

Stokesley Primary Academy

Pupil premium strategy statement 2024-2027

This statement details our school's use of pupil premium and recovery 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 impact that last year's pupil premium spending had within our school.

School overview

| Detail | Data |
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| School name | Stokesley Primary Academy |
| Number of pupils in school | 212 (Reception to Year 6) |
| Proportion (%) of pupil premium eligible pupils | 42% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-27 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Jaimie Holbrook |
| Pupil premium lead | Janet Madden |
| Governor / Trustee lead | Jaimie Holbrook |

Funding overview

| Detail | Amount |
|-------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year | £148,470 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £148,470 |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |

Part A: Pupil premium strategy plan

Statement of intent

The effective use of Pupil Premium Grant (PPG) encompasses all elements of our academy vision and core values. ALL pupils, including the most severely disadvantaged and most able, are regarded as unique individuals and receive both challenge and support designed to best meet their needs. We passionately believe that education plays a powerful and transformative role in improving life chances. We aim to do whatever it takes to remove any barriers that stand in the way of pupils achieving an excellent education. As such, our main purpose is to focus on closing the gaps in achievement and attainment that may exist for different groups of pupils in our academy. Quality first teaching is central to our plan and provision: we know from research that daily access to quality first teaching has the biggest impact on our most vulnerable learners and so our commitment to ensuring all teachers are teaching at least good lessons every day is crucial. This is enhanced by supportive interventions for those most affected by the pandemic (lockdowns, partial re-opening, Covid-related absence and requirements to self-isolate). We are committed to targeting our interventions to combat the wider barriers to disadvantaged children's academic and wider success through bespoke programmes drawing a wide range of professionals and community services where possible.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged, in accordance with DfE guidance.

To ensure successful implementation of the plan, evidenced based strategies will continue to be used to support the most disadvantaged pupils. We have used a range of evidence sources to inform our decision making, including recognising the importance of looking at local factors. We have considered the findings of the Education Endowment Foundation (EEF) in how best to utilise additional funding to meet children's needs and research findings from the Department of Education, aimed at identifying the factors that have the most impact on raising the achievement of disadvantaged pupils.

Successful implementation will be achieved through a number of key principles in order to provide an enriched, relevant, engaging and innovative curriculum:

- Evidenced based strategies will be implemented to ensure the best impact on improving outcomes for disadvantaged pupils;
- Outstanding teaching is the key to improve outcomes for disadvantaged pupils;
- Ensuring that the needs of children are identified through a range of mechanisms, including written assessment, observations of behaviour, analysing a wide range of data sets available to us and speaking to the pupils and those that care for them; -
- Regularly reviewing the progress and performance of all disadvantaged children to ensure that our approaches are impactful and those most needed at any given time;
- Ensuring disadvantaged pupils are challenged in the tasks and activities they receive in each teaching session;
- Every child has the right to succeed academically and children and their families will be supported socially and emotionally at all times;
- We are committed to providing our disadvantaged pupils with access to a wide variety of curricular and extracurricular experiences and activities;
- Ensuring that all staff take responsibility for disadvantaged pupils' outcomes

The belief that all eligible children should be positively impacted by this strategy has influenced our planning. We have considered the evidence from the Education Endowment Foundation (EEF) and their research into successful practice in other schools. We have also taken on board the impact of strategies used previously within our own school. As recommended by the EEF, we have adopted a tiered approach to define our priorities for spending our Pupil Premium allocation. Our tiered approach comprises three categories:

- Teaching
- Targeted academic support
- Wider strategies

Teaching takes priority and this includes professional development and training for all staff. This is reflected in the Pupil Premium spending, where teaching is the highest costed tier. The Education Endowment Foundation states 'The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.' It is for this reason that our plan is specific and precise. We endorse

the EEF's view that the use of Pupil Premium funding will 'benefit other groups' and that 'some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need.'

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | Attainment is lower for disadvantaged learners than peers, both in school and nationally. We also have a higher proportion of learners with SEN compared to national, 75% of these are Pupil Premium. |
| 2 | Typically, our disadvantaged children have poor language skills and limited vocabulary on entry to school. |
| 3 | Limited reading at home can be a barrier for some disadvantaged pupils. This can impact on their access to the wider curriculum in school and beyond. |
| 5 | Attendance for disadvantaged children is below the rest of the school. |
| 6 | Disadvantaged pupils have limited 'wider' experiences and opportunities in life to draw upon (beyond the school) which can link to lack of aspiration for the future. |

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 |
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| <p>Increase the percentage of disadvantaged pupils reaching standards Ensure all pupils, whether pupil premium or SEN or both, make at least expected progress over the year.</p> | <p>Reading, writing and maths combined data at the end of KS2 will show there is no difference when compared to peers. Outcomes for disadvantaged pupils will be at least in line with National. Data in all year groups will show that progress for pupil premium children is at least the same as their peers, and in many cases accelerated. Where there is a gap, this is diminishing.</p> <p>The quality of teaching in all cohorts is at least good in all lessons at all times, and often outstanding. The quality of teaching and learning is enhanced by the deployment of highly effective teaching assistants. Interventions are targeted, timely and highly effective and are closely monitored to ensure maximum impact on pupil progress and achievement.</p> |
| <p>Develop the vocabulary of disadvantaged pupils, in general and across the curriculum.</p> | <p>Enquiries into teaching and learning and lesson visits will identify an increased application of vocabulary. Reading attainment will show disadvantaged pupils are at least in line with all pupils. The development of Oracy through Voice 21 will underpin this work.</p> |
| <p>Increase the opportunities for disadvantaged pupils to read.</p> | <p>Reading outcomes will show disadvantaged pupils are at least in line with National. Reading data in all year groups will show that progress for pupil premium children is at least the same as their peers, and in many cases accelerated. Where there is a gap, this is diminishing.</p> |
| <p>Ensure all children have the emotional resilience and readiness to learn that ensures academic achievement.</p> | <p>Welfare, emotional and safeguarding barriers are minimised. Enabling Pupil premium children to achieve in line with their peers. Attitudes to learning for all children is positive and learning behaviours are outstanding. Families are supported</p> |

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| | exceptionally well to reduce barriers to children's achievement. |
| Improve the attendance of disadvantaged pupils. | Attendance for disadvantaged pupils will be in line with others in school and nationally. Reduction in the percentage of Persistent Absentees across school. Individual case studies will demonstrate the impact of improving attendance on pupil achievement. |
| Increase opportunities and experiences for children – to ensure they have a wide range of experiences to draw upon in learning and develop a deeper understanding of the working world. | Careers Curriculum from Early Years to Year 6 continues to be developed in order to raise aspirations and personal and life skills. With a careers week in early Spring, supported by visits, visitors and the Dream Big Careers Project. Pupils will have increased encounters with employers and employees. |

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: **£110,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Further develop pedagogy and practice of teaching staff to improve pupil outcomes for all through whole school CPD and targeted support for individual staff. All curriculum leaders will be released and supported to lead their subject effectively in line with, and in addition to, the Enquire Learning Trust CPD offer for 2025-26. School staff to attend Voice 21 training to impact Oracy work in school.</p> | <p>High quality staff CPD is essential to follow EEF principles. It's vital to have a differentiated professional improvement culture, that invests substantial resource in leadership, teacher and staff development, including research, is securely in place.</p> | <p>1,2,3</p> |
| <p>To further enhance a clearly defined curriculum content and knowledge supported by a precise rationale so that all staff will know exactly what to teach, when and why in order to ensure that knowledge is built on, with prior learning underpinning new learning where planned opportunities revisit and retrieve key knowledge to increase children's depth of understanding and learning. Curriculum leaders to further develop task design to help remove barriers to learning and promote engagement from disadvantaged groups.</p> | | |
| <p>Continue to purchase whole class texts to further improve provision in whole class reading lessons. Continue to monitor teaching and learning in reading, especially for the lowest 20% of readers, and offer CPD and support where needed.</p> | <p>The 'EEF Teaching and Learning Toolkit' identifies the teaching of reading strategies as adding six months additional on attainment. We feel that this is something that we already do well and is becoming increasingly strong. We feel that having access to quality texts for each child is an important aspect of our provision and, consequently, make use of the Centre for Literacy in Primary Education Power of Reading to ensure that quality texts are purchased and used throughout the school.</p> | <p>2,3</p> |

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| <p>Develop vocabulary throughout the curriculum to narrow the language gap, with reference to EEF research and Launchpad for Literacy research and resources and through the development of Oracy throughout school including an Oracy Curriculum developed alongside Voice 21.</p> | <p>Evidence from research shows the extent to which language affects the gap between disadvantaged and non-disadvantaged children (Hirsch 2003). He describes the language gap as the chief cause of the achievement gap between socio-economic groups. In the EEF Guidance Report 'Improving Literacy' one of the recommendations is to 'Develop pupils' language capability to support their reading and writing.' Ensuring a language rich environment is vital to this approach and research and resources (EEF and Launchpad for Literacy, Voice 21) will be considered when planning our work in this area.</p> | <p>1,2,3</p> |
| <p>CPD refresher on emotional literacy and trauma, attachment and PDA. As a result all staff will have a greater understanding of the backgrounds of many of our children and how they can be supported through the school day. Increase SENCO time – 2 SENCOs to share the workload and to better understand the needs of children, supporting staff to write and enact quality graduated approaches and find the necessary support for those who need it.</p> | <p>EEF SEN research 'build an ongoing holistic understanding of your pupils and their needs.'</p> | <p>4</p> |
| <p>Employ Additional Teacher and Teaching Assistants to Support Quality First Teaching – whilst also providing quality interventions. Ensuring T/TAs are highly qualified through a range of professional development in line with what teachers receive. Interventions are bespoke and include pre-teaching and post-teaching linked directly to teaching and learning in the classroom. Identified areas within school where additional TA use would be most beneficial – this is flexible and reviewed throughout the year and from year-to-year.</p> | <p>EEF – Teaching assistant interventions</p> | <p>1,2,3</p> |

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| To establish a smaller year 5 and year 6 class to provide them with the necessary targeted support and intervention to make better than average progress and address gaps in learning. | | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£6,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Continue to provide effective targeted support through Accelerated Reader for all children from Y2 - KS2, and phonics reading books for EY. Encourage the use of these at home. | EEF – notes that homework is more effective when linked directly to classroom work. Purpose of homework needs to be clear. | 1,3 |
| Continue to provide access to TT Rockstars for all children from Y2– Y6. Encourage the use of these at home and engagement in school, including Trust wide events. | EEF – notes that homework is more effective when linked directly to classroom work. Purpose of homework needs to be clear e.g. to develop fluency in a particular area. | 1 |
| Booster for Y6 in Autumn & Spring Term 4 staff x 1 hour per week. | EEF highlights one to one tuition as having significant impact | 1,2,3 |
| Precision teaching by TAs one to one intensive support | EEF – small group tuition | 1, 2, 3 |

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

Budgeted cost: **£35,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Parents open days/workshops/class sessions/PTA involvement to increase parental engagement and break down barriers for disadvantaged children's parents to ensure they engage with their children's education and are equipped with the skills they need to support them. Our attendance officer is a key link when working with the families and ensuring they are able to engage with education</p> | <p>The EEF Guidance Report 'Working with parents to support children's learning' states that 'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.' Evidence from their Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> | <p>1,2,3,4,6</p> |
| <p>Enable all eligible children to access residential visits. Subsidise the provision of school trips and visits across the time the child is in school</p> | <p>EEF social and emotional learning has a positive impact on achievement, collaboration particularly outdoor learning.</p> | <p>6</p> |
| <p>Use of Yoga to improve wellbeing and readiness to learn, targeted at EY / KS1 focus on developing listening and attention through the use of story and yoga movements</p> | <p>EEF – physical activity</p> | <p>1, 2 4</p> |
| <p>Target the attendance and punctuality of disadvantaged pupils through close monitoring, the use of rewards to incentivise attendance and the support of the attendance officer. Key staff to work positively with children and parents in a variety of ways (ie workshops, competitions, reward sessions) to improve the percentage of overall attendance for the school, reduce the number of persistent absentee families and, consequently, improve the progress and attainment</p> | | <p>5</p> |

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| <p>of pupils where lack of attendance is a barrier to their successful learning. Utilise external support agency 'Education Five' to assist in targeting harder to engage families</p> | | |
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Total budgeted cost: £151,000

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 2023 to 2024 academic year.

End of Key Stage 2 outcomes showed good progress for disadvantaged children but these were below national given contextual issues for the cohort.

Sustained work with the maths and English hub have impacted positively on early maths and phonics outcomes.

Accelerated reader has been used from the end of year 2 and fluency resources were purchased to help year 2 transition from phonics to reading comprehension and independent reading more swiftly. Results in accelerated reading tests are showing sustained improvement in reading.

Pupil voice demonstrates children's understanding of their curriculum and their value in the visits and visitors that enrich their learning. This is evidenced through Trust visits and external accountability.

Pupil behaviour has improved significantly allow for greater engagement in learning.

Attendance has improved compared to previous years across all groups.