

Pupil premium strategy statement 2025-2026

This statement details our school's use of pupil premium 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	Streethay Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	20.7% PP (43 not including military) 17.4% FSM (36) 4.3% LAC/PLAC (9) 1% MILITARY (2)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Stuart Taylor Headteacher
Pupil premium lead	Stuart Taylor Headteacher
Governor / Trustee lead	Charlie Hooper7 lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,910

Part A: Pupil premium strategy plan

Statement of intent

We are fiercely inclusive and have high aspirations for all of our children. We aim for all children to thrive, reach their potential and succeed regardless of status. Our pupil premium approach is authentic to our mission to 'nurture, inspire and prepare' all of our children for their next step and we believe in an equitable approach to provision.

High Quality Teaching Adaptive Teaching

At the forefront of our approach is high-quality teaching as without doubt this has had the largest demonstratable impact upon progress for all learners. This approach relies on teachers knowing their children very well, identifying gaps and adapting teaching to promote progress. Enhanced resources, CPD and curriculum support will be used to ensure our teaching staff demonstrate the highest inclusive standards. Where whole school data and feedback indicates adaptations are needed within specific subjects, funding will be used to develop these areas.

Focus areas curriculum: Reading and Writing

Focus area pedagogy: use of technology for adaptive teaching

Targeted Support

Alongside high-quality teaching sits targeted support. This will take the shape of evidenced based catch up and keep up interventions. These will be used to address gaps in knowledge, to promote confidence and therefore independence. Targeted support will be focused on ensuring disadvantaged pupils achieve their potential and therefore, may include opportunities to work at depth working.

Focus areas: Phonics catch up, reading fluency, speech and language support

Tutoring: Writing and Spelling

Wider Approaches

It is our aim that disadvantaged children and families feel fully involved in our community. Wider approaches will be identified annually and will include support with access to enrichment activities, attendance and uniform. Provision for social emotional and mental health will also be developed as a priority.

Focus areas: SEMH and Family Support

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Challenges

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

Challenge number	Detail of challenge
1	<p>Automaticity and Fluency</p> <p>Assessments, observations and pupil outcomes indicate that many pupils experience difficulties in developing fluency and automaticity in core skills. This increases cognitive load and limits pupils' capacity to assimilate new learning. In particular, challenges are evident in the mechanics of reading, arithmetic, and written transcription, including spelling, grammar and handwriting, which can hinder progress across the wider curriculum.</p> <p>A further key challenge for the school is the increasing number of pupils identified with dyslexia. This impacts pupils' ability to access the curriculum, particularly in reading, spelling, writing and processing written information, which can affect confidence, engagement and attainment. Without timely and targeted support, these pupils are at risk of falling behind their peers and facing ongoing barriers to learning across subjects.</p>
2	<p>Communication, Language and Oracy</p> <p>Assessments and qualitative evidence, including discussions with pupils and families, highlight significant social, emotional, and mental health challenges for many pupils. These issues disproportionately affect disadvantaged pupils and have a noticeable impact on their wellbeing, engagement, and overall attainment.</p>
3	<p>Social Emotional and Mental Health Wellbeing</p> <p>Assessments and qualitative information, including discussions with pupils and families, indicate significant social, emotional, and mental health needs among many pupils. These issues are particularly prevalent for disadvantaged pupils and have a noticeable impact on their wellbeing, engagement, and academic attainment.</p>
4	<p>Enrichment and Life Experiences</p> <p>Pupil voice and parent feedback indicate that disadvantaged learners often face financial barriers that limit their participation in extracurricular and enrichment opportunities. Reduced access to these wider life experiences can negatively affect their wellbeing, confidence, and overall engagement in school.</p>
5	<p>Attendance and Pupil Premium</p> <p>Attendance data from the past year shows that disadvantaged pupils attend up to 4% less regularly than their non-disadvantaged peers. Although this gap remains smaller than the national average, improving attendance for all pupils is a key priority, and closing this disparity is essential to ensuring equitable outcomes.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils, particularly by the end of the Early Years. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improve attainment of all pupils the end of KS2 in maths, reading and writing.	KS2 outcomes in 2025/2026 show that disadvantaged children achieve in line with peers in all subjects. Minimum expectation: 80% of disadvantaged pupils met the expected standard.
To further improve wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • sustained involvement with extracurricular clubs for disadvantaged learners
To sustain and further improve attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: <ul style="list-style-type: none"> • No attendance gap between disadvantaged and non-disadvantaged learners. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 5% also.

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: £23,732

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Communication and Language</p> <p>Further implementation of Tales Toolkit oracy approaches to support the development of communication and language skills in EYFS.</p>	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p>EEF Communication and Language Approaches</p>	<p>1 and 2</p>
<p>Synthetic Phonics Programme</p> <p>Purchase of further resources and CPD linked to our DfE validated Systematic Synthetic Phonics programme <i>Little Wandle Letters and Sounds</i>.</p> <p>Teaching assistant deployment</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Little Wandle Letters and Sounds has been developed by our local English Hub and validated by the DFE.</p>	<p>1 and 2</p>
<p>Adaptive Teaching – Use of Technology</p> <p>Purchasing additional iPads, pens and headphones in particular.</p> <p>Purchasing APPs to impact upon pedagogy, assessment and support accessibility e.g. Showbie, Socrative, Explain Everything.</p>	<p>EEF research indicates technology used correctly can have a positive impact on assessment and feedback, pupil practice and teacher modelling.</p> <p>EEF Digital Technology Recommendations</p>	<p>1, 2, 3 & 4</p>
<p>Assessments</p> <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1</p>

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

Budgeted cost: £28,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 2+ Phonics Fluency Programme</p> <p>This will include resources, materials and training to support the implementation of Year 2+ Phonics Fluency and SEND Programme</p> <p>Teaching assistant deployment</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Little Wandle Letters and Sounds has been developed by our local English Hub and validated by the DFE.</p>	<p>1 and 2</p> <p>4 hours a week for 7 TAs</p>
<p>Dyslexia Intervention</p> <p>Purchase of further resources and interventions linked to supporting pupils with dyslexia. (Toe-By-Toe spelling, PAT, Structured literacy approach)</p> <p>Teaching assistant deployment for interventions</p>	<p>Toe-by-Toe is dyslexia-friendly because it uses a highly structured, multisensory approach that breaks reading and spelling into tiny, manageable steps. It focuses on phonetic decoding, repetition for mastery, and daily 20-minute, one-to-one sessions, which helps build confidence and, crucially, prevents the frustration and anxiety often associated with dyslexia.</p> <p>Structured literacy is considered the most effective, dyslexia-friendly approach because it provides explicit, systematic, and cumulative instruction in reading, spelling, and writing, addressing the core phonological processing difficulties associated with dyslexia.</p> <p>https://www.nessy.com/en-us/dyslexia-explained/how-to-help-dyslexia/structured-literacy-and-orton-gillingham</p>	<p>1</p>
<p>Communication and Language</p> <p>Early assessment and intervention to continue across EYFS.</p> <p>Teaching assistant deployment for Welcomm interventions.</p>	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p>EEF Communication and Language Approaches</p>	<p>1</p> <p>1 hour a week for 7 TAs</p>

Specialist Speech and Language Therapist Service.		
Online Tutoring for Maths Online tutoring focusing on disadvantaged learners within a specific class (Year 5).	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from group tuition. Low attaining pupils are particularly likely to benefit. EEF Tutoring Evaluation Making a Difference with Effective Tutoring EEF	1

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

Budgeted cost: £226,368

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social Emotional Support/Family Support Employ a family support worker to support children and families with mental health and emotional wellbeing.	The EEF's guidance report Improving Social and Emotional Learning in Primary Schools, suggests that disadvantaged children have weaker SEL skills and therefore poorer mental health and academic outcomes. However, quality SEL interventions develop protective factors for mental health. Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	3
Educational Visits/Extra-curricular Organise and subsidise	There is a whole host of research and evidence that participation in extra curricular activities. Such as; drama, arts, music or physical impact upon engagement with learning. When surveyed parents report that	4/5

extracurricular visits and enrichments to ensure access for disadvantaged learners.	access to clubs out of school can be restricted because of financial barriers.	
<p>Family Support Services and Educational Welfare</p> <p>Sustain and further enhance family support services that support hard to reach families. This will support attendance and engagement with the community.</p>	Families within our community experience a range of issues but are often unlikely to engage with local authority/local services through fear of failure. Enhancing the schools offer and liaison with hard to reach families will support parents accessing the help they need.	5

Total budgeted cost: £70810

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.

<u>Academic Data for PP (KPIs)</u>			
Year Group KPI	Number of PP pupils	% PP Pupils at ARE+	% PP Pupils at ARE (National)
Year 1 Phonics	5	80%	79%
Year 4 Multiplication Table Check	4	50%	n/a
<u>Year 6</u>	5		
Reading		100%	63%
Writing		100%	59%
Maths		80%	61%
Combined		80%	47%

<u>Attendance</u>		
Year Group KPI	Streethay	Similar Schools Comparison
PP attendance %	94%	92.4%
PP Persistent absence	18.6%	Not available

Strengths

- Little Wandle Letters and Sounds implementation continues to be a high cost. This included CPD, books, resources and teaching assistant deployment. This has made a huge impact on Early Reading and Phonics provision with 80% or more children in every class on track with reading and 80% pass rate on the phonics check for pupils with PP, which is in line with national data.
- KS2 data for Pupil Premium children was considerably above national across all subject areas, with 100% of pupil premium children achieving ARE or above in both Reading and Writing. Just one child with PP did not achieve ARE for maths, bringing PP % to 80% and thus impacting the combined score.
- PP attendance for the last academic year (2024-2025) was above those schools considered similar to Streethay in the DfE Similar Schools Comparison Report. Our % for PP attendance is in line with all pupils national (94.8%)

Developments

- Further develop Dyslexia resources and interventions.
- Continue to develop our offer of mental health support through ELSA trained Family Support Worker.
- Continue to work with families where pupils are persistently absent to further improve attendance.

Externally provided programmes

Programme	Provider
External Speech and Language Therapist	Chatterboxes
Synthetic Phonics Programme	Little Wandle Letters and Sounds
Educational Welfare Service	VIP Education
Early Language Assessment and Intervention Tool	Wellcomm