

Pupil premium strategy statement – Stoke St Gregory Church of England 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	57
Proportion (%) of pupil premium eligible pupils	28.1%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	David Rowland, Headteacher
Pupil premium lead	David Rowland, Headteacher
Governor / Trustee lead	Jo Leru

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,940
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£24,940

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils make good progress and achieve high attainment across all subject areas, whatever their individual needs or academic ability. Our school vision is that every child should be able to - and are given the opportunity to - 'Let their light shine' and our Pupil Premium strategy supports this vision.

This strategy is informed by robust diagnostic assessment of both academic (to identify gaps in learning and to identify any child who is not making good progress) and social and emotional need.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we have a school culture where we:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- act early to intervene at the point the need is identified

Ultimate objectives for disadvantaged learners

- Reduce attainment gaps between disadvantaged and non-disadvantaged learners in reading, writing and mathematics across the school so that disadvantaged pupils make at least expected progress and the attainment gap closes
- Ensure learners' social, emotional and behavioural needs are identified early and are effectively supported so pupils are ready to learn and able to sustain engagement with the full curriculum.
- Increase disadvantaged pupils' early language, vocabulary and oracy so they fully access curriculum learning and make stronger progress in reading and writing.
- Improve higher-quality writing outcomes (including grammar and spelling) for disadvantaged pupils so more reach the higher standards for their year group.
- Broaden disadvantaged pupils' cultural capital and enrichment opportunities so aspiration, aspiration-related behaviours and entitlement are increased.

How this strategy works towards those objectives

- Use an evidence-led, tiered approach aligned to the DfE Menu of Approaches:
 - Tier 1: strengthen high-quality teaching and whole-school curriculum and formative assessment;
 - Tier 2 provide targeted academic support (small-group and one-to-one tuition, structured literacy/language interventions);

- Tier 3 deliver wider strategies (social and emotional learning (SEL), attendance, enrichment, family engagement) to address non-academic barriers to learning.
- Target resource to small cohort and individual level: Stoke St Gregory Primary School is small (57 pupils total; 16 pupil premium = 28%) so interventions will be tightly targeted using diagnostic assessment and tracked for impact.
- Prioritise early identification and early intervention: early years language and Reception interventions, systematic phonics, and rapid short-block intervention for pupils below age-related expectations.
- Combine whole-school approaches with intensive targeted support: improve universal practice (teacher modelling, vocabulary planning, writing instruction) so that more pupils make progress and targeted support is used where it adds most value.
- Evaluate continuously: clear success criteria and termly monitoring to check fidelity and impact; adapt provision where evidence suggests limited impact.

Key principles

- Evidence led: all main approaches are drawn from high-quality evidence (primarily EEF guidance and trials). Evidence sources are referenced with links throughout the plan.
- Targeted and proportionate: the Pupil Premium funding is deployed with a focus on the highest impact activities for our school context (small cohorts, specific barriers).
- Whole-child: academic, social-emotional and cultural barriers are addressed in parallel.
- Implementation focus: pay attention to training, fidelity, staffing and evaluation rather than simply buying programmes.
- Transparency and governance: the Oak Partnership Trust and Local School Committee will review outcomes regularly; the Pupil Premium lead will publish a short annual impact summary.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional issues: assessments, observations and discussions with pupils and families identify social, emotional and behavioural challenges for many disadvantaged pupils which reduce readiness to learn and classroom engagement.

2	Aspiration and cultural capital: differing levels of aspiration and cultural capital in our small community reduce exposure to wider experiences and constrain vocabulary, motivation and breadth of curriculum knowledge.
3	Early language and vocabulary development: some disadvantaged pupils show limited early language and vocabulary, limiting reading comprehension and writing development.
4	Writing attainment (quality and higher levels), grammar and spelling: some disadvantaged pupils underperform in writing, with weaknesses in grammatical knowledge, spelling and ability to produce extended, higher-level writing.
5	Attainment gaps in core subjects (reading, writing, maths): internal assessment across the school shows disadvantaged pupils working below in reading (42% disadvantaged below vs 22% non-disadvantaged), writing (48% vs 27%), and maths (42% vs 24%) — these gaps must be reduced.
6	Enrichment access: limited access to extra-curricular activities, residentials and trips for some disadvantaged families reduces curriculum enrichment and experiences that support aspiration, vocabulary and writing stimulus.

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
1. Improved social-emotional readiness to learn for disadvantaged pupils	<ul style="list-style-type: none"> - Through whole school approaches and targeted SEL support, disadvantaged learners show measurable improvement: pupils receiving SEL interventions record a meaningful improvement in classroom engagement - Reduction in lesson disruptions and improved engagement in lesson observations for targeted pupils.
2. Increased cultural capital and aspiration	<ul style="list-style-type: none"> - At least 90% of disadvantaged learners attend at least one curriculum visit or extracurricular club per term (funded where necessary). - Learner feedback shows increased exposure to new experiences.
3. Stronger early language and vocabulary acquisition	<ul style="list-style-type: none"> - Vocabulary/oral language shows year-on-year improvement; fewer disadvantaged Reception pupils below expected for speaking in ELG
4. Improved writing outcomes, including grammar and spelling	<ul style="list-style-type: none"> - Termly writing moderation and assessments show disadvantaged pupils make accelerated progress; proportion of disadvantaged pupils achieving age-related expectations in writing across the school increases; number achieving higher

	standard increases by measurable increment (target cohort-sized increases).
5. Narrowed attainment gaps in reading, writing and maths	<ul style="list-style-type: none"> - Reduce the gap between disadvantaged and non-disadvantaged 'working below' rates by at least 50% of the current gap in each subject (reading gap 20ppt → 10ppt target; writing gap 21ppt → 10–11ppt target; maths gap 18ppt → 9ppt target). - Increase % of disadvantaged pupils on track or above by at least 10 percentage points in each subject (where cohort-size permits).
6. Increased participation in enrichment activities	<ul style="list-style-type: none"> - Disadvantaged participation in at least one extra-curricular enrichment activity increases from current baseline to ≥80% of disadvantaged pupils by end of academic year. - Enrichment programme within school hours is expanded so that pupil voice shows increased awareness of wider opportunities and aspiration.

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: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. CPD programme, particularly focussing within EYFS, on vocabulary instruction and oracy: explicit vocabulary teaching (tiered Tier 2/Tier 3 words), teacher modelling, and structured talk activities embedded in daily lessons.	EEF guidance on Communication & Language and the Early Years Evidence Store recommends teaching and modelling vocabulary and interactive reading as effective strategies for early language and the building blocks of reading comprehension: EEF: Communication and Language / Early Years Evidence Store .	3
2. Whole-school writing CPD and curriculum sequence focusing on explicit modelling, examples, scaffolding for	EEF Writing Practice Review and Guidance recommend explicit teaching of writing strategies, modelling, breaking writing tasks into	3

planning, editing/revising routines, and grammar/spelling taught in context (aligned to EEF Writing Practice Review). (Tier 1)	planning/monitoring/evaluation, and integrating reading and writing: EEF: Writing Practice Review . Also the EEF trialled "Grammar for Writing" approaches: EEF: Grammar for Writing – trial info .	
3. Improve diagnostic assessment and use of formative assessment (hinge questions, low-stakes quizzes, retrieval practice) to identify misconceptions quickly and target in-class teaching; use assessment to match pupils to interventions.	Evidence: EEF guidance emphasises the importance of effective diagnostic assessment and using assessment to prioritise curriculum and interventions: EEF: Improving Literacy / Assessment guidance and Teaching & Learning Toolkit resources and EEF materials on assessment practice.	3, 4, 5
4. Invest in high-quality, age-appropriate texts and curriculum resources to support reading-as-a-writer and provide stimulus for shared and modelled writing. (Tier 1)	Evidence: EEF guidance highlights the centrality of high-quality texts for engagement and as a tool to support writing development (EEF literacy guidance and Reading House resources): EEF: Improving Literacy (Reading & writing) / Vocabulary resources (see 'Vocabulary in Action' resources).	4, 5
5. Professional development on effective use of Teaching Assistants (TAs) and on delivering small-group instruction with fidelity; create TA timetables to deliver evidence-based small group practice within class and as interventions. (Tier 1)	Evidence: EEF guidance on Teaching Assistants shows maximised impact when TAs are trained, deployed to supplement high-quality teaching and deliver structured small-group work: EEF: Teaching Assistants guidance and resources .	5
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF: Improving Social and Emotional Learning in Schools	1

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

Budgeted cost: £13,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Small-group tuition for reading, writing and maths (2–4 pupils per group); 10–12 week cycles with regular diagnostic assessment and alignment to curriculum.	Evidence: EEF Teaching & Learning Toolkit: Small group tuition has a moderate to high impact (average +4 months) when targeted, frequent and aligned to assessment: EEF: Small group tuition .	4,5
2. One-to-one/very small group tuition for pupils with greatest gaps (maths and writing). Sessions scheduled to be frequent and short-term.	Evidence: EEF summary on tuition (including NTP evidence) indicates one-to-one and small-group tuition can produce meaningful gains; key principles include selection, alignment to curriculum and sustainable delivery models: EEF: Effective Tutoring guidance and NTP evaluation summaries and EEF toolkit summaries for tuition.	5
3. Peer tutoring / structured reciprocal reading / guided reading routines where appropriate to increase reading practice and fluency (in-class small groups). (Tier 2)	Evidence: EEF suggests peer and guided reading approaches can increase reading practice and fluency when structured; small groups and guided reading have an established evidence base for improving engagement and fluency: EEF: Small group tuition and literacy resources and reading resources on the EEF site.	5

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

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Pastoral/learning mentor provision (targeted 1:1 mentoring and small group wellbeing work). Link closely with teachers and families to ensure	Evidence: EEF SEL guidance and case studies indicate targeted pastoral and mentoring provision can support disadvantaged pupils' readiness to learn and behaviour; implementation alongside whole-school SEL yields better results. Source: EEF: SEL toolkit .	1

school-home continuity. (Tier 3)		
2. Subsidise trips/residentials, fund travel/uniform and provide bursaries for extracurricular access; timetable a yearly enrichment programme	Evidence: EEF is funding/enquiring into trials of cultural learning strategies and highlights enrichment as a pathway to support engagement / cultural capital; additional sector evidence (Sutton Trust and EPPSE findings referenced in EEF materials) shows enrichment and experiences support aspiration and later attainment. See: EEF: New partnership to test the impact of different cultural learning strategies and EEF supporting attendance/enrichment materials.	2
3. Parent and carer engagement: termly workshops showing how to support vocabulary, reading, and maths at home; regular communications and resource packs; targeted family outreach for lower-engagement families.	Evidence: EEF guidance on parental engagement indicates structured programmes and workshops can increase parental support for learning and improve outcomes: [EEF: Parental engagement resources and Evidence Store]. (EEF resources on parental engagement and Early Years/Primary evidence.)	2,3,5

Total budgeted cost: £24,490

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The number of pupils in our year 6 cohort in 2024-25 was only seven - with only one of those children in receipt of the pupil premium - so any trends are not 'statistically significant' or reliable. Therefore we are careful not to make generalisations. All children in our year 6 cohort in 2024-25 achieved the expected standard in reading, writing and maths.

Combined attainment in 4 assessments

	At/above expected	Above expected
Disadvantaged	100%	0%
Not Disadvantaged	100%	33%

Further external assessments lower down the school have shown high achievement from all children. For example, 100% of children had passed the phonics assessment by the end of Year 2 (2 disadvantaged), and achievement in the MTC in Year 4 was particularly strong, with all five children (2 disadvantaged) achieving full marks.

Across the school, internal assessments have continued to show progress in reading and writing by disadvantaged children, with targeted interventions and quality first teaching allowing children to catch up and keep up. Targeted support for children's oral literacy in Early Years and KS1 has also had an impact.

Internal assessments in the core subjects show significant progress throughout the school due to the impact of CPD and strong subject leadership.

Attendance for the year for all children in receipt of the pupil premium was 93.9% (an increase of 3.5% on the previous year) compared to 96.7% (an increase of 1.3%) for those children not in receipt of the pupil premium, thus closing the attendance gap by 2.2% compared to the previous year.

2025 marked the end of the previous three-year plan which included the following intended outcomes:

Increased writing attainment for disadvantaged pupils.

- The school has a clear English policy that sets out an evidence-informed approach to teaching writing which is consistently implemented.
- Pupils are given opportunities to write across the curriculum.

MET

<p>Reading for pleasure has significantly increased.</p>	<ul style="list-style-type: none"> • There is a clear reading spine in place for each year and a well-stocked library with plenty of books in classrooms • Evidence of daily story telling • Approach to teaching reading has been refined to tie learning more into high quality/ reading spine texts. • Whole school culture of Reading for Pleasure is evident within qualitative data from pupil voice, pupil, parent and staff surveys and observations. <p>MET</p>
<p>Vocabulary development has positively influenced reading and writing attainment for disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Reading lessons have in some cases been re-shaped to prioritise vocabulary development. • Daily story time is prioritised in all classes. • Learning environments promote vocabulary development • A broad and ambitious curriculum is in place. • A reading spine is designed and resourced for all year groups. <p>MET</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • The school has a trained ELSA with quantitative data to demonstrate their impact. • The school has a pastoral base and resources to support pupils emotionally and socially. • Jigsaw PSHE has been implemented <p>MET</p>
<p>Disadvantaged pupils are supported to keep up and catch up with their early reading.</p>	<ul style="list-style-type: none"> • All staff have received ULS training to ensure high quality first teaching. • The teaching of phonics is monitored and evaluated regularly and staff are provided with necessary support and CPD. • KS1/KS2 phonics interventions are mapped and tracked by English Lead. • Additional resources are purchased to ensure teaching, home and guided reading resources linked to phonics, allow for fidelity to the scheme. <p>MET</p>
<p>Disadvantaged pupils are given more opportunities in school to develop pupil capital</p>	<ul style="list-style-type: none"> • A broad curriculum is in place with well-planned sequences of learning in each subject. • Experiential activities are in place across a range of Curriculum areas. • More clubs/activities are on offer for disadvantaged pupils. • There are more opportunities for disadvantaged pupils to partake in the Arts. • Collective worship is higher quality and more impactful.

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Our review of our strategy plan for the last three years has shown significant successes while focus points remain, allowing us to build on the strong work that has come previously and carry momentum and learning into our next strategy plan.