

# 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	392
Proportion (%) of pupil premium eligible pupils	52 (13%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	September 2025 – September 2026
Date this statement was published	December 2025
Date on which it will be reviewed	March 2026 July 2026
Statement authorised by	James Singleterry (EHT) Governors
Pupil premium lead	Carol Kelly
Governor / Trustee lead	Julie Herring

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,400
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£ 77,400

# Part A: Pupil premium strategy plan

## Statement of intent

At Stukeley Meadows Primary School we continue to 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 with 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. These are a continuation of the 2024/25 plan.

Challenge number	Detail of challenge
1	<p><b><i>Attendance and Punctuality</i></b></p> <p>Our attendance data for last year (2024-2025) shows a small improvement on the previous year. That said, as a significant number of our disadvantaged learners continue to perform academically lower than their non-disadvantaged peers, the increased levels of persistent absence are contributing to the growing attainment gap.</p>
2	<p><b><i>Learning behaviours and attitudes</i></b></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><b><i>Access to wider opportunities and limited life experiences.</i></b></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><b><i>Attainment</i></b></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><b><i>Parental Engagement</i></b></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.
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## 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.	Continue to reduce persistent absence across Pupil premium children. Ensure that more children are demonstrating "good attendance" over the 2025-2026 academic year. Put strategies in place to support children and families who are struggling with attendance issues. <a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a>
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.	Sustained high levels of social and emotional wellbeing, evidenced by: <ul style="list-style-type: none"> <li>• Qualitative data gained through pupil voice, staff surveys and parent surveys.</li> <li>• Fewer incidents of escalated behaviour due to emotional distress in the classroom.</li> <li>• Clear support strategies in place and available for children with SEMH difficulties</li> </ul>
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 steps" and achievements towards their own academic goals with a particular focus (in line with our SDP) on writing outcomes	Where appropriate, Pivat scales (introduced in Autumn 2025) will have accurately measured progress and Summer term data (2026) shows an improvement on both the Autumn (2025) and Spring (2026) measures.
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.	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: £10,000

Activity	Evidence that supports this approach	Challenge number addressed
<p><b>CPD</b> Effective CPD for all staff to further support Quality First Teaching inc. Local Authority Advisors and Leadership briefings for core subject leaders and LW and EW training for English</p>	<p>Research from the EPI (2020) found that high-quality CPD for teachers has a significant effect on pupils' learning outcomes. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider.</p> <p>Teacher CPD is a cost-effective intervention for improving pupil outcomes: while there are other interventions with a larger impact on pupil attainment, such as one-to-one tutoring (0.28), these programmes are typically far more expensive.</p>	4
<p><b>Sustained mentoring and coaching of ECTs and new members of staff.</b> 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. ECTs and apprentices will be given a mentor who will coach them through their 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	2 4 5
<p>Speech and Language teaching assistant to be sustained (on a session by session basis) to assess pupils' needs and devise programmes to be delivered in school by other practitioners.</p>	<p>Research by the EEF shows that on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress (+6).</p>	2

	<a href="#">Research link</a>	
<p>Further training for all teachers and TAs (particularly new staff and volunteers) across the school in our phonics scheme (Little Wandle)</p> <p>English Hub legacy support to continue to effectively implement the Phonics scheme across school</p> <p><b>Key addition for 25/26... Year 2/KS2 staff trained in the Rapid catch up phonics programme to ensure effective delivery of the new programme.</b></p>	<p>Research by the EEF states: Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (+5).</p> <p><a href="#">Research link</a></p>	3
<p>Training for teachers from SENDCo/specialist SEND teachers in making effective use of PIVATS with those children who are well below ARE.</p>	<p>Newly introduced to the school (and endorsed by the L.A.) – these will help to identify key areas for children to tackle and then inform interventions</p> <p><a href="#">Research link</a></p>	4

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Interventions</b> (LW, EW, PIVATS) delivered outside the classroom targeted at pupils who require additional support to overcome barriers to learning. Interventions will be delivered by trained teachers and teaching assistants, directed primarily to small groups of children.</p> <p>Sessions will include phonics,</p>	<p>Targeted deployment, where interventions are delivered to small groups or individuals can help previously low attaining pupils has a higher impact than deployment in everyday classroom environments.</p> <p><a href="#">Research link</a></p>	2,4

<p>reading support and maths work.</p>		
<p><b><i>Inclusion support</i></b>  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 improvement of attendance and wellbeing of children in school and ensure a happy working and learning environment.</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 closely with our SENDCo and the remainder of the pastoral team.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	<p>1 2 3 4 5</p>
<p><b><i>Speech and Language Therapy (SALT)</i></b>  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.  <a href="https://www.teachneli.org/intervention/evidence-and-development/">https://www.teachneli.org/intervention/evidence-and-development/</a></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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1 3 4</p>
<p><b><i>One-to-one support in class for SEND learners</i></b>  Almost 50% 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)<sup>1</sup>. 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  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	<p>1 2 4</p>

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

Budgeted cost: £12,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>ELSA Interventions</b></p> <p>An ELSA (Emotional Literacy Support Assistant) supports the children and young person's emotional development and helps them cope with life's challenges. ELSAs will also help children and young people to find solutions to problems they might have. We are continuing this support into 2025/26 and widening our net across both key stages.</p> <p><a href="https://www.elsa-support.co.uk/about-elsa-support/">https://www.elsa-support.co.uk/about-elsa-support/</a></p>	<p>It is recognised that children learn better and are happier in school if 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>1 2</p>
<p>At Stukeley we continue to adapt our approach to supporting behaviour. This year, we have a newly appointed CTT/behaviour lead (NB) and are launching training across the entire school.</p> <p>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><a href="https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-services/cambridgeshire-therapeutic-thinking">https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-services/cambridgeshire-therapeutic-thinking</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>1 2 4</p>
<p><b>Direct support for vulnerable families</b></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</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</p>	<p>1 3 5</p>

<p>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>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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	
<p><b>Extra-Curricular opportunities</b></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>1 3</p>

**Total budgeted cost: £77,400**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Leaders have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using KS1/2 performance data, phonics check results and our own internal assessments. We have spoken with staff, families and children and discussed progress in all shapes and forms.

Outcomes (typically data from tests and assessments) indicate that progress made and attainment of the school's disadvantaged pupils in 2024/25 was in line with our expectations – pupils typically made expected or slightly above expected progress. KS2 outcomes (specifically in Maths) produced the largest (negative) discrepancy. We have again reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Throughout the year internal and external assessments were used to track the progress and attainment of groups of children. In recent months, we introduced PIVATS though we have no impact measures yet – 2025/26 will be key for this.

Our analysis of data (and extended provision) can be summarised accordingly;

- (Data) outcomes were broadly in line with our targeted expectations, taking into account the many factors, namely the complexity of additional needs that many of the children carry (almost 50% are also on SEND register)
- Where outcomes were below ARE, in-year progress was made. The clarity of this (and subsequent reporting) will be strengthened by this year's introduction to PIVATs.
- The focus on supporting all children to access the mainstream classroom (with reasonable adjustments being established to ensure full access to the curriculum) was the right one and, in the majority of cases, led to developed SEMH behaviours or readiness for learning (or indeed academic progress).
- A wide range of enrichment activities were again enjoyed and benefited from last year. These included a number of community events and off-site trips.
- Attainment should remain an area of focus (and indeed be elevated), along with putting things into place for pupils with SEMH issues.

### 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

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