

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	421
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers	2025-2026/2027
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	£317,750
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£317,750

Part A: Pupil premium strategy plan

Statement of intent

At Stechford Primary School, we have strong values that guide the actions of both staff and pupils to provide an education that develops a pupil's personality, talents and abilities to ensure they are equipped to participate and contribute as a successful member of society. All staff in the school understand that it is our collective responsibility to inspire our pupils and engage them in their learning, set aspirational targets and encourage teamwork and collaboration. Through our ambitious and engaging curriculum, we strongly believe that we can support all pupils, including our most disadvantaged, to make good progress and achieve the best possible outcomes.

As a school, we believe that high-quality teaching is the most important factor in closing the disadvantage attainment gap and sits at the centre of our strategy (as outlined below). We recognise that this focus, and the intended outcomes listed, will also support and sustain progress and attainment made by our non - disadvantaged pupils.

However, to ensure our pupils are ready to learn, it is crucial that we address any social, emotional and mental health (SEMH) needs they may have. Many of our disadvantaged pupils face specific SEMH barriers and as such, we utilise evidence-based approaches so that these barriers are alleviated and removed.

We understand the need for flexibility in our approach and we are responsive to the needs and challenges faced by our disadvantaged pupils, utilising assessments to support our response. Our strategy and the approaches outlined within it complement each other to ensure the best outcomes for our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Our observations (including pupil voice) and assessments highlight the vocabulary gaps and underdeveloped oral language & communication skills among our disadvantaged pupils. These gaps are identified when pupils start with us in Reception and are evident through to KS2.
2	As is evident through our assessments, observations and pupil progress conversations with staff, our disadvantaged pupils have a greater difficulty with mastering phonics than their peers. This difficulty impacts on pupils' reading fluency, subsequent comprehension of texts and their love of reading.

3	Our disadvantaged pupils generally achieve lower outcomes in writing compared to those of their peers, and is evidenced through our observations, assessments and pupil progress conversations with staff. This is linked to both challenges 1 and 2 as listed above.
4	Pupils, including disadvantaged pupils, requiring small group or 1:1 support based on their SEMH needs. This is evident from our assessments, general observations and the number of referrals for support to our Senior Learning Mentor, Family Support Worker and Child therapist.
5	Reducing the levels of persistent absence for our disadvantaged pupils.

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
To improve oral language and communication skills.	- Teacher assessments and observations indicate significantly improved oral language and communication skills - SALT/Welcomm assessments and reports indicate improved oral language and communication skills - Welcomm assessments completed to allow for early identification and intervention - Quality first teaching of vocabulary will be improved measured through pupil oral and written vocabulary choices. Through lesson walks, book scrutinises and feedback. 1:1 SALT Interventions to specific identified pupils - High focus on modelling of subject specific vocabulary and oracy across all curriculum areas. - Ensuring higher level vocabulary is embedding into daily planning.

To sustain and improve the % of disadvantaged pupils working at the age related expectations and above in phonics and reading.	School tracking data and the end of Key Stage (EYFS, KS1 and KS2) assessments will show an increase in the number of disadvantaged pupils working at the age-related expectations or above in phonics/reading year on year.
To sustain and improve the % of disadvantaged pupils working at the age related expectations and above in writing.	School tracking data and the end of Key Stage (EYFS, KS1 and KS2) assessments will show an increase in the number of disadvantaged pupils working at the age-related expectations or above in writing year on year.
To provide an engaging, broad and varied curriculum to support our disadvantaged pupils.	• Pupils will be exposed to a wide variety of social, cultural, enrichment and sporting experiences both as part of the curriculum and through extra-curricular opportunities. • To ensure high-quality teaching in all curriculum areas, our curriculum is well-planned and sequenced accordingly. We will also utilise an extra teachers to support pupil progress and attainment. • Ensuring pupil conferencing is used to inform curriculum planning and ensure all children are actively engaged in their learning.
To achieve and sustain improved social, emotional and mental health for our disadvantaged pupils.	Sustained high levels of positive mental health and wellbeing evidenced through: • Qualitative data from pupil voice, pupil and parent questionnaires and staff

	observations • A reduction in the number of wellbeing /mental health concerns raised by all stakeholders (including pupils themselves, parents and staff) • Observations and feedback regarding pupils' engagement in their learning
To reduce the level of persistent absence of our disadvantaged pupils.	Persistent absence amongst our current disadvantaged pupils will decrease.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £94,386

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school, continual, CPD to support phonics teaching: Essential Little Wandle training for all staff (a validated DfE SSP).	The EEF toolkit states that 'phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.' EEF Toolkit - Phonics	1,2, 3 and 4

Opportunities for further targeted internal and external CPD for staff (including middle leaders), to further raise standards in teaching across the school and support with the delivery of school agreed approaches. This includes (not exhaustive): • Phonic CPD (Early reading skills) Little Sutton English Hub • Teaching of vocabulary CPD • Maths CPD (White Rose) through the Maths Hub School has a lead practitioner out of class to raise and monitor the quality of teaching and learning across the school. Provide staff with coaching and training and work alongside Little Sutton English Hub.	Evidence-based CPD is regularly cited as one of the biggest drivers behind improving teaching and learning in a school, ensuring high-quality teaching for all pupils. See the EEF's school improvement support guide below: EEF - School improvement guidance As cited by the EEF: 'Teaching key reading comprehension strategies has been shown to have a significant impact on pupil progress (+6 months). Alongside phonics, it is a crucial component of early reading instruction.' EEF Toolkit - Reading comprehension strategies The EEF guidance 'Improving Mathematics in Key Stages 2 and 3' outlines key recommendations based on a range of the best available evidence: EEF guidance report- Improving Mathematics in Key Stages 2 and 3 As a school, our mathematics teaching and training links to the recommendations found in the report, including training regarding use of manipulatives to support pupil progress. Whole school approach to consistent Maths teaching using White Rose.	1,2,3 and 4
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<u>Monitoring and support to ensure high standards of teaching</u>	The EEF guide and recommendations regarding teaching states: 'The best available evidence indicates that great	1,2,3 and 4
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Leaders monitor and provide further support (e.g. team teaching, planning support) to raise the standards of teaching in the school.	Teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' EEF - High quality teaching	
<u>Marking and feedback support</u> Review and adaptation to marking and feedback guidance to support pupil progress. This includes wholeschool CPD.	As cited by the EEF: Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback appears to have slightly greater effects for primary school age pupils (+7 months progress) and is relatively low in cost. EEF Toolkit - Feedback	1,2,3 and 4
<u>Curriculum enrichment</u> Wider-curriculum workshops, extra-curricular activities, residential etc.	As stated in the EEF toolkit: 'Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.' EEF Toolkit - Arts participation	1,2,3 and 4

<u>Digital subscriptions</u> Subscription to a range of online resources and platforms to support learning e.g. Times Tables Rockstars, Maths.com, Spag.com, Testbase and Big Cat Collins Ebooks	The way we utilise digital technology is supported by the recommendations outlined in the EEF guidance report below: EEF guidance report - Using digital technology to improve learning	1,2,3 and 4
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions) Budgeted cost: £84,447

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>School-based Tutoring</u>	The EEF toolkit states that ‘small group tuition has an average impact of four months additional progress over the course of a year. It is most likely to be effective if it is targeted at pupils’ specific needs.’ EEF Toolkit - Small group tuition	1,2,3 and 4
<u>Phonics intervention KS1 and KS2</u> Daily phonics interventions delivered across EYFS and Key	The EEF toolkit states that ‘phonics has a positive impact overall (+5 months progress) with very extensive evidence and is an important component in the development of early reading skills,	1,2,3 and 4

Stage 1. This includes both one to one and group interventions.	particularly for children from disadvantaged backgrounds. EEF Phonics	
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<u>SALT-Speech and Language therapist 1 day a week</u> Support from Qualified Speech and Language Therapists ensures both speech and language processing issues are identified and supported for key pupils across the school. This includes further training for TAs to deliver speech and language interventions internally, utilising these skills as part of their everyday classroom practice.	EEF EY Toolkit Evidence: 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. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. EEF Communication and Language EEF Oral Language Interventions	1,2,3 and 4
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<u>1stClass @ number interventions</u> Structured mathematics interventions delivered at Key Stage 1.	The EEF toolkit states that ‘small group tuition has an average impact of four months’ additional progress over the course of a year. It is most likely to be effective if it is targeted at pupils’ specific needs.’ <u>EEF Toolkit - Small group tuition</u> See further evidence below regarding the success of 1st Class @ number intervention. https://sites.edgehill.ac.uk/everychildcounts/mathematics/1stclassnumber/ Impact on Achievement Over 55,000 pupils in Years 1 to 11 have been supported by 1stClass@Number in 4,000 schools. • They made an average Number Age gain of 13 months in only 4 months – over 3 times the expected progress. • 93% of them showed more confidence and interest in learning mathematics in class after 1stClass@Number.
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<u>TA intervention support</u> TAs deployed to deliver a range of structured interventions programmes and pre/post tutoring support.	The EEF toolkit states that ‘small group tuition has an average impact of four months additional progress over the course of a year. It is most likely to be effective if it is targeted at pupils’ specific needs.’ EEF Toolkit - Small group tuition The EEF toolkit states ‘Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals, has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.’ EEF Toolkit - Teaching Assistant Interventions
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £78,702

<u>Senior Learning Mentor</u> Full time in school to support identified pupils.	'On average, mentoring appears to have a small positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.' EEF Toolkit: Mentoring	4 and 5
<u>Social, emotional and mental health support</u> We utilise a range of evidence-based interventions to support pupils' needs. Child therapist ½ a day a week ELSA trained staff Staff trained on emotion coaching Working towards gaining TIAAS status. Compass Mental Health	As a school, we utilise a variety of different evidence-based interventions to support pupils' social, emotional and mental health needs. These include: 1:1 sessions with child counsellor, two trained ELSA staff who complete interventions and drop in sessions. EEF Social and Emotional Learning	4 and 5
Activity	Evidence that supports this approach	Challenge number(s) addressed

support for pupils. Providing parents and pupils with breakfast club and afterschool clubs	Evidence shows breakfast club has clear benefits to pupils. In addition to the positive attainment impact found for pupils in Year 2, the independent evaluation also found both improved attendance and behaviour in schools. Most importantly, breakfast clubs help ensure that no child has to learn when they're hungry EEF Breakfast Club	
<u>Attendance strategies</u> Rewards and parental communication in place to promote and highlight attendance, with the aim of reducing persistent absence levels. Our attendance officer leads on all attendance strategies and follows the	Evidence regarding the link between attendance and attainment can be found below: DfE report- Attendance	All

'fast track' procedures as outlined by BCC.		
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Total budgeted cost: £257,535

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our Pupil Premium data for 2024 in our EYFS for those disadvantaged achieving GLD was 59.1% to Birmingham of 58.7%.

Our Phonics results for our disadvantaged pupils were at 72.2% which was slightly below the rest of Birmingham at 75.2%

At the end of Key Stage 2 2024 the % of disadvantaged pupils meeting the expected standard in reading was 69.6%, above Birmingham at 65.1%, Maths expected standard 82.6% above Birmingham 65.3%. Writing expected standard was 52.2% below Birmingham at 64.3%. GPS at the expected standard 73.9%, above Birmingham at 67.5%. Reading, Writing and Maths was 47.8%, slightly below Birmingham at 52.2%

At the end of Key Stage 2 2024 the % of disadvantaged pupils meeting the higher standard in reading was 26.1%, above Birmingham at 20.3%, Maths higher standard 21.7% above Birmingham 17.4%. Writing higher standard was 0% below Birmingham at 7.5%. GPS at the higher standard 39.1%, above Birmingham at 28.9%.

During the academic year 22/23 attendance was 90.6%, 23/24 increase to whole school attendance to 91.6% We believe there has been improvement, however I

greatest issue is due to a number of families taking holidays during term time despite all of these being unauthorised and the school following Local Authority procedures. As a school we are constantly working on ways to discourage families from taking term time leave. We are working hard with parents and ensure all stakeholders know their roles and responsibilities to reduce barriers to education and support attendance.

Our assessments and observations of our disadvantaged pupils are used, and will continue to be used along with pupil premium funding to provide wellbeing and academic support for all pupils, and targeted interventions where required. We are continuing to build on this approach with the activities outlined in this strategy.

We have reviewed our premium strategy regarding how we intend to use our funds this academic year.

Provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Speech and Language Therapists	Chatterbox
Behaviour / Attendance	Reach Support CIC Family Support Worker
Behaviour and Nurture Support	Reach Support CIC Child Therapist