

Pupil premium strategy statement – Stechford 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	414
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers	2026/2027
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	R Hatton (Headteacher)
Pupil premium lead	R Hatton (Headteacher) and is supported by other members of SLT
Governor / Trustee lead	S Yaqub (pupil premium)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£313,100
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£313,100

Part A: Pupil premium strategy plan

Statement of intent

Statement of intent

At Stechford Primary School, our ambition is for every pupil, regardless of background, circumstance or additional need, to thrive academically, socially and personally. Our school values of Challenge, Achieve, Resilience and Encourage (CARE) underpin our work and reflect our commitment to creating a happy, safe and stimulating environment in which children are motivated to learn together. We maintain high expectations of ourselves and each other and seek to equip our pupils with the knowledge, skills, confidence and resilience they need to embrace future opportunities and challenges and contribute positively to their community and wider society. This reflects the vision expressed on our current school website.

Our Pupil Premium strategy is rooted firmly in the context of our school and the community we serve. Disadvantage is a significant feature of Stechford Primary School. We currently have 202 pupils who are eligible for Pupil Premium funding and, following changes to Free School Meal entitlement, 266 pupils are now receiving Free School Meals. Supporting pupils who experience disadvantage is therefore central to our whole-school approach to improvement.

We recognise that Pupil Premium eligibility and current Free School Meal entitlement are distinct measures. Our Pupil Premium strategy specifically considers the needs and outcomes of our 202 Pupil Premium pupils, while our wider inclusive provision seeks to ensure that all pupils experiencing financial, social or other barriers to learning can access appropriate support.

This is particularly important within the context of Stechford. Our current IDSR-informed self-evaluation identifies high deprivation within the school locality and pupil base, English as an additional language well above average, and SEND above average at 19% and in line with local-area figures. We recognise that disadvantage can intersect with SEND, language and communication needs, attendance, SEMH needs and other barriers to learning. Our approach is therefore based on a detailed understanding of individual pupils rather than assumptions about disadvantaged pupils as a single group.

We know that disadvantage does not create one single barrier to achievement. Through assessment, monitoring, pupil progress discussions, pupil and parent voice and our detailed knowledge of pupils and families, we identify the specific challenges affecting our children. Historically, these have included oral language and vocabulary development, phonics and early reading, writing, social, emotional and mental health needs, and persistent absence. Our strategy remains responsive to these needs and is adjusted according to the evidence available to leaders.

High-quality teaching remains at the heart of our Pupil Premium strategy. We believe that consistently strong classroom teaching is fundamental to securing the best possible outcomes for disadvantaged pupils. Our approach is therefore not based solely upon intervention outside

the classroom. We prioritise ambitious teaching, carefully sequenced learning, high expectations, appropriate adaptation, early identification of need and timely additional support.

This approach complements our wider school improvement work. Current school improvement priorities include raising standards in reading and phonics, writing and mathematics; establishing strong foundational skills and knowledge in EYFS; and strengthening leaders' systematic monitoring of the impact of the curriculum. These priorities are particularly important for disadvantaged pupils because secure foundations and consistently high-quality teaching reduce the risk of gaps developing or becoming embedded over time.

Our strategy is also informed by the positive developments evident within our current IDSR-informed evaluation. In phonics, our three-year average is 78%, compared with 80% nationally, while in 2025 83% of Year 1 pupils met the expected standard compared with 80% nationally. The school's self-evaluation also identifies an above-national distribution banding for the Year 4 multiplication check over the three-year period and reports that the school's three-year average for English grammar, punctuation and spelling is above the national average.

Importantly, our IDSR-informed evaluation identifies an increasingly positive picture for disadvantaged pupils. The school's current self-evaluation states that disadvantaged pupils achieve particularly well when considered through the three-year IDSR picture, with combined reading, writing and mathematics at the expected standard close to average. This represents an important improvement from the school's earlier position, when 2023 outcomes at the end of Key Stage 2 were identified as very low for disadvantaged pupils. Our strategy therefore seeks not only to address remaining gaps but also to sustain and build upon the improvements that have already been secured.

We recognise that strong academic outcomes depend upon pupils attending school regularly, feeling safe and secure, being ready to learn and having their social and emotional needs appropriately supported. Attendance therefore remains an important priority within our strategy. Our current IDSR-informed self-evaluation identifies attendance for FSM6 pupils and pupils with SEN as close to average, with leaders closely monitoring absence and providing focused mentoring and support for pupils and families.

This represents progress from the school's earlier IDSR position. The June 2023 IDSR identified absence and persistent absence as being within the highest 20% of all schools and similar schools. We will continue to build on this improvement through rigorous monitoring, early identification of concerns, partnership with families and targeted support for disadvantaged pupils experiencing barriers to regular attendance.

Our inclusive approach extends beyond academic attainment. We recognise the importance of pupils' social, emotional and mental health, communication, wellbeing and sense of belonging. Our current self-evaluation describes Stechford as a welcoming and inclusive school in which there is a strong sense of belonging among pupils and staff. It also highlights strong partnerships with parents, effective work with external agencies and increasingly strong identification and provision for pupils with SEND.

We want our disadvantaged pupils to benefit fully from the breadth of the Stechford experience. This means ensuring that financial or social disadvantage does not become a barrier to participation in enrichment, sport, cultural opportunities, educational visits, wider personal development or opportunities to develop leadership and responsibility. Our ambition extends beyond closing academic gaps. We want to broaden horizons, raise aspirations and provide pupils with experiences that develop confidence, character, independence and resilience.

Our strategy will therefore combine three complementary approaches:

- High-quality teaching, with ambitious expectations and appropriate adaptations to enable disadvantaged pupils to succeed.
- Targeted academic support, informed by assessment and used where specific gaps or barriers have been identified.
- Wider strategies, including attendance, SEMH and pastoral support, family engagement and access to enrichment, to address barriers that may prevent pupils from fully engaging with learning.

We will remain responsive, evidence-informed and rigorous in evaluating impact. Leaders will use assessment information, attendance information, pupil progress discussions, pupil and parent voice, observations and monitoring to identify need and establish whether provision is making a demonstrable difference. Our previous strategy identified the importance of tracking disadvantaged pupils carefully, while our current self-evaluation states that leaders and staff carefully track their progress.

Ultimately, our ambition is that disadvantage should never be a barrier to achievement, belonging or opportunity at Stechford Primary School. Through consistently high-quality teaching, early identification of need, carefully targeted academic intervention, rigorous work to improve attendance, effective pastoral and SEMH support, strong partnerships with families and access to a rich curriculum and enrichment experiences, we aim to ensure that our disadvantaged pupils attend well, achieve well and thrive.

We want every disadvantaged pupil to leave Stechford as a confident, resilient and successful learner, equipped with the knowledge, skills and aspirations needed for the next stage of their education and their future lives.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These challenges are informed by our IDSR, internal assessment information, attendance analysis, pupil progress discussions, observations, pupil voice and our knowledge of pupils and families.

Challenge number	Detail of challenge
1	Language, communication and vocabulary: Our assessments, observations and pupil voice continue to identify differences in pupils' starting points in vocabulary, oral language and communication. These needs are evident for some disadvantaged pupils from entry to school and can subsequently affect reading comprehension, writing and pupils' ability to communicate their knowledge confidently across the curriculum. This remains particularly important within Stechford's context, where English as an additional language is well above average. The school's current self-evaluation also identifies language and communication as an important aspect of inclusive provision.
2	Reading, phonics and fluency: Securing strong reading foundations remains a priority, particularly for disadvantaged pupils who do not master phonics quickly enough or require additional support to become fluent and confident readers. However, the current picture demonstrates improvement. Our IDSR-informed self-evaluation identifies a three-year phonics average of 78% compared with 80% nationally, while in 2025, 83% of Year 1 pupils achieved the expected standard compared with 80% nationally. Our challenge is therefore to sustain these improved outcomes, ensure disadvantaged pupils who fall behind are identified quickly and supported effectively, and ensure that secure phonics knowledge translates into fluency, comprehension and a positive reading culture.
3	Writing and achieving well across the curriculum: Writing continues to be an important school improvement priority. The school's previous strategy identified lower writing outcomes for disadvantaged pupils, while the current self-evaluation confirms that in 2025/26 the school has used national writing guidance to audit practice and has maintained a focus on improving outcomes in writing across Key Stage 2. Our challenge is to ensure that disadvantaged pupils develop the vocabulary, transcription, composition and independent application required to write confidently and successfully across the curriculum, while also ensuring that pupils capable of higher attainment are appropriately challenged.
4	SEND, SEMH and other barriers to learning: A significant proportion of pupils experience additional barriers that can intersect with disadvantage. Our current self-evaluation records SEND at 19%, above average and in line with local-area SEND levels, and identifies the school's increasingly strong focus on early and accurate identification of need. Some disadvantaged pupils require targeted pastoral, SEMH, communication or SEND provision in addition to high-quality classroom teaching. Our challenge is to ensure that needs are identified early and that support from school staff and relevant external professionals enables pupils to engage successfully with learning, develop independence and participate fully in school life.

5	Attendance and persistent absence: Improving attendance and reducing persistent absence for disadvantaged pupils continues to be a priority. This is an area in which the school has made progress. The June 2023 IDSR identified absence and persistent absence within the highest 20% of all schools and similar schools. The current IDSR-informed self-evaluation now identifies FSM6 attendance as close to average, alongside SEN attendance being close to average. However, school information from spring 2026 recorded Pupil Premium attendance at 92.2%, compared with whole-school attendance of 93.2%, demonstrating the importance of maintaining a targeted focus on disadvantaged pupils. Our challenge is to sustain recent improvements, reduce persistent absence further and provide early, individualised support where attendance becomes a barrier to achievement.
	Sustaining achievement and addressing gaps in attainment: Our current IDSR-informed evaluation presents an increasingly positive picture for disadvantaged pupils. The school's self-evaluation identifies that disadvantaged pupils achieve particularly well when considered across the three-year IDSR picture, with the proportion achieving the expected standard in combined reading, writing and mathematics described as close to average. This is an improvement from the earlier 2023 position, when KS2 outcomes for disadvantaged pupils were identified as very low. The challenge is therefore to sustain this trajectory, identify remaining individual and cohort gaps quickly and ensure disadvantaged pupils are supported and challenged to achieve at both the expected and higher standards.
	Access to enrichment, wider opportunities and personal development: The school recognises that disadvantage can affect pupils' access to wider experiences as well as academic outcomes. Our current self-evaluation places personal development, belonging and inclusion at the forefront of the school's work and identifies the importance of raising aspirations and providing opportunities for pupils to participate fully in school life. Our challenge is to ensure that disadvantaged pupils have equitable access to educational visits, clubs, sport, cultural experiences, leadership opportunities and other enrichment activities so that financial or social disadvantage does not restrict participation, aspirations or personal development.

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.

1. To improve oral language, vocabulary and communication skills for disadvantaged pupils.

Success criteria:

- Teacher assessment, observations and pupil progress information demonstrate sustained improvement in pupils' oral language, vocabulary and communication skills.
- WellComm assessments are used to identify speech, language and communication needs at an early stage and to identify pupils requiring additional intervention.
- SALT assessments, reports and review information demonstrate progress for pupils receiving targeted speech and language support.
- Identified pupils receive targeted individual or small-group speech, language and communication intervention according to assessed need.
- High-quality teaching consistently develops pupils' spoken language and vocabulary across the curriculum.
- Subject-specific vocabulary is explicitly identified, modelled, taught and revisited within curriculum planning.
- Lesson visits, pupil voice, book scrutiny and planning demonstrate that disadvantaged pupils are increasingly confident in using ambitious and subject-specific vocabulary orally and in their writing.
- Staff have consistently high expectations for oracy, including pupils' ability to articulate ideas, explain their thinking and respond in full sentences.

2. To sustain and improve outcomes in phonics and reading so that disadvantaged pupils become confident, fluent and successful readers.

Success criteria:

- The proportion of disadvantaged pupils meeting the expected standard in the Year 1 Phonics Screening Check increases or is sustained where outcomes are strong.
- School assessment demonstrates an increasing proportion of disadvantaged pupils working at age-related expectations or above in reading.
- Gaps between disadvantaged pupils and their peers are identified promptly through assessment and addressed through high-quality teaching and targeted intervention.
- Pupils who fall behind receive timely, structured support and are monitored closely to ensure they catch up rapidly.
- Fidelity to the school's agreed systematic synthetic phonics approach is evident through monitoring, coaching and professional development.
- Reading fluency, accuracy, comprehension and confidence improve for identified disadvantaged pupils.

- Disadvantaged pupils have access to high-quality texts and opportunities that support reading for pleasure as well as reading attainment.

3. To improve writing outcomes for disadvantaged pupils across the school.

Success criteria:

- School tracking and statutory assessment demonstrate an increasing proportion of disadvantaged pupils working at age-related expectations or above in writing.
- The attainment gap between disadvantaged and non-disadvantaged pupils reduces where gaps exist.
- Disadvantaged pupils demonstrate improved independence, stamina, vocabulary, transcription and composition in their writing.
- Pupils increasingly apply spelling, grammar and punctuation knowledge accurately and independently.
- High-quality writing is evident across the wider curriculum as well as within English lessons.
- Assessment, moderation, book scrutiny and pupil progress meetings demonstrate that pupils who are at risk of falling behind are identified promptly and appropriate support is implemented.
- Staff consistently apply the school's agreed approach to the teaching and assessment of writing.
- Professional development and monitoring lead to greater consistency in writing provision across year groups.

4. To improve mathematical fluency, reasoning and attainment for disadvantaged pupils.

Success criteria:

- The proportion of disadvantaged pupils meeting or exceeding age-related expectations in mathematics increases.
- Differences between disadvantaged pupils and their peers reduce where identified.
- Assessment is used effectively to identify gaps in mathematical knowledge and understanding so that support can be implemented promptly.
- Disadvantaged pupils develop increasing fluency, confidence and automaticity with key number facts.
- Pupils can increasingly explain and justify their mathematical thinking and apply knowledge to reasoning and problem-solving.
- Targeted intervention is precise, responsive and evaluated for impact.
- Lesson visits, pupil voice and book scrutiny demonstrate that disadvantaged pupils are appropriately challenged and supported.
- Strong performance in multiplication knowledge is sustained.

5. To improve attendance and reduce persistent absence among disadvantaged pupils.

Success criteria:

- Attendance for disadvantaged pupils improves over the lifetime of the strategy.
- Persistent absence amongst disadvantaged pupils reduces.
- The difference between the attendance of disadvantaged pupils and other pupils reduces where a gap exists.
- Attendance concerns are identified early and appropriate support is put in place.
- Leaders regularly analyse attendance information for disadvantaged pupils, including patterns of persistent and severe absence where applicable.
- Individual pupils and families facing barriers to attendance receive appropriate, targeted support.
- School records provide evidence that attendance intervention results in sustained improvement for identified pupils.
- Governors routinely receive and scrutinise information about disadvantaged pupils' attendance and the effectiveness of school actions.

6. To ensure disadvantaged pupils with SEND and/or additional needs are identified early and receive effective, inclusive support.

Success criteria:

- Needs are identified accurately and at the earliest possible opportunity.
- Disadvantaged pupils with SEND have appropriate provision, reasonable adjustments and intervention based upon assessed need.
- Teachers demonstrate responsibility for the progress and inclusion of disadvantaged pupils with SEND through high-quality classroom provision.
- SEND and Pupil Premium provision is considered together where pupils experience overlapping barriers.
- Progress towards individual outcomes is routinely reviewed and provision adapted where necessary.
- Pupils with SEND participate fully in curriculum, enrichment and wider school life.
- Pupil and parent voice indicate that pupils feel supported, included and valued.
- Leaders evaluate the impact of interventions rather than simply measuring whether provision has taken place.

7. To achieve and sustain improved social, emotional and mental health and wellbeing for disadvantaged pupils.

Success criteria:

- Disadvantaged pupils report that they feel safe, valued, supported and that they belong at Stechford.

- Pupil voice, parent feedback and staff observations demonstrate positive levels of wellbeing and engagement.
- Pupils requiring additional SEMH or pastoral support are identified promptly.
- Targeted pastoral and SEMH interventions demonstrate measurable impact against the needs identified for individual pupils.
- Pupils demonstrate increased resilience, self-regulation and readiness to learn following appropriate support.
- Effective relationships with families and external agencies enable pupils experiencing more complex barriers to receive coordinated support.
- Disadvantaged pupils are well supported through key transition points.

8. To ensure disadvantaged pupils experience an ambitious, broad and inclusive curriculum and have equitable access to enrichment and wider opportunities.

Success criteria:

- Disadvantaged pupils access the full curriculum and are not unnecessarily withdrawn from high-quality classroom teaching.
- Participation in clubs, visits, sport, cultural experiences and other enrichment opportunities is monitored for disadvantaged pupils.
- Leaders identify and address barriers that may prevent disadvantaged pupils from taking part.
- Disadvantaged pupils are represented within pupil leadership and wider school opportunities.
- Pupil voice demonstrates positive engagement with the curriculum and wider school life.
- Curriculum experiences broaden pupils' knowledge, aspirations and understanding of opportunities beyond their immediate experiences.
- Leaders can demonstrate that pupil premium expenditure used to support enrichment is purposeful and has increased participation or removed identified barriers.

9. To ensure consistently high-quality teaching meets the needs of disadvantaged pupils across the curriculum.

Success criteria:

- Monitoring demonstrates consistently high expectations for disadvantaged pupils.
- Teachers know which pupils are disadvantaged and understand their individual barriers without lowering expectations.
- Assessment is used effectively to adapt teaching and identify misconceptions and gaps.
- Professional development is explicitly linked to identified pupil needs and school priorities.
- Lesson visits, book scrutiny and pupil voice demonstrate that disadvantaged pupils are engaged, appropriately supported and challenged.

- Intervention complements rather than replaces high-quality classroom teaching.
- Leaders evaluate the impact of professional development on classroom practice and pupils' outcomes.
- Disadvantaged pupils make strong progress through the curriculum from their individual starting points.

10. To raise aspirations and ensure disadvantage does not restrict pupils' participation, achievement or future opportunities.

Success criteria:

- Disadvantaged pupils have access to meaningful experiences that broaden horizons and raise aspirations.
- Pupils develop confidence, resilience, independence and leadership skills.
- Financial disadvantage does not prevent pupils from accessing appropriate curriculum and enrichment opportunities.
- Participation data and pupil voice are used to identify groups or individual pupils who may be underrepresented.
- Disadvantaged pupils understand that there are a wide range of future educational and career opportunities available to them.
- Pupils develop the knowledge and personal attributes necessary to make a successful transition to secondary education.
- Pupil voice demonstrates that disadvantaged pupils feel ambitious about their futures.

Activity in this academic year

This details how we intend to spend our Pupil Premium funding during this academic year to address the challenges identified above.

Teaching

Budgeted cost: £160,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school phonics and early reading CPD including Little Wandle training and continued work with the Little Sutton English Hub. Staff receive training, coaching and	The school's three-year phonics average is 78% , compared with 80% nationally , while in 2025, 83% of Year 1 pupils achieved the expected standard, compared with	1, 2, 6

monitoring to secure consistent delivery of systematic synthetic phonics and the early identification and support of pupils at risk of falling behind.	80% nationally. 2026, 88% of Year 1 pupils achieved the expected standard, compared with 82% nationally . Investment will therefore focus on sustaining improvement and ensuring disadvantaged pupils who fall behind receive timely support. EEF evidence identifies phonics as a positive approach, particularly for younger pupils and those from disadvantaged backgrounds.	
Targeted internal and external professional development for teachers, teaching assistants and curriculum leaders, aligned with school improvement priorities. This includes phonics and early reading, reading fluency and comprehension, vocabulary and oracy, writing, mathematics and effective adaptive teaching.	High-quality teaching remains central to the strategy. Current school improvement priorities include raising standards in reading and phonics, writing and mathematics; developing strong foundational knowledge and skills in EYFS; and strengthening leaders' monitoring of curriculum impact. Professional development is therefore aligned directly with identified whole-school and disadvantaged-pupil priorities	1, 2, 3, 4, 6
Lead Practitioner capacity to improve and monitor the quality of teaching and learning across the school. The Lead Practitioner works alongside teachers through coaching, modelling, planning and assessment support, monitoring and	EEF evidence identifies high-quality teaching as the most important school-level approach to improving outcomes for disadvantaged pupils. Lead Practitioner capacity enables professional development to be embedded through coaching, modelling and	1, 2, 3, 4, 6

engagement with external partners, including the Little Sutton English Hub. Particular attention is given to maintaining high expectations for disadvantaged pupils	follow-up, rather than relying solely on standalone training.	
Whole-school writing development, including professional development, moderation and monitoring, with increased opportunities for pupils to write independently and at length. Teaching will continue to strengthen vocabulary, sentence construction, composition, transcription and the application of writing skills across the curriculum.	Writing remains a school improvement priority. IDSR-informed self-evaluation confirms that the school has used national writing guidance to audit practice and maintained a focus on improving outcomes across KS2. This responds to identified historical differences in attainment and the need to increase the proportion of disadvantaged pupils achieving both expected and higher standards.	1, 3, 6
Mathematics CPD and consistent whole-school practice, including continued use of White Rose and engagement with Maths Hub development. Teaching will focus on fluency, reasoning, problem-solving and the appropriate use of manipulatives and representations	Mathematics remains a school improvement priority. Current evaluation also identifies positive Year 4 multiplication outcomes, with the three-year distribution described as above national. The priority is to build on these strong foundations while ensuring disadvantaged pupils achieve well across the mathematics curriculum.	6
Effective feedback, assessment and responsive teaching. Leaders will continue to develop consistent approaches to assessment and feedback so that teachers identify misconceptions and gaps promptly and adapt	Current self-evaluation states that leaders and staff carefully track the progress of disadvantaged pupils. EEF evidence identifies effective feedback as a high-impact approach when it provides pupils with clear	1, 2, 3, 4, 6

teaching accordingly. Pupil progress meetings and assessment information will be used to track disadvantaged pupils closely.	information about how to improve	
Digital resources to support teaching, retrieval, practice and assessment, including appropriate subscriptions such as Times Tables Rock Stars, Maths.com, SPaG.com, Testbase and Collins Big Cat eBooks.	Digital resources will be selected where they directly support identified curriculum priorities rather than being used as standalone interventions. Their purpose is to strengthen high-quality teaching, targeted practice and assessment, and ensure pupils can access appropriate learning resources.	1, 2, 3, 6

Targeted academic support

Budgeted cost: £88,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics, reading and reading-fluency intervention for disadvantaged pupils identified through assessment as requiring additional support. Intervention will complement, rather than replace, high-quality classroom teaching and will be closely matched to pupils' identified gaps.	The school's three-year phonics average is 78% , compared with 80% nationally , while in 2025, 83% of Year 1 pupils achieved the expected standard, compared with 80% nationally. 2026, 88% of Year 1 pupils achieved the expected standard, compared with 82% nationally . Investment will therefore focus on sustaining improvement and ensuring disadvantaged pupils who fall behind receive timely	1, 2, 6

	support. EEF evidence identifies phonics as a positive approach, particularly for younger pupils and those from disadvantaged backgrounds.	
Targeted writing support, informed by ongoing assessment, moderation and pupil progress meetings. Support will address identified gaps in vocabulary, transcription, sentence construction, composition and independent writing.	Improving writing remains an identified school priority, with self-evaluation recording ongoing work using national writing guidance to audit and improve practice.	1, 3, 6
Targeted mathematics intervention and pre-teaching where assessment identifies specific gaps in knowledge, fluency or understanding. Support will be focused, time-limited where appropriate and regularly reviewed to enable pupils to return successfully to whole-class learning	Mathematics is identified as a current school improvement priority. Targeted intervention will supplement the school's whole-class approach where disadvantaged pupils demonstrate specific gaps in prior knowledge or understanding.	6
Speech, language, communication and vocabulary support, including assessment and targeted intervention where appropriate, particularly where pupils' communication needs present barriers to accessing learning across the curriculum.	Earlier school strategy evidence identified vocabulary, oral language and communication as barriers for disadvantaged pupils, while the school's current context identifies EAL as well above average.	1, 2, 3, 4

Teaching assistant deployment and structured intervention, targeted according to assessment and individual pupil need. Deployment will be reviewed to ensure that additional adult support promotes independence and enables pupils to access high-quality classroom teaching.	Additional support is allocated according to identified need rather than Pupil Premium status alone. This is particularly important where disadvantage intersects with SEND, communication needs or other barriers to learning.	1, 2, 3, 4, 6
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Wider strategies

Budgeted cost: £65,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and persistent absence support, including close monitoring of disadvantaged pupils, early contact with families, mentoring, family support and targeted intervention where attendance is becoming a barrier to learning.	Attendance has improved from the earlier position. The June 2023 IDSR recorded absence and persistent absence within the highest 20% of all schools and similar schools, while the current IDSR-informed self-evaluation identifies FSM6 attendance as close to average. School information from spring 2026 nevertheless recorded Pupil Premium attendance at 92.2%, compared with 93.2% whole school, demonstrating why continued targeted work remains appropriate.	5, 6

Senior Learning Mentor and Family Support Worker provision, providing targeted pastoral support for disadvantaged pupils and families where social, emotional, family or attendance barriers affect engagement with education.	Current school evaluation identifies strong partnership with parents and effective work with external agencies as strengths. Pastoral provision supports the strategy's aim of removing barriers that may prevent disadvantaged pupils from accessing high-quality teaching consistently.	4, 5, 6
Targeted SEMH and therapeutic support, including appropriate individual or small-group provision and access to external professionals where identified through assessment and referral.	Some disadvantaged pupils experience SEMH and other needs that affect their readiness to learn. Previous strategy evidence identified this as an established barrier, while current self-evaluation emphasises inclusion, wellbeing and early identification of pupils' needs.	4, 5, 6
Curriculum enrichment and equality of access, including support for educational visits, wider-curriculum workshops, residential, sporting opportunities, cultural activities, clubs and other extra-curricular experiences.	Current self-evaluation places personal development and wellbeing at the forefront of leadership decisions and identifies raising aspirations and ensuring disadvantaged pupils benefit from the school's personal development offer as important priorities. Funding will help ensure that financial disadvantage does not prevent participation.	4, 6, 7
Practical support for pupils and families experiencing disadvantage, where an identified financial or family circumstance would otherwise prevent a	With 202 current Pupil Premium pupils, this provision enables Stechford to respond flexibly to individual barriers identified through its	4, 5, 7

pupil from attending school, participating fully or accessing an educational opportunity.	knowledge of pupils and families.	
Participation, pupil voice and aspiration, ensuring disadvantaged pupils are represented in pupil leadership and have access to experiences that broaden horizons and promote confidence, resilience and aspiration.	Current self-evaluation identifies belonging, participation, raising aspirations, leadership opportunities and access to enrichment as important aspects of personal development.	6, 7

Total planned expenditure

Area of expenditure	Budget
Teaching	£160,000
Targeted academic support	£88,000
Wider strategies	£65,100
Total planned expenditure	£313,100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our evaluation of the Pupil Premium strategy draws upon published attainment information, the school's assessment information and the most recent Inspection Data Summary Report (IDSR). The latest IDSR contains final 2025 data and provides a useful picture of the performance of disadvantaged pupils over time.

At the end of Key Stage 2 in **2024/25, 59% of disadvantaged pupils achieved the expected standard in reading**, compared with a national average of 63%. The IDSR identifies this as **close to the national average**. The latest three-year average for disadvantaged pupils in reading is **63%**, compared with 62% nationally.

There has been a particularly positive improvement in **writing**. In 2024/25, **72% of disadvantaged pupils achieved the expected standard in teacher-assessed writing**, compared with **59% nationally**, with the IDSR identifying the school's performance as **above the national average**. This represents a substantial improvement from 52% in 2023/24 and 29% in 2022/23. The latest three-year average is now 53%, compared with 59% nationally.

In **mathematics**, **66% of disadvantaged pupils achieved the expected standard in 2024/25**. The latest three-year average is **67%**. The IDSR also shows that the difference between the school's disadvantaged pupils and national non-disadvantaged pupils remains an area requiring continued attention.

The school therefore recognises that, while there are clear strengths and signs of improvement, outcomes are not yet consistently strong across all subjects for disadvantaged pupils. In particular, the improvement in writing provides evidence of positive impact, while reading and mathematics remain priorities for further improvement. The school will continue to use assessment information to identify individual and cohort barriers and ensure that support is targeted appropriately.

The most recent IDSR also provides important context when assessing the school's outcomes. The report identifies a **high proportion of pupils eligible for FSM within the relevant 2025 Year 6 cohort**. This is significant within the context of Stechford Primary School and reinforces the importance of maintaining a strong focus on disadvantaged pupils, both academically and pastorally.

It is also important to recognise wider whole-school strengths. The school's published 2026 performance information demonstrates strong outcomes in several areas: overall Key Stage 2 attainment was **73.8% in reading, 82% in mathematics and 77% in writing**, with mathematics and GPS above both Birmingham and national figures. However, writing remained comparatively weaker at 61%, reinforcing why improvement in writing has subsequently been a significant school priority.

Attendance

Attendance continues to be a significant priority within our Pupil Premium strategy. We recognise the strong connection between regular attendance, access to the curriculum and pupils' ability to make sustained academic progress.

The school has continued to strengthen its work with pupils and families to remove barriers to attendance. A continuing challenge is unauthorised term-time leave. The school consistently communicates expectations to parents and carers, does not authorise holidays during term time except where the statutory criteria are met, and follows Local Authority procedures where appropriate.

Our approach is based not simply on responding to absence, but on working with families to identify barriers to education as early as possible. We continue to ensure that pupils, parents, staff and other stakeholders understand their respective roles and responsibilities in promoting

good attendance. Attendance and persistent absence remain areas that are closely monitored, particularly for disadvantaged pupils.

Evaluation of the strategy

Assessment information and pastoral observations relating to disadvantaged pupils have been used throughout the year to evaluate need and determine the most appropriate deployment of Pupil Premium funding.

The evidence demonstrates **positive impact in some important areas, particularly disadvantaged writing at Key Stage 2**, where 72% reached the expected standard in 2024/25 compared with 59% nationally. At the same time, the IDSR demonstrates that differences remain between disadvantaged pupils and national non-disadvantaged pupils in some measures.

Consequently, we do not view Pupil Premium funding as a series of isolated interventions. Funding is used as part of the school's wider strategy to:

- secure high-quality teaching and learning;
- identify and address gaps in knowledge and understanding;
- provide targeted academic intervention where assessment demonstrates a need;
- address barriers associated with attendance and engagement;
- provide appropriate pastoral, behavioural and family support;
- support pupils' communication, wellbeing and readiness to learn; and
- ensure disadvantaged pupils can access the same high expectations and opportunities as their peers.

Our evaluation indicates that this approach should continue, but with interventions increasingly targeted through assessment and evidence of individual need. The school will continue to monitor the attainment, progress, attendance and wider outcomes of disadvantaged pupils and evaluate whether funded provision is having the intended impact.

We have therefore reviewed our Pupil Premium strategy and the way in which funding will be deployed during the current academic year. The revised strategy builds upon approaches that have demonstrated positive impact while strengthening provision in areas where disadvantaged pupils continue to experience barriers to achievement.

Externally provided programmes

The following externally provided programmes and services were supported through Pupil Premium funding during the previous academic year:

Programme / area of support	Provider
Speech and Language Therapy	Chatterbox
Behaviour, attendance and family support	Reach Support CIC, Family Support Worker
Behaviour and nurture support	Reach Support CIC, Child Therapist

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