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	204
Proportion (%) of pupil premium eligible pupils	10.24%
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)**	Sept 2024 - July 2027
Date this statement was published	September 2024 Reviewed 2025 Reviewed September 2026
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	£38,750
Pupil premium funding carried forward from previous financial years *(enter £0 if not applicable)*	£17,596
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£56,346

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 with 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 suggest that Language and vocabulary skills are less developed in children in receipt of pupil premium funding across the school.

3	Pupil premium pupils are working below age related expectation in writing 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 lower than 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 support by SALT team and Talk Boost intervention/individual plan delivered. Children entering reception are assessed with NELI. 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.	Attendance of PP children of PP children improves.
For all children to have good access to wider experiences which enrich their learning experience.	All pupil premium pupils are able to access enrichment opportunities in line with their peers.

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: £22,461

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA support in class to complement teaching and provide additional support via evidence based interventions.	LSAs should complement and facilitate effective teaching; supporting those who may require additional support or challenge. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants Additional support for children makes school more accessible and enjoyable and increases attendance. COST: £22,461	1/4
SENCO	*"SENDCOs have a specialised knowledge of the steps practitioners can take to support pupils with additional needs."* 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. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/supporting-high-qualityteaching-for-pupils-with-send	3/4
Implement a whole school writing framework	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. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks2	2/3

Enhance teacher subject knowledge through CPD.	*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. *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*	2/3

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

Budgeted cost: £11,566

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling via BCCS	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. The EEF also suggest that it counselling should improve attendance. https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/ supporting_school_attendance_-_reflection_and_planning_tool.pdf *COST: £5,250*	1
Tutoring provided for year six children.	We provide tutoring for our year six children with the aim of aiding rapid progress. *"Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average." EEF* COST: £385	3

Talk Boost and NELI training	EEF's Early Years Toolkit shows that communication and language approaches can have a very high impact on pupil outcomes. *Cost: £0*	2
Maths Stacks	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit LSA Interventions + 4 months progress. COST £79	2
Hertfordshire	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit Reading comprehension strategies +6 Months progress. COST: £0	3/4
Toe by Toe	For children with a specific literacy difficulty, Toe by Toe helps provide structured intervention. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit £40	3/4
Little Wandle Catch Up Reading	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit Reading comprehension strategies +6 Months progress.	2/3
Little Wandle Phonics Catch up	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit +5 months progress through effective phonics intervention.	2/3
Funded Wraparound Care	We have found that some of our children in receipt of PPG were struggling to come in to school, by providing Wrap Around Care we aim to reduce lateness and improve attendance as well as ensuring all children receive nutritious meals. *improving pupil…nutrition can have a positive effect on their attainment and health, and that providing free breakfasts can incentivise school attendance (EEF)* £226	5
KAPOW	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. *COST: £1393*	3

Jane Considine	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. *COST: £132*	2/3/4
BCT (Consortium of local schools)	A collaborative model supports our school and intends to strengthen leadership and improve teaching. *£808*	1/3/4
Step Lab limited	Steplab is a complete professional development 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. *11 x individual plans.* *COST: £1,122*	3
Buddy Bench	The Buddy Bench helps children to build friendships, targeting social, emotional and mental health difficulties that disadvantaged children may face. £1235.50	
Jigsaw	As a school we deliver PSHE via the Jigsaw Scheme of work. On average, structured social and emotional learning approaches deliver the equivalent of 4 additional months' progress in academic outcomes over an academic yea £895.50	

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

Budgeted cost: £24702

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Visits	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. COST: £5,030	5

Clubs	*Windmill, Football, Rocksteady, premier Sports 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." £5,740	5
Attendance Officer	£13,932 allocated to attendance officer who participates in attendance meetings, support first meetings and ensures that attendance is tracked.	0

Total budgeted cost: £58,729

Part B: Review of the previous academic year

Detail	Amount
Pupil premium funding allocation this academic year	£40,007
Pupil premium funding carried forward from previous financial years *(enter £0 if not applicable)*	£11,667
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	**£52,572**

Outcomes for disadvantaged pupils 2025/2026 Update

Challenge 1: We are now providing counselling through the BCCS internally, meaning we can target a higher number of children and address more needs. Through this provision we have seen a reduction in EBSA. Providing this provision internally also improves attendance as children are not needing to miss school to attend counselling elsewhere.

Challenge 2: We have implemented the NELI Screening programme as well as training staff in Talk Boost. By implementing The Write Stuff English Scheme, we ensure that high quality text and high-quality language are a focus in every single learning. The implementation of KAPOW also ensures a vocabulary rich curriculum. LSAs work closely with the link speech and language therapist to ensure that personalised Speech and Language provision is delivered.

Challenge 3: The implementation of The Write Stuff and Kapow has increased the progress that is being made, especially in English. We have used provision of adults to split children for their phonics lessons which has meant that 100% of children in receipt of pupil premium have passed their phonics screening test. 55% of children in receipt of PPG are working at or above with 67% of children in receipt of PPG achieving at or above in reading.

Challenge 4: PPG Attendance is a particular issue at Stock C of E Primary School. Absence for PP 89.44% in 25/26 compared to 94.78% often due to holidays taken during term time rather than repeat absences; as a result, this continues to be a key part of our school development plan. Time is carefully allocated to support first meetings to manage this. 0.83% of the general population have unauthorised absences for holidays compared to 2.31% for holidays of children in receipt of pupil premium. Funded Breakfast Club provision has supported children in receipt of Pupil Premium to come in to school. Funded after-school club places have also supported parents of these children to continue with their own studies.

Challenge 5: 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. This has included our year six residential; something that as a school we believe all children should have the opportunity to access.

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

Windmill Theatre school/Premier Sports: 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.

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, Reading Fluency, Little Wandles phonics catch up have supported children in receipt of pupil premium and enabled them to make progress.

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

KAPOW/The Write Stuff: These schemes allow teachers to focus on the provision of appropriate resources and ensure high quality first teaching across all classes. They are raising the standard of provision for all.

Data

KS1
100% of pupil premium children have made expected progress in all core areas with 50% making above expected progress.

In year 1 – the 1 child in receipt of pupil premium passed their phonics screening

KS2 (4 children)

SATS data:

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.

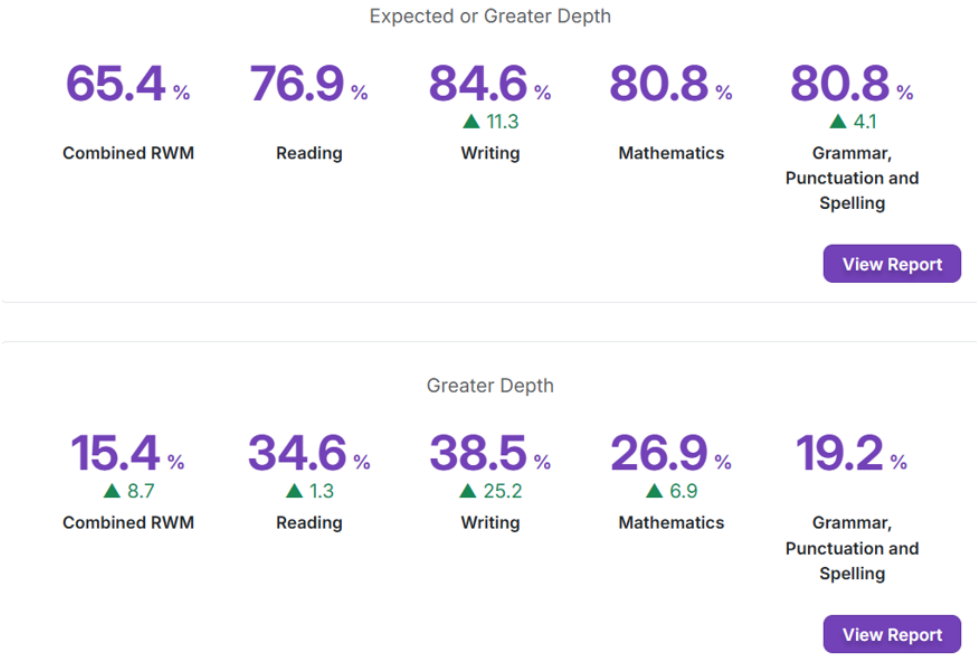
Across KS2

Maths – 83% of pupil in receipt of pupil premium funding have made expected progress.

Reading – 83% pupil in receipt of pupil premium funding have made expected progress.

Writing – 77% of pupil in receipt of pupil premium funding have made expected progress

Data at the end of year six can be seen below – the cohort data is above national average in the majority of areas.



Presently we are on track to achieve the outcomes of our three-year strategy

Funding for Previous Academic Year 2024/2025

Detail	Amount
Pupil premium funding allocation this academic year	£34,040
Pupil premium funding carried forward from previous financial years *(enter £0 if not applicable)*	£2,527.89
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£36,567.89

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

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.