

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Stalmine Primary
Number of pupils in school	97 (+6 Nursery)
Proportion (%) of pupil premium eligible pupils	20% of school register
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26, 2026/27 & 27/28
Date this statement was published	1/5/25
Date on which it will be reviewed	1/5/26
Statement authorised by	SEC Committee (Summer 2025 & Autumn 2025/26)
Pupil premium lead	Daniel Smith
Governor / Trustee lead	Sarah Loy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (25-26)	£ 47,500
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (2025-26) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£47,500

Part A: Pupil premium strategy plan

Statement of intent

At Stalmine Primary School we believe that every child deserves the opportunity to receive a rich and challenging curriculum regardless of their background and social inexperience's. We feel it is our moral duty to enable every child to reach at least the basic foundations from which they can spring to further heights. Our pupil premium pupils are specifically targeted so as to ensure that not only do they receive the very best provision but a targeted, further enhanced provision. The funding will be used to target our most disadvantaged pupils to ensure that they reach at least the age-related expectation across reading, writing and maths. It is also used to across a range of different initiatives where it supports the families best in order to secure the best conditions for living and learning.

Challenges

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

Challenge number	Detail of challenge
1	High proportion of PP pupils are not yet at ARE in Reading; Writing and Maths
2	Low attendance at school resulting in large gaps in knowledge
3	Lack of parental support in home learning (not remote) i.e. reading at home; number work at home. Opportunities for out of school enrichment experience.
4	SEMH impacting behaviour for learning
5	Pupils entering school with poor S&L skills and low vocabulary acquisition

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
Closing the attainment gaps between PP and non PP pupils	All pupils making effective and at least expected progress from their starting points. Narrowing of the attainment gap to bring attainment for those pupils who are FSM in line with national attainment levels.
School attendance % improved	All pupils' attending school 97%

Improved parental engagement in supporting pupils' learning	Increase number of parents reading with pupils at home and engaging in homework activities. Parents attending parent sessions e.g. phonics; number
Improved behaviour for learning resulting in sustained concentration and focus in lessons.	Pupils will have effective and successful strategies to draw upon to support them with SEMH needs.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,000-£5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted PD and Quality First Teaching: Teaching pedagogy – metacognition	EEF: Metacognition and self-regulated learning Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Mastery learning will support the narrowing of the attainment gap.	1, 4 and 5

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

Budgeted cost: £20,000 - £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA's x 2 to lead KS1 and KS2 structured intervention groups. Increased hours for this specific role for 2025-26.	Small group learning is more effective for younger learners; particularly in English and maths . Effective support for pupils in class & with peer learning and development; working with others which needs to be managed in small groups by an appropriate adult.	1

Increased hours for TA's around school	The increased TA hours across school has allowed a wider balance of support across all classes including some further afternoon provision. This has enabled more opportunity to support quality 1:1 READING intervention with pupils	1
TA to work 1:1 with identified pupil on EHCP that requires closely monitoring to stay on track.	1:1 adult support allows individual pupil to access the curriculum. Support SEMH needs and pastoral provision across school. Allows other pupils in class to access their curriculum as identified pupil requires time away from class to function and learn without causing distractions to pupils around them.	1, 4
Classroom and intervention resources to help support pupils needs.	Sensory, wellbeing and academic Specific materials and resources to support those pupils in the PP & PP+ category	1,4 & 5

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

Budgeted cost: £16,000-20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Reach out' ASC £3000	Evidence: Increased numbers in schools of pupils with diagnosis of autism. Schools receiving specific professional advice on provision to meet needs. Targeting specific support for autistic pupils. Assessment of needs and targeted provision for pupils with	4
'Communicate' Speech and Language for targeted pupils £4000	Evidence: Early Language Development Law et al Early Language Development final.pdf (d2tic4wvo1iusb.cloudfront.net) EEF Blog: Learning recovery and the role of diagnostic assessment EEF Blog: Learning recovery and the role of diagnostic... EEF (educationendowmentfoundation.org.uk)	5
Outdoor classroom and 'Forest School Teacher'	Evidence: Need for pupils to engage more with the outdoors. Promote learning in the school's natural environment. Increased numbers in school – squeezes space in classrooms. Opportunities to reduces class size for	3, 4

3.5 hours (1 morning per week) Jan 2024- July2024 £3500	activities that require smaller groups. Not feasible for the classroom as too restrictive. Planned activities linked to curriculum learning objectives for every year group from Y1-Y6. Every child (Y1-Y6) receiving at least 16 x 1 hours across the year as part of a group of 12-15 pupils dedicated learning time developing skills outdoors linked to both curriculum objectives and 'Forest School skills'	
Wider school experiences such as school trips; residential trips £3000	Resilience improved Confidence built Opportunities to thrive and 'excel'	4
Theatre experience £1500	Enrichment experience Cultural Literature & Language	3
CPD training to further support Gov funded wellbeing training for lead teacher £1000	Ability to more effectively support parents in ensuring pupils in school Increased attendance – increased attainment, less gaps in learning.	2

Total budgeted cost: £47,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

EYFS- PP pupils in line with Non PP pupils achieving GLD.

Phonics Check: Improvement in phonics scores from previous year. School score just a little below national average for Y1 pupil but with intervention score is higher than anticipated and has helped PP pupils improve even if not reaching pass threshold.

***High pass rate for Y2 resit and targeted intervention has helped with this.**

Improved performance in numbers of PP pupils gaining expected level attainment in RWM in 2024-25 from targeted strategies in class teaching and intervention.

End of KS2 – Significantly above national average for PP pupils in Reading. Just under in writing and maths.

Very good engagement in enrichment opportunities across school (trips, visits). Very positive feedback from pupils and parents.

Forest School continues to be extremely well received and has helped PP pupils (alongside all our pupils) with cross-curricular enrichment in the outdoors/nature, resilience/independence, team work, extending vocabulary, wellbeing and emotional and social development.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information (optional)