



Pupil premium strategy statement

Stoberry Park 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	300
Proportion (%) of pupil premium eligible pupils	15% (45 children)
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)	25/26 – 28/29
Date this statement was published	14 th November 2025
Date on which it will be reviewed	10 th July 2026
Statement authorised by	Andrew Shakesby
Pupil premium lead	Andrew Shakesby
Governor / Trustee lead	Oonagh Michelmore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,205
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>	£71,205

Part A: Pupil premium strategy plan

Statement of intent

Stoberry Park School has built a reputation for caring for its pupils while developing high standards across a rich and varied curriculum. We want the best for every child at our school. We know that there are a variety of barriers to learning and our ultimate objective is to identify those barriers and find ways, however challenging, to overcome them. We believe that we should build confidence, independence, creativity and aspirations in our children whilst also helping them to understand the importance of the wider world.

Our current pupil premium strategy considers our disadvantaged and vulnerable children as individuals. We work hard to identify the needs of each child and make sure they get the opportunities to thrive academically, socially and emotionally. Much of our focus is on their happiness. If a child is happy at school, then they will thrive. We want to give them opportunities they would otherwise miss out on. We have identified five school character values that we want to be an integral part of our everyday school lives. These are: integrity, compassion, creativity, courage and curiosity. We want to ensure that we are putting good people out into the world and getting them ready to become future citizens of our global community. This is what we want for all of our children at Stoberry Park.

The key principles of this statement are to show how we are using our funding to promote an individualised provision, while recognising that what is good for one child, may well benefit many. This covers learning in all aspects of school life from academic support to extra-curricular opportunities and emotional and social support.

Challenges

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

Challenge number	Detail of challenge
1	<i>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.</i>
2	<i>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with number fluency than their peers. This negatively impacts their development as mathematicians.</i>
3	<i>Vulnerability Factors: A significant number of the children eligible for PP funding have increased vulnerability factors including SEN, EAL, significant</i>

	<i>medical and child protection concerns which can affect their engagement with learning, their progress in lessons, their attendance and their self-esteem.</i>
4	<i>Disengagement: For many children who are eligible for PP funding, discussions with staff report that, although the children are focusing well in school there is often very limited engagement and support from parents. The lack of involvement of parents in home activities such as reading and other wider learning opportunities has a negative impact on some of our PP children.</i>
5	<i>Social Factors and attendance: For many children eligible for PP funding, there are also social and emotional barriers to their progress. They often find break and lunchtimes to be particularly challenging in that their relationships and interactions with others are put under greater stress due to the change in environment and the large number of children together.</i>
6	<i>There is a significant link between our PP pupil group and attendance concerns. Our persistent absence rate is significantly higher for our PP pupil group. This has a negative impact on progress and attainment for some of these children.</i>

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 reduce the attainment gap between the school's disadvantaged pupils and others nationally.	PP children will make at least expected progress from their starting points in reading, writing and maths.
To raise the in-school attainment of both disadvantaged pupils and their peers in Writing, Reading and Maths.	PP children will reach the age-related expectation or make accelerated progress in reading, writing and maths. PP children will pass the Y1 phonics screening check.
To raise and address parental support	Data from parents evening attendance will improve. Teachers will work to ensure strong home-school links and encourage parental engagement throughout the year. Regular contact (both face-to-face and via email/letters) takes place and guidance is shared to encourage engagement at home. An increase in parent surveys taken. Other sources of evidence such as homework engagement, reading diaries and parent surveys will show improvements.
To provide pupils eligible for PP with a rich, varied curriculum including access to extracurricular activities.	All disadvantaged children will have the opportunity to attend educational visits and residential. Pupils are able to remember and talk about the rich learning experiences they have had. Pupils socialise with peers in more informal play-based settings, and participate in group activities. The embedding of OPAL as a part of every child's play and social offering will continue to benefit all children, but

	especially PP children through developing social, communication and collaboration skills.
To support the well-being and SEMH needs of the pupils eligible for PP and their families.	PP children have their SEMH needs met and this enables them to be ready to learn in the classroom. Barriers to learning for our most vulnerable learners will be removed. External support will be sought promptly when required. Internal support is put in place to ensure children are supported and this is reviewed regularly. A wider number of staff and more timetabling for ELSA will be made available to reach a greater number of children. Additional mental health & well-being support will be provided through strategies such as the introduction of a therapy dog.

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: £52,548.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Every child to receive Quality First Teaching within the classroom every day.	EEF research shows teaching delivered through mastery learning (+5 months) and high quality, feedback (+6 months) have significant impact. Improving the quality teaching of teaching pedagogy quality is the most effective way to improve outcomes for disadvantaged pupils. This will also benefit non-eligible pupils as well. This will be achieved using the following: - High quality training for all staff – focused on the use of a learning enquiry model, with high quality outcomes and explicit teaching of substantive and disciplinary knowledge. - Lesson observations and learning walks focus on feedback to improve. - Regular book moderations including looking at learning journals to ensure that standards meet expectations. Specific feedback given, leading to improvement points for staff. - Learning journals to document the areas of need and misconceptions of children which can then be addressed in subsequent lessons. CPD/ coaching provided in any areas where this is identified as useful. Priority training is focused on the use of the ACE curriculum to ensure that learning is adapted, engaging and successful for all. - Reading, Writing and Maths: quality resources/initiatives/website subscriptions to enable good/outstanding teaching. This will include a substantial ongoing purchase of new, high quality texts to share as whole class readers, linked to our new learning enquiries.	1, 2, 3, 4

	- There will also be continuing costs to provide a range of fiction and non-fiction texts, which will be linked to our new learning enquiries to support children in the acquisition, development and retention of new language and vocabulary. - RWI subscription- ensuring staff have access to online training on-going to strengthen teaching skills and knowledge. Also access to the most up to date resources. - Further assessment training and opportunities for CPD. - Documentation to help view child as individual. - Pupil Progress Meetings, close monitoring of interventions and regular review- link to document 'child as individual' which is creating more tailored intervention for individual needs rather than grouping.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To raise attainment of PP pupils at risk of underachieving in English and Maths.	EEF research shows 1-1 tuition (+5 months) Feedback (+8 months) Small group tuition (+4 months) This will be achieved using the following: - Intervention- tailored groups and staffing considering the needs and gaps in learning for children as individuals. - Fair distribution of teaching staff to ensure lower attaining pupils receive high quality teaching from qualified teacher. - Improved monitoring of PP children in attainment and support given. - PPM meetings – 1/2 termly + baseline PPM at the start of the academic year. - Booster sessions related to the child's individual need. - Continuation of RWI programme and training given to any new staff. - RWI training given to all staff to ensure most up to date skill and knowledge in September	1, 2, 3, 4

	2023. Ongoing weekly coaching and training provided by RWI/Early phonics lead. - Rewritten feedback & assessment policy with emphasis on effective and purposeful verbal and written feedback.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4156.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils to regulate their emotions and be in a positive place to learn.	EEF research shows Social and emotional education (+4 months) Through focus on trauma informed teaching practices, school staff will be more able to understand and appropriately support challenging or complex needs. In previous years, children, particularly in KS2, have developed friendship issues which need addressing in order for their academic focus to remain. We will use resources such as ELSA, tailored social groups and the use of the PFSA to support these needs. This academic year we have maintained our ELSA staffing to be able to support the needs of individuals. We also continue to develop our relationship and behaviour policy to ensure all children have the opportunity to be celebrated and the chance to flourish despite their difficulties. CPD has been a focus of this area. The use of ELSA trained staff to support children to enter school in a regulated state through our 'Meet and Greet' provision. This will support children in accessing school in a regulated manner from the start of the school day.	3, 4, 5, 6

Total budgeted cost: £71,205

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At Year 6, 44% of all pupils achieved the expected standard in Reading, Writing and Maths at Year 6. In comparison, 36% of children in our Pupil Premium group achieved the expected standard in all three areas.

In the Year 4 MTC the average score of all pupils (46 children) was 19.5, with 26% achieving a score of 25/25; in comparison, the average score of pupils in our Pupil Premium group (10 children) was 16.5, with 10% achieving a score of 25/25.

In the Year 1 phonics check, 74% of all pupils achieved the expected standard; in comparison, 100% of our Pupil Premium group achieved the expected standard.

In the academic year 2024-2025, the attendance of all statutory age pupils was 94.8%; the attendance of all pupils across the country was also 94.8%. In comparison, the attendance of all statutory age pupils within our Pupil Premium group was 91.7%. The percentage of all pupils who were persistently absent in 2024-2025 was 12.5%; in comparison, the percentage of our Pupil Premium group who were persistently absent was 23.6%. This is a more significant gap than we would be targeting.

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
Number stacks	Number Stacks
Accelerated Reader	Renaissance