

## Pupil premium strategy statement – Stock C of E 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	210
Proportion (%) of pupil premium eligible pupils	12.86%
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> )	Sept 2024 - July 2027
Date this statement was published	2025
Date on which it will be reviewed	Sept 2027
Statement authorised by	Gareth Roberts
Pupil premium lead	Louise Blaber
Governor / Trustee lead	Kerry Phillips

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,007
Pupil premium funding carried forward from previous financial years ( <i>enter £0 if not applicable</i> )	£11,666
<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>	£51,674

### Part A: Pupil premium strategy plan

#### Statement of intent

At Stock C of E Primary School our intent is that all children, regardless of their background or challenges faced, are able to achieve their potential. We believe strongly in our school vision and want every child to **shine!**

**“let their light shine” Matthew 5:16**

Affinity, Aspire, achieve

At Stock Church of England Primary School, we aim to serve our community by providing an education of the highest quality within the context of Christian belief and practice. We

encourage an understanding of the meaning and significance of faith and promote Christian values through the experiences we offer all our pupils.

**We aspire for our pupils to:**

- Develop a love of learning in a caring and Christian community;
- Be confident, resourceful, enquiring and independent learners;
- Have self-esteem, self-confidence, self-discipline and take responsibility;
- Have resilience and a desire to overcome challenges;
- Be able to build positive relationships with other people;
- Be excited by, and take a pride in their learning;
- Develop healthy minds and healthy bodies;
- Become rounded individuals who believe in their own potential;
- Have high standards of behaviour, conduct and manners;
- Respect the ideas, attitudes, values and feelings of themselves and others;
- Show respect and tolerance for all faiths and cultures;
- Be agents of positive change in their local and wider community;
- Leave Stock equipped with the foundational skills needed for secondary education;
- Have high ambitions for what they are capable of in the future as adults.

It is implicit that we have the same aspirations for all children within our school and The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers We provide a broad, balanced and stimulating curriculum for every child regardless of race, gender or ability we aim to promote positive learning for our children with PPG.

**Challenges**

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

Challenge number	Detail of challenge
1	A proportion of our disadvantaged children require intensive emotional support and social support to access learning.
2	Our children, including our disadvantaged children, come in a high level of speech and language need which if they are not supported with, will impact their work across the curriculum. Observation and conversation suggests that Language and vocabulary skills are less developed in children in receipt of pupil premium funding across the school. Approximately 30% of the children on our SEND register require Speech and language support. In our current reception cohort, approximately 16% of children have a speech delay which will impact their work – this is consistent across key stage one.
3	54% of pupil premium pupils are working below age related expectation in writing. 63.4% of pupil premium pupils are working below age related expectation in reading. A high percentage of these children are also on the SEND register.
4	Whilst attendance is generally good across the school, attendance continues to be an issue for our disadvantaged children with their overall attendance being 94.6% vs 98.2% for their non-disadvantaged peers.
5	Assessment and observation suggests that disadvantaged children are less likely to access aspirational activities in the wider world.

### 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
For children requiring intensive emotional support to have access to counselling which enables them to regulated and ready to learn.	Children who require it, have access to appropriate counselling.  All children, regardless of need, are able to regulate and can consequently access learning.
For children to be able to access appropriate speech and language provision, which therefore enables them to successfully access the school's curriculum. For children to build their language and vocabulary and as a result improve their written language skills across the curriculum.	Children are accessing regular speech and language provision in school via NELI and Talk Boost Interventions.  Children across the school are building their vocabulary. Book looks and anecdotal evidence as well as assessment data will show an improvement in language in writing.
For disadvantaged children who are on the SEND register to make accelerated progress. For disadvantaged children with no additional needs to make progress in line with their peers.	Children who are also on the SEND register make accelerated progress and move beyond their SONAR target. Children who are not on the SEND register are working at the age-related expectation.
To raise attendance for pupil premium children.	There is a 3.6% gap in attendance data. This will reduce by 1% year on year.
For all children to have good access to wider experiences which enrich their learning experience.	All pupil premium pupils are able to access trips in line with their peers. Pupil premium children are able to access additional music instruction.

### 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: £23,668

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>LSA support in class to complement teaching and provide additional support via evidence based interventions.</p>	<p>LSAs should complement and facilitate effective teaching; supporting those who may require additional support or challenge.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants</a></p> <p>Additional support for children makes school more accessible and enjoyable and increases attendance.</p> <p>COST: £18,528</p>	<p>1/4</p>
<p>SENCO</p>	<p><i>“SENDCOs have a specialised knowledge of the steps practitioners can take to support pupils with additional needs.”</i></p> <p>The SENCO is able to support other practitioners to ensure that we have high expectations of all our children, including those who have additional needs, are disadvantaged or both.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/supporting-high-qualityteaching-for-pupils-with-send">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/supporting-high-qualityteaching-for-pupils-with-send</a></p> <p>£5140</p>	<p>3/4</p>
<p>Implement a whole school writing framework</p>	<p>Writing is a major focus on our school development plan. By including this as a focus for pupil premium children we aim to improve outcomes for all pupils in the school. Consistent teaching focussing on language development, comprehension and sentence structure will improve writing for all.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks2</a></p>	<p>2/3</p>
<p>Enhance teacher subject knowledge through CPD.</p>	<p><i>Structured and facilitated activity for teachers intended to increase their teaching ability (EEF) Will support staff to develop new techniques and apply them to their classroom practise.</i></p> <p><i>Helping teachers improve through evidence based professional development that is explicitly focussed on improving classroom teaching can be a cost-effective way to improve pupils academic outcomes...and can narrow the disadvantage gap. LT7.1 DFE</i></p>	<p>2/3</p>

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

Budgeted cost: £12,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Counselling via BCCS</i>	<p>The evidence linking social and emotional skills in childhood with improved outcomes at school and in later life is extensive. Good social and emotional skills are associated with a range of positive outcomes including good physical and mental health, academic achievement, reduced involvement in crime, and higher income.</p> <p>EEF also suggest that it counselling should improve attendance.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/supporting_school_attendance_-_reflection_and_planning_tool.pdf">https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/supporting_school_attendance_-_reflection_and_planning_tool.pdf</a></p> <p><i>COST: £6950</i></p>	1
<i>Tutoring provided for year six children.</i>	<p><i>“Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.” EEF</i></p> <p><i>COST: £2000</i></p>	3
<i>Talk Boost and NELI training</i>	<p>EEF’s <u>Early Years Toolkit</u> shows that communication and language approaches can have a very high impact on pupil outcomes.</p> <p><i>Cost: £0</i></p>	2
<i>Maths Stacks</i>	<p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</a></p> <p>LSA Interventions + 4 months progress.</p> <p><i>COST £79</i></p>	2
<i>Hertfordshire</i>	<p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</a></p> <p>Reading comprehension strategies +6 Months progress.</p> <p><i>COST: £0</i></p>	3/4
<i>Toe by Toe</i>	<p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</a></p> <p><i>£40</i></p>	3/4
<i>Little Wandle Catch Up Reading</i>	<p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</a></p> <p>Reading comprehension strategies +6 Months progress.</p>	2/3

<i>Little Wandle Phonics Catch up</i>	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</a> +5 months progress through effective phonics intervention.	2/3
<i>Funded Wraparound Care</i>	<i>improving pupil satiety and nutrition can have a positive effect on their attainment and health, and that providing free breakfasts can incentivise school attendance (EEF)</i>  £500	5
<i>KAPOW</i>	The Department for Education (DfE) advocates for using well-structured schemes of work (SoW) to define the "what" and "why" of the curriculum, enabling teachers to focus on tailoring delivery and reducing unnecessary workload.  <i>COST: £1109</i>	3
<i>Jane Considine</i>	The Department for Education (DfE) advocates for using well-structured schemes of work (SoW) to define the "what" and "why" of the curriculum, enabling teachers to focus on tailoring delivery and reducing unnecessary workload.  <i>COST: £132</i>	2/3/4
<i>BCT (Consortium of local schools)</i>	A collaborative model supports our school and intends to strengthen leadership and improve teaching.  £816	1/3/4
<i>Step Lab limited</i>	Steplab is a complete professional development (PD) platform for schools, giving you everything needed to deliver evidence-informed PD. Designed by educators and grounded in research, it supports your whole school – from teachers and teaching assistants to senior leaders and pastoral staff. Whatever your context, Steplab enables you to build a bespoke PD approach that is practical, impactful and easy to implement.  <i>11 x individual plans.</i> <i>COST: £1,109</i>	3

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

Budgeted cost: £15,311

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Educational Visits</i>	We have a high level of engagement in all our educational visits and by funding these, children in receipt of pupil premium are able to access the same cultural capital as the rest of the school. <i>COST: £10,000</i>	5
<i>Swimming</i>	Physical activity has important benefits in terms of health, wellbeing and physical	5

	development. It is also an essential life skill. £450	
<i>Clubs</i>	<i>Windmill, Football, Rocksteady, Little Musketeers are all funded for children in receipt of PPG. "Creating a positive and supportive environment for all pupils means reinforcing a shared language, activity, routines and strategies throughout the school."</i> £4861	5

**Total budgeted cost: £46,534**

## Part B: Review of the previous academic year

### Funding for Previous Academic Year

Detail	Amount
Pupil premium funding allocation this academic year	£36,901
Pupil premium funding carried forward from previous financial years <i>(enter £0 if not applicable)</i>	£11,666
<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>	£48,567

### Outcomes for disadvantaged pupils

Trip Provision - we have funded school trips for children in receipt of pupil premium, enabling them to have access to the same cultural capital and experiences as all other children.

Tutor for year 6 - this provision supports our pupil premium children to achieve the age related expectation, as shown in the data below.

Music teacher (until end of academic year 2024/2025) has given children access to excellent quality first teaching but also boosted the confidence of all teachers, who are now teaching their own music lessons with her support when required.

Windmill Theatre school: by providing funded places for children we have given access to extra-curricular activities which they would not otherwise have accessed, we have also seen a huge increase in confidence in the children who attend.

Rock Steady in a 'Rock band' club which runs during the school day. The children are given opportunities to perform in a termly concert. We believe that access to high quality music provision is really important, *Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.*

Funded Breakfast Club provision has supported children in receipt of Pupil Premium to come in to school.

We have provided counselling to pupils through BCCS and have seen a demonstrable improvement in their wellbeing and subsequently have seen improved attainment. The provision through BCCS will increase in the coming academic year.

#### Targeted interventions:

*Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one intervention can be a powerful tool for supporting these pupils when they are used carefully. (EEF)* Interventions such as Maths Stacks, Hertfordshire Reading, Little Wandles phonics catch up have supported children in receipt of pupil premium and enabled them to make progress.

The SENCO and Deputy Head Teacher continue to support teachers to provide Quality First Teaching which meets the needs of all pupils.

#### Data

##### **KS1**

100% of pupil premium children have made progress in all core areas.

In the year one, 25% of pupil premium children passed the phonics screening, however 50% of the children also have additional needs. All of these children are supported by the Little Wandles Phonics catch up and are expected to pass in year 2.

##### **KS2 –**

25% of pupils met the national average at the end of year six.

75% of pupils met the expected standard for reading.

25% of pupils met the expected standard for writing

50% of pupils met the expected standard for maths.

50% of pupils met the expected standard for Spelling, Grammar and Punctuation.

Maths – 83% of pupil in receipt of pupil premium funding have made progress.  
 Reading – 83% pupil in receipt of pupil premium funding have made progress.  
 Writing – 77% of pupil in receipt of pupil premium funding have made progress  
 Data at the end of year six can be seen below – the cohort data is above national average in the majority of areas.

Year 6 KS2 Assessments (SATS) % achieving		Stock Church of England Primary School			National
		2022/23	2023/2024	2024/25	2024/25
Expected	Reading	89%	92%	93%	75%
	Writing	79%	77%	73%	72%
	GPS	61%	81%	77%	73%
	Maths	86%	100%	87%	74%
	RWM Combined	71%	77%	70%	62%
Greater Depth	Reading	32%	27%	33%	
	Writing	21%	15%	13%	
	GPS	21%	35%	20%	
	Maths	48%	31%	20%	
	RWM Combined	17%	8%	7%	

Presently we are on track to achieve the outcomes of our three-year strategy  
*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### 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

### 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**

**The impact of that spending on service pupil premium eligible pupils**

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**Further information (optional)**

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*