

Pupil premium strategy statement – Stanway 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	384
Proportion (%) of pupil premium eligible pupils	17.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	Year 1 of 3
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Rebecca Loader
Pupil premium lead	Hannah Watson
Governor / Trustee lead	Paula Simmons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 102,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£102,900

Part A: Pupil premium strategy plan

Statement of intent

At Stanway Primary we give each individual the opportunity to grow and learn in a caring and well-disciplined environment, teaching them how to identify and pursue their hopes and dreams, to develop high self-esteem, to be considerate and respectful of others and to enjoy the world around them. We aim to give all children irrespective of their academic ability, cultural background and socio-economic circumstances the opportunity to thrive in school. Teachers and other staff provide opportunities and experiences aimed to engage, excite and stretch pupils and create confident and independent learners. Our ethos is embodied in our core values of Leadership, Organisation, Resilience, Initiative, Community and Determination to which we aspire and celebrate every day. We provide a nurturing and encouraging environment in which all children can be happy and successful.

Challenges

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

Challenge number	Detail of challenge
1	Only a small number of pupil premium pupils in Year 6 leave secondary-ready (with a combined expected level).
2	Only a small number of pupil premium pupils leave EYFS with GLD
3	Vulnerable pupils accessing our Nurture Rooms: the core group of children have complex needs and a range of vulnerabilities (attendance SEND, Mobility, Social care involvement or early help).
4	We continue to see writing as a barrier for our disadvantaged pupils. This includes writing at length, spelling and developing a greater vocabulary (speech and language skills).
5	Absence amongst Disadvantaged pupils is a challenge

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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Pupil Premium pupils are secondary ready (they reach the expected level within Maths, Reading and Writing by the end of Y6).	More pupil premium children in each year group reach 'combined'
	Pupil premium children are at ARE or higher within Maths.
	Pupil premium children are at ARE or higher within Reading.
	Pupil premium children are at ARE or higher within Writing.
	School assessments show improvement and support statutory assessments.
	Pupil premium children who are WT are making accelerated progress.
Pupil premium pupils are achieving GLD in EYFS	GLD assessment show improved results for pupil premium pupils.
	Language Link is implemented early and interventions are in place and are effective.
	Drawing club demonstrates that children are engaging with early writing.
	Little Wandle assessments show progress is being made.
Vulnerable pupils receive a tailored curriculum within our nurture rooms which facilitates progress.	Nurture room staff are supported in facilitating teaching and learning for specific children as a result of personalised learning following One Plans and EHCPs
	Core subjects are planned for and taught at an appropriate level, following One Plans and EHCPs.
	The use of zones of regulation help pupils when they are dysregulated.
Disadvantaged pupils are able to write at length, have a greater vocabulary and can spell age-appropriate words.	Through carefully planned units of work, disadvantaged pupils enjoy writing
	Disadvantaged pupils complete written work with a range of vocabulary and accurate spellings.
	Scaffolding within quality-first-teaching allows children to build their confidence when writing.
	Phonics interventions carrying into KS2 allow pupils to be secure in reading and spelling.
	Booster groups for older pupils allow a tailored approach to teaching and securing writing skills.
	A range of proven interventions such as Accelerated Reader and Hertfordshire for Learning allow pupils to make progress in Reading and Writing.

Absence is in line with non-disadvantaged pupils.	Offer of free Breakfast Club places to disadvantaged pupils.

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: £ [50,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Little Wandle CPD – time for new staff or for staff to refresh their training.</i>	The teaching of Phonics impacts positively on reading. '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.	2, 4
<i>SEND CPD throughout the year</i>	Training staff in areas such as mental health and well-being and our phonics programme will enhance the provision we can offer as a school to our most vulnerable pupils. We also intend to offer training on aspects of SEND to specific staff. Using adult support for a targeted group can improve the outcomes of pupils. 'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups.' EEF. 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): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	3
<i>HLTAs cover absence as a result of CPD opportunities</i>		
<i>Nurture room staff</i>	The EEF found that teaching pupils strategies for metacognition and self-regulation can have a high impact on progress, a practice often embedded within nurture groups. An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should: promote positive	3

	relationships, active engagement, and wellbeing for all pupils (EEF).	
<i>Wellbeing Lead</i>	Wellbeing Lead works with specific children outlined in weekly vulnerable child meetings. This can be 1-1 or in small groups.	3

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PUMA	PUMA has provided a consistent and standardised method of assessment across Years 1 - 6 since using it last year to assess Maths across KS1 and KS2.	1
Little Wandle	This Government-approved letters and sounds resource enables sound and uniform teaching and learning across all year groups for the teaching of Phonics.	2, 4
Hive	Hive is the platform for TPP resources. Access to this enables us to keep staff trained and to spread expertise within our community, following the Essex approach to trauma and behaviour.	3
Accelerated Reader	Accelerated Reader produces “particularly positive effects” according to an independent study by the Education Endowment Foundation (EEF) and Durham University. 1 5 “The internet-based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time.”	1, 4

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Opal Play – purchasing this and the training that comes with it will help to improve behaviour not only at break and lunch, but also the culture of behaviour within school.</p>	<p>Research from the Education Endowment Foundation (EEF) and related studies shows that outdoor play significantly boosts Early Years (EY) children's physical, cognitive, and social-emotional skills, improving self-regulation, attention, problem-solving, and teamwork through varied, challenging environments and activities like climbing and navigating nature. EEF emphasizes that deliberate physical development approaches, including outdoor elements, enhance these benefits, leading to better learning, reduced stress, and improved mood.</p>	
<p>To encourage and support families/children with improving attendance – providing financial assistance for Breakfast Club and After School Club</p>	<p>Using the site below, strategies can be put in place to support children and families. These can consist from issuing certificates/trophies to children/classes to supplying transport for families: https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/strategies-for-school-sites/</p> <p>The Law – The Education Act 1996 states: All children of compulsory school age must receive an appropriate full-time education suitable to their age, ability, aptitude, or any special education needs they may have. Parents and Carers are responsible for ensuring their child attends school regularly at the school at which they are registered. Statistics show that 90% of persistent absentees, poor attenders or non-attenders fail to achieve five or more good grades at GCSE and approximately one third end up with no GCSEs at all.</p> <p>Poor attendance can lead to disaffection amongst peers; lost friendship groups; missed opportunities to take part in school events such as drama and 19 sports; cause difficulties to catch up with work, which can lead to long-term absence.</p> <p>At school we also offer funded sports clubs for children in addition to the good range of clubs offered by teachers. This can help encourage attendance as well as improve children's well-being and overall enjoyment of school.</p> <p>Funding places for breakfast club for children with low attendance could help improve their attendance. 'Breakfast club schools also saw an improvement in pupil behaviour and attendance.' EEF</p>	<p>5</p>

To ensure all children are able to attend school trips through subsidisation of any shortfall	We want to ensure the learning journey of our pupils includes the wider curriculum including trips. We appreciate that not all children can access these based on financial reasons. 'An evaluation of a writing project, which increased pupils' progress by an extra nine months of schooling on average, was published by the Education Endowment Foundation (EEF). The programme gives pupils in their final year of primary school a memorable experience, like a day at the zoo, and then offers them a structured approach to writing about it.' EEF	3
Selected KS2 disadvantaged children to take part in Rock Steady for three terms	Children to receive music tuition in the form of Rock Steady. Resilience, team work and social skills to be developed through the programme's rehearsals and performances for three terms	3
Essex Wildlife to lead Forest School sessions to three year groups across three terms.	There are many benefits of outdoor learning for children. Some are outlined below: <ul style="list-style-type: none"> · enhanced personal and social communication skills. · increased physical health. · enhanced mental and spiritual health. · enhanced spiritual, sensory, and aesthetic awareness. · the ability to assert personal control and increased sensitivity to one's own well-being. englishoutdoorcouncil.org	3

Total budgeted cost: £ 108,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

This year marked the end of our Pupil Premium Strategy Plan. We were keen to increase engagement and attainment in Early reading and Reading further up the school. With the introduction of Little Wandle, the CPD for our Phonics Lead (and indeed the staff as a whole), we have been pleased with the outcome for Phonics. Although the previous year's results for the Year 1 Phonics Check were below average, the year before and this most recent year (following substantial input and tracking) has seen results above the National Average (for all groups of pupils). Regarding pupil premium children, 75% (9 out of 12) pupil premium pupils passed the Phonics Check in Y1, up 45% on the previous year. Non pupil premium pupils saw 84% pass the phonics Check.

In EYFS last year, 27% of pupil premium pupils achieved GLD, down 32% from the previous year. A large proportion of these pupils have high SEND, nonetheless this may be an area to focus on within our next 3-year plan: the previous year saw 60% of

pupils achieve GLD and 40% achieving GLD the year before that. Respectively, non pupil premium pupil saw 63%, 66% and 75% achieve GLD

At KS2, we have been pleased with the extracurricular offer as well as the benefits of Accelerated Reader across all groups of pupils including pupil premium pupils. The offer of Rock Steady for Year 6 pupils, Forest School sessions for Year 3 and 5 pupils, and a Shakespeare theatre workshop for Y6 pupils amongst many other areas of support, including pastoral support, has been very successful.

In terms of data for our Y6 pupil premium pupils, the following should be considered:

22/23

Reading: 66% of pupil premium pupils achieved the expected standard compared with 72% of non-pupil premium pupils

Writing: 50%; 61%

Maths: 83%; 67%

Combined: 50%; 54%

23/24

Reading: 54%; 73%

Writing: 36%; 51%

Maths: 18%; 63%

Combined: 9%; 40%

24/25

Reading: 50%; 80%

Writing: 30%; 72%

Maths: 40%; 80%

Combined: 20%; 68%

We know from other data that writing is an area to focus on as a school. This is also true of pupil premium pupils' outcomes. Additionally, the last two years have shown that only a small number of pupil premium pupils are 'secondary ready'. This should be a consideration for the our next 3-year plan.

Over the three years, attendance has improved due, in part, to regular meetings between office staff and members of SLT as well as parents receiving a levelled

approach to notifications of concern regarding their child's attendance. Additionally, we have used pupil premium money to fund some pupils' attendance at our school's breakfast club, although we were surprised by a lack of take-up of this offer. Regular engagement and a good level of pastoral care for pupils has helped see an increase in attendance so that our data matches the national picture.

Our tracking of pupil premium pupils over the last three years has seen two major changes. We have introduced a tracker which monitors what pupil premium pupils are receiving in the way of clubs, funding for trips, Forest School, access to our nurture rooms and small group interventions etc. Secondly, we have developed our methods of assessment so that each teacher has oversight of a spreadsheet where groups of pupils including pupil premium pupils are highlighted so that attainment can be measured, tracked and compared to previous assessment points. The assessment spreadsheet is filled in half termly and feeds into a central spreadsheet giving SLT an extended insight into the data across the school. As we enter the second year of using this system, we hope to further its use by including other subjects within the curriculum, encouraging subject leaders to interrogate the data through pupil progress meetings and leadership time.

Over the last three years, we have increased our capacity to cater for our most vulnerable pupils by creating three nurture spaces (EYFS, KS1 and KS2). Nurture Room 1 and 2 are manned all day by carefully selected staff who help tailor a curriculum for pupils whose needs are significantly greater than their peers and also may be several years behind their academic age. They are a part of the group. We have seen huge successes with individual pupils through this approach and will continue to use these rooms carefully and productively.

Externally provided programmes

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

Programme	Provider
Forest School	Essex Wildlife Trust
Music Tuition	Rock Steady Music School
Reading programme	Accelerated Reader
Reading programme	Herts for Learning
Maths programme	Times Table Rockstars