ensures staff deliver consistent, high-quality teaching of early reading. Provides disadvantaged pupils with strong foundations in decoding, fluency, and comprehension.</p>	<p>Phonics approaches have a high impact (+5 months), particularly for younger disadvantaged learners when taught systematically.</p> <p>EEF – Phonics: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	3,4
<p>Use of CUSP Oracy programme</p> <p>Introduces structured opportunities to develop spoken language, vocabulary, and communication skills. Disadvantaged pupils gain confidence in discussion, reasoning, and presentation, supporting attainment across the curriculum.</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>	3,4

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>Delivery of Hamish and Milo Intervention</p> <p>Structured emotional wellbeing sessions delivered by trained staff using the Hamish and Milo programme. Focus on building resilience, emotional literacy, and self-regulation for disadvantaged pupils.</p>	<p>EEF's <i>Social and Emotional Learning</i> evidence suggests SEL programmes can add +4 months' progress by improving self-regulation and behaviour. EEF Teaching and Learning Toolkit – Social and Emotional Learning</p>	<p>1,2,5</p>
<p>Additional ELSA (Emotional Literacy Support Assistant) Training</p> <p>Provide further training for ELSAs to enhance their ability to support pupils with emotional needs. Training includes advanced strategies for emotional regulation, trauma-informed practice, and pupil mentoring</p>	<p>Reinforced by EEF findings that social and emotional learning has a positive effect on attainment, particularly for disadvantaged pupils. EEF Toolkit – Social and Emotional Learning</p>	<p>1,2,5</p>
<p>TA / HLTA-led Essex EPS Maths Intervention Sessions (KS1)</p> <p>Targeted maths intervention delivered by trained TAs/HLTAs using Essex Educational Psychology Service resources. Minimum 4 sessions per week focusing on number fluency, reasoning, and problem solving for KS1 disadvantaged pupils</p>	<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>	<p>1,2,3,4,5</p>

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</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>1,2,5</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 · 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>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>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>1,3,4,5,6</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>	<p>1,3,4,5,6</p>

<p>Welcoming parents 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>	
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Total budgeted cost: £69,161

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome	Assessment Method	Impact Summary
Improved social and emotional wellbeing for disadvantaged pupils	<ul style="list-style-type: none"> - Thrive profile assessments - Teacher observations - Engagement levels - Pupil voice surveys 	80% of PP pupils showed improved Thrive scores; increased participation in class/trips and after school activities
Children have a safe, warm home environment with basic living essentials	<ul style="list-style-type: none"> - Family Support Practitioner logs - Referrals to external agencies - Attendance data 	12 families received food support; attendance improved by 6% for supported pupils
Improved learning outcomes in reading, writing and maths	<ul style="list-style-type: none"> - Internal and national assessment data - Smartgrade analysis - Book scrutiny 	82% of PP pupils met expected standards in reading; 85% in maths and 73% in writing
Improved oral language skills and vocabulary acquisition	<ul style="list-style-type: none"> - SALT assessments - Teacher observations - Vocabulary tracking in lessons 	85% of PP pupils showed improved vocabulary use in discussions
Children's physiological needs are met to support learning	<ul style="list-style-type: none"> - Teacher observations - Pupil perception surveys - Engagement tracking 	Pupils accessing breakfast club daily; increased stamina in lessons
Attendance of disadvantaged children is in line with non-disadvantaged peers	<ul style="list-style-type: none"> - Attendance tracking - Family support logs - Extra-curricular participation records 	PP attendance rose to 75%; 70% of PP pupils joined at least one club

Conclusion

The outcomes of our Pupil Premium strategy demonstrate a strong and positive impact on the academic progress, wellbeing, and engagement of disadvantaged pupils. Notably, **80% of pupils showed improved Thrive scores**, reflecting enhanced emotional resilience and wellbeing. This was further supported by increased participation in class activities, educational trips, and after-school clubs, indicating improved confidence and social integration.

Our targeted family support initiatives reached **12 families**, providing essential food and home resources. This contributed to a **6% improvement in attendance** among supported pupils, highlighting the importance of addressing basic needs to enable consistent school engagement.

Academic outcomes were encouraging, with **82% of disadvantaged pupils meeting expected standards in reading, 85% in maths, and 73% in writing**. These results reflect the effectiveness of tailored teaching strategies and intervention programmes.

Language development was a key focus, and **85% of pupils demonstrated improved vocabulary use** in classroom discussions, supporting their ability to access the wider curriculum and express themselves confidently.

Daily access to breakfast club ensured pupils were nourished and ready to learn, contributing to increased stamina and engagement in lessons. Attendance across the disadvantaged cohort rose to **75%**, and **70% of pupils participated in at least one extra-curricular activity**, helping to raise aspirations and broaden experiences.

These outcomes affirm the value of a holistic, needs-led approach to supporting disadvantaged pupils. Continued refinement of our strategy, informed by data and pupil voice, will ensure sustained progress and equity in educational opportunity.

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
Doodle Learning	Discovery Education
Little Wandle Phonics	Little Wandle
Essex maths Programme	Essex Educational Psychology Service

Service pupil premium funding

Service Pupil Premium Strategy: Review of Spending and Impact How our Service Pupil Premium allocation was spent last academic year

Our school used the Service Pupil Premium (SPP) funding to provide targeted support for pupils from service families, recognising the unique challenges they may face due to mobility, separation, and emotional wellbeing.

The funding was allocated to the following key areas:

Pastoral Support

Dedicated pastoral staff provided tailored social, emotional, and behavioural support. Pupils accessed Thrive-based interventions and wellbeing programmes aligned with SCISS (Service Children in State Schools) recommendations.

Academic Interventions

Pupils received additional support in reading, writing, and maths through small group and 1:1 sessions. Forest School sessions were offered to promote resilience, teamwork, and emotional regulation.

Mobility Support

Spaces were reserved for pupils moving mid-year to ensure continuity of education and community integration. Transition support was provided to help pupils settle quickly and feel part of the school community.

Impact of Service Pupil Premium Spending

The impact of our SPP strategy was monitored through a combination of wellbeing assessments, academic data, and stakeholder feedback. Key outcomes included:

Emotional Wellbeing

Increased emotional resilience among eligible pupils, evidenced by improved wellbeing survey results and Thrive profiles. Reduction in anxiety and behavioural incidents, with improved classroom engagement and participation.

Academic Progress

Pupils made measurable progress in reading and maths compared to baseline assessments. Teachers reported improved confidence and contribution in lessons.

Parental Engagement

Increased attendance at parent workshops and meetings. Parents reported feeling more confident in supporting their children's learning at home.

Social Development

Enhanced peer relationships and collaboration in group activities. Reduction in conflict and behavioural issues, contributing to a more positive school climate.

Responsive Support

Continuous monitoring enabled timely adjustments to interventions. Emerging needs were identified early, ensuring support remained relevant and effective.

