

## Pupil premium strategy statement – Stretham Community Primary School

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	177
Proportion (%) of pupil premium eligible pupils	23.7% (42 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years (2023-2026)
Date this statement was published	31/12/24
Date on which it will be reviewed	10/07/26
Statement authorised by	Matt Sweeney
Pupil premium lead	Matt Sweeney/Megan Barnes
Governor / Trustee lead	Hannah Parkinson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,780
Recovery premium funding allocation this academic year	£10,000
Pupil premium (and recovery premium*) funding carried forward from previous years	£2,000
<b>Total budget for this academic year</b>	<b>£ 80,780</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Improving the achievement and progress of all learners, including disadvantaged pupils, is integral to the key priorities in our school development plan that relate to the quality of education. As a school, our intention is that all pupils make good progress, achieve high attainment across all subject areas and receive the necessary support to develop holistically regardless of their background or the challenges they may face.

The main objective of our pupil premium statement and strategy is to support all disadvantaged pupils to achieve that goal, including progress for those who are higher attainers and to provide a range of life experiences to enhance their educational and social attainment.

We identify the main issues stopping our pupils from succeeding in school and use the money to support interventions. These interventions maybe academic or non – academic and could include emotional well-being support such as pastoral support or music and play therapy.

In addition to discussions, observations and responsive teaching, we use a range of assessments including standardised scores and gap analyses to identify specific areas to be addressed to enable our disadvantage pupils to achieve.

We do not make assumptions about the impact of disadvantage and ensure that we use a responsive approach that addresses individual needs informed by diagnostic assessment.

To ensure our approaches are successful at Stretham Community Primary School, our aims for the following in relation to our disadvantaged pupils are:

1. To achieve in line with their non-disadvantaged peers and meet national outcomes
2. First quality teaching is consistently high across the school, in order for all groups of learners, but particularly the disadvantaged pupils, to achieve well and make at least expected progress
3. To have access to the same opportunities as their non-disadvantaged peers to allow them equal access to cultural capital and enrichment
4. That gaps in knowledge and skills are identified at the earliest opportunity through effective teacher assessment.

### Challenges

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

Challenge number	Detail of challenge
1	To secure consistently 'good and better' quality of teaching across the whole school to ensure 'good and better' outcomes and progress for all learners, and particularly for disadvantaged pupils and for boys.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing and applying their key reading strategies to reading comprehension in KS2 than their peers in readiness for secondary school. Progress and attainment in reading is weaker than non-disadvantaged pupils nationally
3	Assessments, such as ongoing formative assessments through our new phonics programme, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Some pupils show emotional barriers to learning, suffering from anxiety, trauma, behavioural challenges or inconsistent learning behaviours and friendship concerns. Our assessments (including logs of behaviour and concern) discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.  It is vital that we are addressing pupils' social and emotional difficulties alongside academic needs. For many pupil social and emotional needs are a barrier to children accessing their learning. There is a high percentage of vulnerable pupils with persistent absenteeism compared to non pp pupils and the percentage of PP children attending school on time is lower compared to non PP 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	Challenge Number	Success criteria
All children, including the disadvantaged pupils, have access to high quality first	1	By 2024/25, Teaching and learning is consistently good or better across the school. This will be evidenced in

teaching across the school impacting on outcomes at the end of Key Stage 2.		the monitoring gathered within school and external professional reports. The school achieves national outcomes for attainment and progress. Disadvantaged pupils attain equally to their non-PP peers.
Improved reading attainment and progress among disadvantaged pupils at the end of KS2.	2	KS2 reading outcomes (attainment and progress) in 2025/26 are at least in line with national averages for disadvantaged pupils meeting the expected standard.
Improved phonics attainment and progress among disadvantaged pupils at the end of KS1.	3	KS1 phonics outcomes in 2024/25 are at least in line with national averages for disadvantaged pupils meeting the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school particular disadvantaged pupils.	4	<p>High levels of wellbeing demonstrated through:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, parent surveys and teacher observations.</li> <li>• Significant increase in respectful relationships.</li> <li>• Reduction in behavioural issues displayed</li> <li>• Increase in participation in enrichment activities particularly among disadvantaged pupils.</li> <li>• A reduction in the number of referrals made to our 'front room' pastoral hub.</li> <li>• SDQ questionnaires will demonstrate children viewing themselves in a more positive light.</li> </ul>
Opportunities given to support and target SEMH barriers to learning through family or personalised support	4	<ul style="list-style-type: none"> <li>• Pupils with SEMH barriers to make progress due to interventions and support given to them.</li> <li>• Pertinent and personalised pastoral sessions to be provided either on a group or 1:1 basis, allowing children to explore and regulate their own emotions, self-esteem and well-being.</li> <li>• SDQ assessments demonstrate that children have a greater self-understanding</li> </ul>

		<p>and are able to identify their own emotional barriers.</p> <ul style="list-style-type: none"> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.	4	<p>Sustained high attendance demonstrated by: Overall absence rate for all pupils to decrease. For the absence rate gap between disadvantaged pupils and their peers to decrease by 1%</p>
All pupils, but particularly the disadvantaged pupils, have the same access to resources, enrichment and extra curricular activities as their non disadvantaged peers.	4	<p>All PP children have access to:</p> <ul style="list-style-type: none"> <li>• Appropriate uniform</li> <li>• A range of enrichment activities, providing opportunities to attend events or compete representing the school.</li> <li>• Attend school trips and residential</li> <li>• A cooked school meal</li> </ul>

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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To secure consistently 'good and better' quality of teaching across the whole school to ensure 'good and better' outcomes and progress for all learners, and particularly for disadvantaged pupil. Improving quality first teaching (QFT) by:</p> <ul style="list-style-type: none"> <li>• Maintain a strong focus on QFT in our internal CPD programme.</li> <li>• Develop a whole school coaching model where staff are released to observe best</li> </ul>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.</p> <p><a href="#">EEF Effective Professional Development</a></p>	All

<p>practice both in the setting and in other settings externally. They will then be able to share this with the rest of the staff team.</p> <ul style="list-style-type: none"> <li>To implement high leverage teaching strategies across the whole school to ensure all children have access to an ambitious and supportive curriculum,</li> </ul>		
<p>To secure consistently 'good and better' quality of teaching across the school to ensure 'good and better' outcomes and progress for all learners in reading and phonics - particularly for disadvantaged and for prior middle attaining pupils.</p>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (EEF)</p>	<p>All</p>
<p>To develop our whole school approach to the teaching of writing using the teaching sequence, quality texts and progression documents.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> <li>Access external CPD on writing and the teaching sequence.</li> <li>Maximise support from the LA English Advisor.</li> <li>Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.</li> </ul>	<p>In school moderation Cross-school moderation Whole school writing data is below maths and English in each year group</p>	<p>2</p>

<ul style="list-style-type: none"> <li>Develop a culture of writing by embedding a consistent approach to writing for purpose across the curriculum..</li> </ul> <p>PP funding to be used to release staff to attend LA briefings/training and to invest in a new Spelling, Punctuation and Grammar system</p>		
<p>Our whole school objective is to continue to embed Twinkl Phonics, our systematic, synthetic phonics (SSP) programme, to ensure there is a consistent approach to the delivery of phonics from EYFS and across Key Stage 1, promoting high outcomes for all children. Ensure that all classroom staff have an understanding of strategies to support phonic development beyond EYFS and Key stage 1.</p> <p>In addition to this, with a real focus on disadvantaged children, assessments from this programme will continue to be used effectively to identify key gaps in phonetical knowledge to ensure that children are receiving targeted, immediate intervention to support their progress.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. (EEF: Phonics T &amp; L Toolkit). Synthetic phonics approaches have higher impacts, on average, than analytic approaches. (EEF)</p>	3
<p>To release teachers and SLT to perform pupil progress meetings in the Spring and Summer term</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF_Social_and_Emotional_Learning.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/">(educationendowmentfoundation.org.uk)</a></p>	1,2,3
<p>To appoint Pupil Premium 'mentors' amongst the staff</p>	<p>CP logs of concern show that some of our most vulnerable PP children are not aware</p>	1,2,3,4

team to be a champion for each PP child in our school.	of their network of support or have a limited network.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Group, Class and 1:1 session with pupils to support their learning and their emotional well-being to ensure pupils are in a position to access their learning. 'Regulate before educate' – importance of addressing pupils' social and emotional difficulties alongside academic needs.	DfE Effective use of Pupil Premium Guidance. It is to: <ul style="list-style-type: none"> <li>• increase pupils' confidence and resilience</li> <li>• encourage pupils to be more aspirational</li> <li>• benefit non-eligible pupils too (EEF)</li> </ul> EEF research shows that effective deployment of TAs can result in additional progress in excess of 4 months over the course of a year. Link	4,5,6

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

Budgeted cost: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide funding for a purpose built pastoral area for our ELSA/pastoral support team/school therapies to take place in.	Evidence shows the impact of social and emotional learning activities have linked improvements in self-perception and positive behaviour, reductions in emotional distress and conduct problems, school engagement, and academic attainment. These factors have also been linked to long-term outcomes such as financial stability in adulthood, and reductions in adult antisocial and criminal behaviour. <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.babcockldp.co.uk/SEMHSeminar/SEMHSeminar-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMHSeminar-Needs-Contents.pdf">SEMHSeminar-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMHSeminar-Needs-Contents.pdf (babcockldp.co.uk)</a>	4
- To purchase training to undertaken Strengths and difficulties questionnaire (SDQ) programme, along	Evidence shows the impact of social and emotional learning activities have linked improvements in self-perception and positive behaviour, reductions in emotional distress and conduct problems, school engagement, and academic attainment. These factors	4

with impact supplement, to ensure that we are correctly assessing the SEMH needs of all of our pupils, including those who are disadvantaged, providing the necessary support and to be able to assess its impact and effectiveness for each individual child or group.	have also been linked to long-term outcomes such as financial stability in adulthood, and reductions in adult antisocial and criminal behaviour. <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.babcock-ldp.co.uk">SEMHToolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf (babcock-ldp.co.uk)</a>	
Equal access to enrichment and extra-curricular opportunities	To ensure that pupils have the same access to the cultural capital of non-PP children. This is in the form of trips, visits and extra-curricular activities. PP children to play a key role in the forming of new clubs.	4
To invest in training and release of key OPAL staff to enhance play time and collaborative opportunities for all children but with a real focus on PP children.	Behaviour logs show that concerns around PP children mainly arise outside where children are limited in activities they can take part in.	4

**Total budgeted cost: £ 71,000**

#### Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

**Please note: The school is going through a period of change, with a new headteacher joining the school in October 2023. The review below is based on the most recent statement of 2021-2022 and therefore some adjustments have been made in line with the new school development plan.**

Aim	Outcome
All children, including the disadvantaged pupils, have access to high quality first teaching across the school impacting on outcomes at the end of Key Stage 2.	67% of pupils met the expected standard in Reading, writing and maths in EoKS2 assessments in 2023-2024. Writing was the main area of concern. 56% of Pupil Premium pupils met the expected standard in Reading, writing and maths in EoKS2 assessments in 2023-2024.
Improved reading attainment and progress among disadvantaged pupils at the end of KS2.	79% of the cohort met the expected standard at the EoKS2 2023-2024 for reading 77% of PP children met the expected standard at the EoKS2 2023-2024 for reading
Improved phonics attainment and progress among	83% of the cohort passed the phonics check in Year 1.

disadvantaged pupils at the end of KS1.	<p>33% of Pupil Premium Pupils passed the phonics check in Year 1 (1/3 pupils.)</p> <p>92% passed by the end of KS1.</p> <p>83% of Pupil Premium pupils passed by the end of KS1</p>
To achieve and sustain improved wellbeing for all pupils in our school particular disadvantaged pupils.	Personalised support and ELSA support given to all pupils wwho are needed. Pastoral hub implemented and well-attended by PP pupils.
Opportunities given to support and target SEMH barriers to learning through family or personalised support	Personalised support and ELSA support given to all pupils wwho are needed. Pastoral hub implemented and well-attended by PP pupils.
To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.	<p>Pupil Premium attendance for 2023-2024 was 94.9%</p> <p>Nationally this was 95.3%</p> <p>Cambridgeshire was 95.6%</p> <p>Whole school attendance:</p> <p>Stretham – 95.5%</p> <p>National – 95.3%</p> <p>Cambridgeshire – 95.6%</p> <p>This is an improvement on last year, however, we are striving for our attendance data to be above both local and national averages for Pupil Premium children as well as closing the attendance gap between Pupil Premium children and their peers and want to continue the work around this.</p>
All pupils, but particularly the disadvantaged pupils, have the same access to resources, enrichment and extra curricular activities as their non disadvantaged peers.	40% of our Pupil Premium children attended an extra curricular club in 2023-2024. We wish to continue working on this by offering a wider range of activities. In context, 60% of the school attended at least one extra curricular club last year.

Externally 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

Service pupil premium funding (optional)

<b>How our service pupil premium allocation was spent last academic year</b>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
<b>Whole new impact:</b> N/A

Further information (optional)

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