

Pupil Premium strategy statement for Stukeley Meadows 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	400
Proportion (%) of pupil premium eligible pupils	48 (12%)
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)	
Date this statement was published	December 2024
Date on which it will be reviewed	March 2025 July 2025
Statement authorised by	Niki Barry (HoS) Governors (pending)
Pupil premium lead	Robyn Smart Paula Williams
Governor / Trustee lead	Julie Herring

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,620
Recovery premium funding allocation this academic year	£1,957
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£ 74,577

Part A: Pupil premium strategy plan

Statement of intent

At Stukeley Meadows Primary School we follow the federation A-B-C model. This model highlights the importance of targeting Attendance, Behaviour and Curriculum to support our learners. Our use of Pupil Premium Funding is targeted towards achieving and sustaining positive outcomes for our children irrespective of background and barriers they may face.

Our key objectives:

- To narrow the gap between disadvantaged and non-disadvantaged pupils in our school.
- To ensure that all children meet their full potential in reading, writing, maths and speaking and listening.
- To ensure that suitable challenge is provided for all children and that high quality intervention is provided in a timely manner to provide additional support.
- To remove barriers to learning created by poverty, family circumstance and background.
- To ensure that children have positive learning behaviours.
- To support our children's wellbeing and to provide a nurturing environment
- To provide enriching and exciting learning opportunities which enthuse our children and broaden their experiences and outlook.

Research conducted by the EEF concludes that common barriers to learning for disadvantaged children are: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. We will ensure that all members of staff can identify disadvantaged pupils and are aware of strengths and areas for improvement across the school.

Principles that we lead/teach by...

- Quality first teaching - evidence demonstrates that this has the greatest impact on closing the disadvantage attainment gap and will benefit all of the pupils in our school.
- Effective assessment strategies are used to monitor the progress and attainment of all children and to swiftly identify gaps and barriers to learning.
- We provide targeted intervention and support to quickly address identified gaps in learning through the use of small group or 1:1 work and that those who deliver interventions have the skills to do so as successfully as possible.

- Where appropriate, provision is made for pupils that belong to vulnerable groups including disadvantaged pupils.
- All children have access to a wide range of opportunities and first hand experiences to develop their interests and talents for future success.
- A strong emphasis on providing nurturing wellbeing support is fundamental in our approach as a school.
- We will address non-academic barriers to learning such as attendance, behaviour, well-being and cultural capital, ensuring that disadvantaged pupils have access to a broad range of activities.

We actively encourage the take-up of free school meals by working proactively with parents and carers in a sensitive and supportive manner, and seek to remove any potential barriers, or perceived stigma attached, to claiming free school meals.

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Attendance and Punctuality</i></p> <p>Our attendance data for last year (2023-2024) shows that...</p> <p>36% of vulnerable children showed persistent absence (10% or more sessions missed)</p> <p>23% of vulnerable children were at risk of persistent absence (5-10% sessions missed)</p> <p>36% of vulnerable children had good attendance (95-99%)</p> <p>4% of vulnerable children had excellent attendance (99% +)</p> <p>As a significant amount of our disadvantaged learners are also performing academically lower than their non-disadvantaged peers, the increased levels of persistent absence are contributing to the growing attainment gap.</p>
2	<p><i>Learning behaviours and attitudes</i></p> <p>A significant number of our Pupil Premium Children are showing behaviours and attitudes that demonstrate challenges with their Social, Emotional and Mental Health (SEMH). This can be seen through increased levels of anxiety and poor self-confidence which may present as poor behaviour, lack of engagement or difficulty being in school.</p>
3	<p><i>Access to wider opportunities and limited life experiences.</i></p> <p>It is common that children eligible for Pupil Premium funding at Stukeley have limited experiences outside of their home life and immediate community, creating a lack of opportunity for cultural capital.</p> <p>This can be seen through limited access to books, resources and technology as well as a lack of role models for high aspirations and opportunities for developmental experiences.</p>

4	<p>Attainment</p> <p>Assessment data, observations and discussions with pupils and teachers suggests that our disadvantaged learners are generally making slower progress throughout the academic year, in comparison to their non-disadvantaged peers. Our Pupil Premium children generally have a greater difficulty with phonics and under developed oral language therefore negatively impacting their development as readers.</p>
5	<p>Parental Engagement</p> <p>Some parents and families of our Pupil Premium children are more reluctant to engage in the academic aspect of schooling which therefore impacts the child's access to support and guidance with learning at home. This can be seen through lack of engagement with home learning (TTRS, AR, Spellings), limited opportunities for children to further develop reading skills, and a lack of engagement with information workshops and parents evenings.</p>

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
To achieve and sustain an improved attendance rate for Pupil Premium children.	<p>Reduce the number of persistent absence across Pupil premium children.</p> <p>Ensure that more children are demonstrating “good attendance” over the 2024-2025 academic year.</p> <p>Put strategies in place to support children and families who are struggling with attendance issues.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>
To raise awareness of and support children with SEMH difficulties and needs so that they can be ready to learn. To implement strategies in the curriculum and classroom to reduce the impact of emotional and behavioural challenges on learning and behaviour.	<p>Sustained high levels of social and emotional wellbeing by 2025-2026, evidenced by:</p> <ul style="list-style-type: none"> • Qualitative data gained through pupil voice, staff surveys and parent surveys. • Fewer incidents of escalated behaviour due to emotional distress in the classroom. • Clear support strategies in place and available for children with SEMH difficulties
To provide pupils with access to wider opportunities and experiences within and outside of the curriculum to further develop their cultural capital.	Children eligible for Pupil Premium should be given access to a variety of free school clubs and should have a percentage of paid school trips available
To continue to close the attainment gap between all pupils and disadvantaged pupils across the school. To ensure that all children are supported in achieving “small	<p>Introduction of pivot scales (see SEND review notes) to more accurately measure progress.</p> <p>Summer term data (2025) shows an improvement on both the Autumn (2024) and Spring (2025) measures.</p>

steps” and achievements towards their own academic goals with a particular focus (in line with our SDP) on writing outcomes	
To provide opportunities for families (and their children) to engage positively with the school in order to address concerns, provide support and reduce barriers to learning.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents Increased attendance across the calendar of events for children and families – sharing events, clubs, information sessions and PTA events.

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: £13,100

Activity	Evidence that supports this approach	Challenge number addressed
<p>CPD</p> <p>Release time for teachers/leaders/subject leaders to work alongside L.A. advisors to develop curriculum and quality first teaching. Attendance to external subjects briefings and courses to improve subject leader knowledge and awareness of key points for development. training sessions and support to implement new writing scheme.</p> <p>Support and further implementation of little wandle phonics and rapid catch up sessions across the school.</p> <p>CPD sessions for subject leaders to further develop in subject specific areas.</p>	<p>Research from the EEF suggests that supporting high quality teaching is pivotal in improving children’s outcomes and can narrow the disadvantage gap. CPD should be focussed towards effectively building knowledge, motivating staff, developing teaching techniques and ensuring new ideas are embedded effectively in practice. CPD and external support should be tailored to suit the schools needs based on target areas outlined in the school development plan.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>The need for school professional development (CPD) not only includes teaching and learning, but wider training disciplines including the emotional health and wellbeing of students, safeguarding and SEND.</p>	4

	<p>Continuing professional development programmes not only help educators to keep pace with the current standards of others in the sector, but also ensures that school staff and teachers can deliver high-quality teaching and impact positively on pupil outcomes.</p> <p>https://nationalcollege.com/news/september-return-the-importance-of-cpd-in-schools</p>	
<p><i>Mentoring and Coaching of ECT's and new members of staff.</i></p> <p>New members of staff are supported by our induction tutor (MB) as they settle into life at Stukeley. This is aimed towards ensuring that all staff are aware of our school priorities and routines to best support the children. All ECT's will be given a mentor who will coach them through their ECT time and support them with any developmental needs they have.</p>	<p>By ensuring a smooth and robust induction for new staff members, the development of staff will further improve through effective building of knowledge, developed and consistent teaching techniques and increased motivation and confidence of teachers and support staff.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>2 4 5</p>
<p><i>Developing high quality teaching through effective curriculum design and implementation.</i></p> <p>This year we will be further implementing the use of our new look knowledge organisers across the school.</p> <p>Leaders will be given time to oversee implementation and ensure coverage is clear and being used consistently.</p> <p>Teachers will be provided with resources and guidance on how these can be used and implemented into provision most effectively. Furthermore this can increase parental engagement and understanding of the curriculum and school focuses through new look "open classrooms" where curriculum can be easily seen and discussed.</p>	<p>When introducing a new scheme or educational approach, it is vital that the implementation is structured in order to give teachers the opportunity to engage, unite and reflect on the new practice. It is important that people who enable change can support, lead and positively influence implementation and make sure that new approaches have the biggest possible impact on children's outcomes.</p> <p>Implementation strategies should be organised into manageable phases, such as: explore, prepare, deliver and sustain, and should be treated as a process of ongoing learning and development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>Effective implementation of the new knowledge organisers should lead to a rise in children's metacognitive strategies. Teachers should use this structure to develop metacognitive skills through explicit instruction, modelling and classroom dialogue. Dialogue needs to be purposeful, with teachers guiding and supporting the conversation to ensure it is challenging and builds on</p>	<p>4 5</p>

	<p>prior subject knowledge. Metacognition shouldn't be an 'extra' task for teachers to do but should be built into their teaching activities.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	
<p>Writing Provision Enhancement of our teaching of Writing and curriculum planning to raise standards and attainment across the school.</p>	<p>Data analysis and assessment of previous approach (Write Stuff)</p> <p>Subsequent gap analysis of outcomes led to identification/selection of new approach.</p>	

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Rapid Catch up Further implementation of the Little Wandle phonics scheme should result in every child in Year 2 or above who cannot read at age-related expectations getting urgent, targeted support in the form of rapid catch up sessions. This is so that they can access the curriculum and enjoy reading as soon as possible. Rapid Catch-up lessons use the same content as the core phonics programme delivered at a quicker pace, to ensure that older children can grow their language and become fluent readers, using texts which appeal to their growing understanding. https://www.littlewandlelettersandsounds.org.uk/whats-included/rapid-catch-up/</p>	<p>Little Wandle Letters and Sounds is based on four teaching and learning pillars: focussed attention, active engagement, error feedback and practice and consolidation. These are simple ideas in themselves, but they form the basis of understanding that unites education with neuroscience and leads to the most effective learning.</p> <p>https://www.littlewandlelettersandsounds.org.uk/about-us/our-pedagogy/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1 5</p>
<p>Inclusion support Support is available in a variety of ways for disadvantaged families at Stukeley. Families are frequently directed to our pastoral team for any needs they may have, may that be SEND or wellbeing related. The involvement of the inclusion support team will hopefully add towards the</p>	<p>Increased support from the inclusion team will aim to reduce and prevent exclusions that remove children from school for periods of time and also reduce low-level disruption that reduces learning time. The Family/Pastoral lead keeps in touch with families where there are issues with attendance, working</p>	<p>1 2 3 4 5</p>

<p>improvement of attendance and wellbeing of children in school and ensure a happy working and learning environment.</p>	<p>closely with our SENDCo and the remainder of the pastoral team.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	
<p>Speech and Language Therapy (SALT) A significant proportion of disadvantaged pupils have had or are continuously receiving support for speech and language needs. Pupils with speech and language needs are provided with support from specialist in school, as well as support from SALT. At Stukeley we use Nuffield Early Language Intervention (NELI) which identifies early language difficulties and is proven to improve children's language skills and behaviour in school. https://www.teachneli.org/intervention/evidence-and-development/</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1 3 4</p>
<p>One-to-one support in class for SEND learners 16/48 (33%) of our disadvantaged pupils are on the SEND register or have received SEND support during their primary schooling. In class and 1:1 support is available for disadvantaged pupils that also have social and emotional needs.</p>	<p>Given that SEN pupils and low-attaining pupils are more likely to claim Free School Meals (FSM)¹. TAs also work more closely with pupils from low-income backgrounds. Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1 2 4</p>

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

Budgeted cost: £16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Interventions	It is recognised that children learn better and are happier in school if	1 2

<p>An ELSA in a school is an Emotional Literacy Support Assistant. They can support the children and young person's emotional development and help them cope with life's challenges. ELSAs will also help children and young people to find solutions to problems they might have.</p> <p>https://www.elsa-support.co.uk/about-elsa-support/</p>	<p>their emotional needs are also addressed. This intervention is now widely implemented by educational psychologists across Britain. For pupils with complex or long-term needs it is unrealistic to expect ELSA intervention to resolve all their difficulties. It needs to target specific aspects of a pupil's needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Whole school using therapeutic thinking approaches to behaviour</p> <p>At Stukeley we follow the therapeutic thinking approach to behaviour. Staff receive regular training and refresher sessions on how this should be implemented and the theory behind it. CTT focuses on how all children and young people can be supported in schools, particularly in terms of their emotional wellbeing and mental health. The programme also helps to develop an understanding of how to respond to those who may be communicating through their behaviour. CTT is a school-led ethos that is characterised by an inclusive culture and underpinned by best practice, policies, and planning.</p> <p>https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-services/cambridgeshire-therapeutic-thinking</p>	<p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. By having a strong and consistent whole school approach to behaviour where high expectations are maintained across the school, classroom disruption due to behaviour issues can be reduced. This will positively impact the wellbeing of students and staff and create a more positive learning environment where everyone is respected.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>1 2 4</p>
<p>Direct support for vulnerable families</p> <p>Families are given the opportunity to engage with the school through open classrooms, parents evenings, phonics sessions etc. Direct support is provided for our disadvantaged, vulnerable families who are in need and financially struggling. This will comprise support towards school uniform, funding of educational visits, clubs, music tuition and any contribution towards the cost of residential visits. Direct support comprises a very small part of our planned expenditure but has benefits for pupil wellbeing and increasing cultural capital.</p>	<p>Evidence suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p>	<p>1 3 5</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
<i>Breakfast/lunch club</i>		1 2 3
<p>Extra-Curricular opportunities</p> <p>At Stukeley we pride ourselves on our wide variety of free extra curricular clubs. These vary in topic or theme and offer something to every child's interest.</p> <p>We provide all children with the opportunity to access the oak leaf bookshop to buy books with tokens earned through dojo points and rewards.</p> <p>We offer many free trips and outings at Stukeley, however if there is a fee for an educational visit, we are committed to supporting families with a percentage of funding to ensure that all children can access these opportunities.</p>	<p>Accessing extra curricular opportunities can have a positive impact on academic outcomes in other areas of the curriculum. Additional opportunities can lead to increased engagement which could lead to improved outcomes in other areas of the curriculum,</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1 3

Total budgeted cost: £74,600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To analyse the performance and attainment progress of our Disadvantaged children over the academic year 2023/2024, leaders have gathered information from internal assessment data, KS1/2 performance data, Phonics check results and Year 4 Multiplication check scores. Discussions have taken place between teachers, staff and families in relation to each child's progress and how they can be supported academically moving forward.

Data from assessment suggests that despite some positive individual performances, Pupil Premium children generally continue to perform below their non-disadvantaged peers. It is clear that, in particular, supporting writing needs to be a focus for our Pupil Premium children moving forward, as only 22% achieved Age Related Expectation or above at the end of Summer 2 2024. This issue will be targeted through the ongoing use of Little Wandle in KS1 and Rapid Catch up interventions throughout the school. This will further be supported by the implementation of our new Essential Writing scheme.

See outcomes/analysis documents for further information

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