

Pupil premium strategy statement 2026-27

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 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	95 (13 Nurs/Pre.Sch)-108
Proportion (%) of pupil premium eligible pupils	23% of school register
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026/27, 2027/28 & 28/29
Date this statement was published	1/5/26
Date on which it will be reviewed	1/5/27
Statement authorised by	RES/SEC Committee (Summer 2026 & Autumn 2026/27)
Pupil premium lead	Daniel Smith
Governor / Trustee lead	E Hendey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (26-27)	£ 37,600
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 (2026-27) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£37,600

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 give them the best opportunities to 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.
To improve school attendance percentage	All pupils' attending school at 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-£3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted CPD to support the training of teaching staff and TA's in delivering the RED ROSE SPELLING program	Evidence from the tracking of spelling data indicates an attainment gap between pupils spelling scores for those who are disadvantaged in comparison to those that aren't.	1, 4 and 5

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased TA hours to support pupils in KS1 and KS2 to delivering structured intervention groups. Increased hours for this specific role for 2026-27.	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 £18,000	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, PHONIC & SPELLING intervention and basic NUMBER recall.	1
TA to work specifically with a pupil with SEMH need £3000	Intervention to support pupil with SEMH needs and pastoral provision in disadvantaged group. Focused sessions to help support and regulate pupil with emotional resilience. 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. £500	Sensory, wellbeing and academic Specific materials and resources to support those pupils in the PP & PP+ category	1,4 & 5
'Reach out' ASC £1500 – contribution towards this provision	Evidence: Increased numbers in schools of pupils on the school register with an autistic diagnosis. Many of these pupils coming from the disadvantaged pupil group. School receiving specific professional advice on provision to meet needs through 'Reach Out' Targeting specific support for autistic pupils. 1:1 intervention with pupils with ASD diagnosis to help support learning.	4
'Communicate' Speech and Language for targeted pupils £2500 - contribution towards this provision	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

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Outdoor classroom and 'Forest School Teacher' 3.5 hours (1 afternoon per week across the year) £3500	Evidence: Need for pupils to engage more with the outdoors. Promote learning in the school's natural environment. Opportunities to reduces class size for activities that require smaller groups. 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'	3, 4
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

Total budgeted cost: £37,600

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes for Disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year and (three year trend).

EYFS 2025-26 disadvantaged:

2023-24 3 pupils 33.3%

2024-25 4 pupils 50%

2025-26 1 pupils 100%

Y1 Phonics Check meeting expected standard disadvantaged:

2023-24 4 pupils 25%

2024-25 2 pupils 0%

2025-26 5 pupils 40%

Y2 – Resit disadvantaged:

2023-24 - 2 pupils 0%

2024-25 - 3 pupils 67%

2025-26 - 2 pupils 100%

End of KS2 ATTAINMENT:

Pupils in the disadvantaged group **did better in comparison to pupils Nationally for the disadvantaged group in Reading & Writing (66.6%)** falling just under National ave. for all pupils. **Not in Maths as our three pupils in this group didn't manage to get the expected level.**

Targeted strategies in class teaching and intervention have helped pupils but end of KS2 data indicates. Progress made but end of KS2 data indicates below National ave. progress for pupils in this group.

ATTAINMENT - END OF KS2 DATA for PP (disadvantaged group)

	RWM (Exp+)	R	W	M
2023-24 -	1/4 (25%)	1 /2 (50%)	1 /2 (50%)	1 /4 (25%)
2024-25 -	2/5 (40%)	2/5 (40%)	2/5 (40%)	2/5 (40%)
2025-26 -	0/3 (0%)	2/3 (66.6%)	2/3 (66.6%)	0/3 (0%)

PROGRESS END OF KS2 DATA for PP (disadvantaged group)

2021-22 -	2pupils	-10.20	-6.8	-6.5
2022-23 -	2 pupils	-4.58	-0.52	8.2
2025-26 -	3 pupils	-1.31	+4.16	-6.88

Enrichment:

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. **All disadvantaged pupils take up this provision each year for 12 weeks**

LMS specialist music teacher to take music lessons for pupils in Y4 across the year. This is a rolling initiative each year so pupils receive this coming through school ensuring disadvantaged pupils have the opportunity to experience music lessons from a specialist teacher. **All disadvantaged pupils take up the LMS clarinet/percussion provision 36 weeks across Y4**

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)