

Pupil premium strategy statement – Stanley Common Church of England 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	34
Proportion (%) of pupil premium eligible pupils	45.4% (15 pupils)
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)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Paula Martin
Pupil premium lead	
Governor / Trustee lead	Steven Rogers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,725
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>	£22,725

Part A: Pupil premium strategy plan

Statement of intent

At Stanley Common CE Primary School, our strategy is built on the principle that securing consistently high-quality teaching has the greatest and most sustained impact on pupil outcomes. Research from the Education Endowment Foundation highlights that high-quality classroom instruction—including explicit modelling, targeted feedback, and well-scaffolded independent practice—has a disproportionately positive impact on pupils who are disadvantaged, because they rely more heavily on the quality of school teaching to make progress. High-quality teaching benefits all pupils, but for disadvantaged learners it closes gaps more rapidly and more permanently than short-term intervention alone.

We recognise that disadvantage is multi-layered and not solely determined by financial deprivation or eligibility for free school meals. Some pupils face additional barriers, including complex social or family circumstances, lower school readiness, SEND needs, lower attendance habits, or reduced access to enrichment experiences. For this reason, our strategy is designed to benefit all pupils, with targeted support where additional need is identified, rather than limiting provision only to those who qualify for funding.

Our approach prioritises:

- **Quality First Teaching as the core driver of improvement**

- High-quality learning sequences
- Explicit teaching of reading, writing and vocabulary
- Structured formative assessment
- Skilled use of additional adults

- **Early identification and personalised support**

- Rapid actions where pupils fall behind
- Clear entry and exit criteria for interventions
- Evidence-based programmes

- **Supporting the whole child**

- Strengthening emotional readiness and engagement
- Providing opportunities for enrichment, leadership and wider experiences

Through this strategy, pupil premium funding enables us to sustain staffing stability, strengthen early literacy, improve independence and resilience in learning, and maintain high expectations for progress for all. While our provision must be proportionate for pupils eligible for the grant, the intention is that every pupil—regardless of starting point—benefits from access to consistently excellent teaching, curriculum entitlement, and pastoral support.

Ultimately, our strategy aims to remove barriers and close gaps so that disadvantaged pupils make progress at least in line with their peers and achieve successful outcomes across all areas of school life.

We recognise that leadership has now changed and areas of focus have been refined. This strategy therefore represents an updated approach part-way through the original 3-year window, ensuring alignment with current monitoring, expectations and leadership vision.

Challenges

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

Challenge number	Detail of challenge
1	<p>Achievement and Progress Disadvantaged pupils demonstrate lower rates of attainment in reading, writing and maths at KS2, particularly in writing, where moderated outcomes have highlighted the need for greater independence. Given the very small cohort size and high proportion of disadvantaged pupils, each individual's underperformance has significant impact on published outcomes.</p>
2	<p>Early Literacy and Phonics Disadvantaged pupils at early stages have lower phonics outcomes and require highly personalised support to secure early decoding and fluency. Without sustained rapid intervention, gaps widen because pupils learn alongside older children in mixed-age settings.</p>
3	<p>Attendance and Learning Time Cultural attitudes toward attendance have historically led to missed learning time. Although attendance has improved, disadvantaged pupils remain disproportionately affected by persistent absences, reducing access to consistent teaching.</p>
4	<p>Provision for disadvantaged pupils with SEND is not yet fully resourced A number of disadvantaged pupils also have emerging or identified SEND needs, including at least one child with an EHCP and others receiving small-scale funding. The school is currently exploring the need to pool funding to increase TA hours, highlighting that current provision is insufficient to consistently meet the higher-level support needs of these pupils. Because disadvantaged pupils lack additional external support (e.g., tutoring, parental subject knowledge, structured home routines), unmet SEND needs have a disproportionately large impact on progress and access to the curriculum. Without consistent access to skilled adults, children risk falling further behind in core subjects and may not meet targets aligned with FFT 50. At the start of the 2025–2026 academic year, 8 of the 15 disadvantaged pupils also have SEND, indicating a high overlap between disadvantage and special educational need. This dual vulnerability requires structured, consistent TA deployment and frequent review of impact.</p>
5	<p>Pastoral need, safeguarding complexity, and family context affecting disadvantaged pupils' readiness to learn Several disadvantaged pupils come from families involved with Social Care, and safeguarding complexities are noted as significant, though anonymised due to cohort size. Pupils living with instability or requiring high pastoral attention often present with lower emotional readiness, interruptions to routine, difficulties accessing homework, and reduced attendance at optional enrichment opportunities.</p>
6	<p>Embedding consistency in provision following rapid leadership and curriculum improvement</p>

	Although there have been rapid improvements (e.g. in writing quality, safeguarding, school culture, teaching organisation for EYFS, behaviour, and systems such as attendance processes) - rapid change means systems are relatively new, and sustained implementation is not yet fully embedded. Disadvantaged pupils are disproportionately affected when systems are still becoming established, because they are often the least buffered against inconsistencies in routines, expectations, and curriculum sequencing.
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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
<p>Disadvantaged pupils will make accelerated progress in reading, writing and maths so that attainment gaps narrow by the end of each academic year, with writing improving in both quality and independence.</p> <p><i>Autumn term assessment data (2025) shows that in KS1-2 22.6%, 22.6% and 32.3% of all pupils are meeting their targets in writing, reading and maths respectively. For pupils in receipt of Pupil Premium this reduces to 12.9%, 9.7% and 16.1% respectively.</i></p>	<ul style="list-style-type: none"> • By the end of the academic year, the proportion of disadvantaged pupils achieving expected standard in writing increases relative to baseline. • Outcomes from independent writing tasks show increased stamina, correct transcriptional accuracy, and improved sentence construction. • Termly teacher assessments demonstrate disadvantaged pupils are meeting FFT50 individual targets or are on track to do so. • Moderation evidence confirms independence in writing and reduced reliance on scaffolds. • Internal book scrutiny shows disadvantaged pupils achieving well and sustaining progress over time.
<p>Disadvantaged pupils secure phonics knowledge and early reading fluency rapidly, enabling full access to the curriculum and reading with confidence and accuracy.</p>	<ul style="list-style-type: none"> • All disadvantaged pupils at risk of not passing the phonics check receive evidence-based intervention with clear entry/exit criteria. • Phonics assessment scores increase termly for those below expected standard. • Pupils requiring decoding support reduce over time, shifting to fluency stage. • Reading diaries show consistent home reading engagement. • Increasing numbers of disadvantaged pupils meeting expected reading outcomes at KS1.
<p>Disadvantaged pupils demonstrate sustained attendance in line with school expectations so that absence does not negatively affect learning progress.</p>	<ul style="list-style-type: none"> • Attendance of disadvantaged pupils is at or above 95% by year end, unless medical need prevents this. • Fewer disadvantaged pupils appear within persistent absence monitoring groups. • Weekly attendance tracking shows year-on-year improvement trends for targeted individuals. • Improved punctuality and reduced lost learning minutes.

<p><i>At present (Autumn 2025), 2 disadvantaged pupils (13.3%) are classified as persistently absent. Our planned monitoring cycle aims to reduce this to no more than 1 pupil (6.6%) by the end of academic year 2025–2026. In total there are 5 pupils currently classed as persistently absent, representing 15.2% of the school.</i></p>	<ul style="list-style-type: none"> • Termly progress reviews show gaps closing rather than widening due to absence.
<p>Disadvantaged pupils with SEND receive consistent, tailored support enabling needs to be met and allowing accelerated progress against personalised academic and developmental targets.</p>	<ul style="list-style-type: none"> • EHCP and SEND plans are implemented consistently and reviewed termly, demonstrating progress against targets. • Additional adult capacity is deployed effectively, targeting individuals rather than generalised support. • Intervention records show short, frequent, high-impact delivery with measurable academic gains. • Work scrutiny shows improved independence and reduced adult dependency over time. • SEND disadvantaged pupils meet or exceed individual flight-paths and FFT50 targets.
<p>Disadvantaged pupils demonstrate improved emotional readiness, resilience and engagement, enabling them to access learning confidently and consistently.</p>	<ul style="list-style-type: none"> • Behaviour logs show reduced emotional dysregulation, anxiety-related interruptions or wellbeing concerns. • Self-evaluation and pupil voice indicate increased sense of belonging, engagement and positivity toward school. • Improved focus and stamina in lessons noted in teacher observations and learning walks. • Identified pupils receive structured mentoring/pastoral sessions with monitored impact. • Attendance at enrichment activities increases for disadvantaged pupils.
<p>High-quality classroom routines, curriculum sequencing and assessment practices are consistently embedded so disadvantaged pupils have equitable access and no gaps open due to inconsistent provision.</p>	<ul style="list-style-type: none"> • Quality of teaching judged consistently strong across monitoring cycles (learning walks/book scrutiny/triangularisation). • Disadvantaged pupils benefit from the same level of instructional clarity, scaffolding and modelling as peers in all lessons. • Assessment cycles are completed with timely feedback and actions implemented for disadvantaged pupils. • Curriculum adjustments result in clear progression across mixed-age cohorts, particularly EYFS/KS1 alignment. • School improvement priorities show measurable progress (e.g., through SIP review and governor reporting).

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: £14,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Plus	<p>Reading Plus is a computer-adaptive reading programme shown in research to improve silent reading fluency, comprehension, vocabulary, and reading stamina. A large-scale controlled study funded by EEF is underway to evaluate its impact.</p> <p>Independent studies of adaptive reading programmes show significant gains in comprehension and fluency, especially for lower-achieving and disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reading-plus-2024-25-trial?utm_source=chatgpt.com</p> <p>https://files.eric.ed.gov/fulltext/EJ1231534.pdf?utm_source=chatgpt.com</p>	1,2,6
<i>NTS Assessments for Reading and Maths</i>	<p>The EEF argues that diagnostic and formative assessment helps teachers identify gaps and adjust teaching to meet pupil needs — a core component of “high-quality teaching.”</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm_source=chatgpt.com</p>	2,6
<i>Little Wandle training for all staff</i>	<p>The EEF “Phonics” toolkit shows that systematic, explicit synthetic phonics has a strong evidence base and is particularly beneficial for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=chatgpt.com</p>	1,2,6
<i>Little Wandle resources including reading books and online materials</i>	<p>The same EEF guidance on phonics emphasises matching decodable reading material to taught grapheme–phoneme correspondences, which supports early reading fluency and helps close disadvantage-linked reading gaps.</p>	1,2,6
<i>Outstanding Science</i>	<p>Evidence indicates that well-sequenced disciplinary knowledge supports secure schema in science. Outstanding Science supports structured investigations,</p>	1,4,6

	vocabulary progression and concept acquisition. Improving science curriculum entitlement helps disadvantaged pupils who may lack wider scientific exposure at home.	
<i>Digimaps</i>	EEF highlights digital tools supporting modelling, spatial reasoning and visual literacy as beneficial for disadvantaged pupils. Mapping software increases contextual understanding and gives pupils access to experiences not available outside school.	1,5,6
<i>Early Start Spanish</i>	Structured, audio-supported language teaching improves pronunciation accuracy and supports vocabulary retention. This particularly benefits disadvantaged pupils who lack exposure to enriched language experiences. Subscription materials ensure consistency for non-specialist teachers.	5,6
<i>Charanga</i>	High-quality resources ensure access to cultural entitlement. Structured sequences benefit disadvantaged learners who may otherwise have low musical capital. Rehearsal-based learning increases memory, sequencing and confidence.	5,6
<i>Key Stage History</i>	Curriculum-aligned materials reduce variation in subject knowledge and ensure chronological understanding, secure vocabulary and quality texts. Evidence shows that disadvantaged pupils benefit from explicit instruction of disciplinary knowledge (cause, consequence, similarity and difference).	1,6
<i>CGP Books – for home learning</i>	Providing structured revision materials has strong evidence where home resources may be scarce. EEF notes that structured homework formats with guided practice benefit disadvantaged learners disproportionately as they reduce dependency on parental knowledge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,3,5
<i>Grammarsaurus</i>	High-quality, consistent teaching of grammar supports writing accuracy. Moderation feedback highlighted need for independent writing improvements; Grammarsaurus supports explicit modelling and planning. EEF emphasises that explicit writing instruction disproportionately benefits disadvantaged writers.	1,6

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
Little Wandle Interventions	EEF's toolkit indicates that small-group or one-to-one phonics interventions can yield even greater impact (greater than whole-class) when delivered with fidelity — valuable for those falling behind.	1,2,6
Numberstacks	While EEF Toolkit does not name Numberstacks specifically, its guidance on effective maths interventions emphasises the benefit of structured, conceptual teaching and use of manipulatives / concrete–pictorial–abstract approaches; such methods tend to support disadvantaged learners who may lack home resources.	1,4,6
Review and pooling of SEND funding to increase TA capacity for targeted provision and implementation of individual learning plan targets	EEF highlights that structured small-group intervention delivered by trained adults can secure gains of up to four additional months' progress, especially when linked closely to classroom teaching. Evidence also shows that support must be skilled, targeted, time-limited, monitored, and delivered consistently to positively affect outcomes for disadvantaged SEND learners. (EEF: Teaching Assistant Interventions) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,4,6

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support available towards funding school trips.	The EEF-funded Children's University project showed that well-supported extra-curricular and enrichment experiences (after-school clubs, trips, social action) improved KS2 reading and maths by about 2 additional months, and had positive effects on motivation, social responsibility and aspirations. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university?utm_source=chatgpt.com	1,5,6
<i>Links with partner school to take part in wider events</i>	Enrichment linked to wider opportunities mirrors the benefits identified in Children's University trials — broadening experiences, raising aspiration and improving non-cognitive outcomes which support academic progress.	5,6

<i>e.g. careers day</i>		
<i>Music partnership – class lessons for KS2 class Summer term</i>	The principle that cultural and enrichment activities support disadvantaged pupils is supported by EEF’s classification of “wider strategies” (beyond academic support) as part of effective use of Pupil Premium; enriching curricula and giving all pupils access to arts/music helps mitigate inequities in home access to resources.	1,5,6
<i>Class set of Glockenspiels</i>		
Proactive attendance follow-up including newsletters, communication with parents, weekly monitoring, and home visits for repeat absence	Research indicates that attendance interventions that include personalised communication, early follow-up, and relationship-building improve attendance particularly among disadvantaged families. EEF notes that “removing barriers and addressing wider challenges to learning” is a core strand of Pupil Premium strategy. Home-school contact also increases parental engagement and pupil motivation. (EEF Pupil Premium tiered approach) https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/EEF_Using_Pupil_Premium_Guidance.pdf	3,6

Total budgeted cost: £22,725

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

A revised pupil premium strategy has been implemented from September 2025. Although we were only part-way through the previous three-year strategy cycle, the change in leadership meant it was appropriate to review priorities and establish an updated approach. The new strategy strengthens the emphasis on improving attainment in reading, writing and maths—particularly for disadvantaged pupils—and responds directly to the areas of underperformance evidenced at the end of 2024–2025. It also reflects the leadership team’s renewed focus on high-quality teaching, sharper use of assessment information, improved sustainability of intervention planning, and strengthened oversight of SEND provision. This revised plan therefore retains continuity in core priorities but ensures that the strategic direction aligns clearly with current leadership vision and systems, supporting rapid improvement in the areas where disadvantaged pupils are furthest behind. Internal teacher assessments continue to identify gaps in writing independence, spelling accuracy and reading stamina among disadvantaged pupils at the upper end of the school, particularly those who did not benefit from systematic phonics teaching in Reception and Year 1. This remains a central focus of the revised strategy.

2024–2025 was the second year of our previous 2023–2026 pupil premium strategy. This review summarises the performance of disadvantaged pupils in 2024–2025 and evaluates the impact of the previous strategy to date. Cohorts at Stanley Common are very small, so each pupil represents a high percentage of the total; **data is therefore highly volatile year-on-year and must be interpreted with caution.** The pupils included in this data experienced significant disruption to their early schooling during Covid-19, which will have affected individual pupils and schools differently.

1. Attainment and progress (national assessments and teacher assessment)

Key Stage 2 (end of Year 6)

In 2024–2025, no pupils in Year 6 achieved the expected standard in reading, writing and maths combined (RWM). Some pupils, including disadvantaged pupils, did meet the expected standard in individual subjects in reading and maths, but the combined measure was 0%.

By comparison, nationally around 61% of pupils met the expected standard in combined RWM in 2024. This means that overall attainment for our small Y6 cohort, including disadvantaged pupils, was well below national averages in 2024–2025.

Writing was externally moderated by the Local Authority, who confirmed significant improvements in expectations and quality of writing since Easter, but also noted that earlier work showed similar responses across books, raising valid questions about independence.

This suggests that our focus on raising standards in writing is beginning to bear fruit, but disadvantaged pupils have not yet secured the independent, sustained writing needed to reach the expected standard at the end of KS2.

Phonics and early reading

The 2024–2025 phonics screening check outcome was 50% reaching the expected standard.

Nationally, around 80% of pupils met the expected standard in Year 1 phonics in 2024, with around two-thirds of disadvantaged pupils (c. 67–68%) achieving the standard. Our phonics outcome is therefore substantially below both national and disadvantaged national averages, indicating that disadvantaged pupils at the earliest stages of reading remain a high-priority group.

However, EYFS outcomes for 2024–2025 were stronger: the single EYFS pupil achieved a Good Level of Development (GLD), and the current EYFS cohort of two is on track to reach GLD, supported by carefully organised mixed-age provision.

Baseline EYFS language assessments show that vocabulary development remains a priority for disadvantaged pupils entering school, particularly around expressive language and spoken sentence construction.

While numbers are extremely small, this suggests that the early years offer and quality of early teaching are increasingly secure.

Key Stage 1

The previous three-year strategy statement notes that in 2023 Year 2 SATs outcomes for disadvantaged pupils were below those of non-disadvantaged pupils in both reading and maths, with 66% of disadvantaged pupils achieving expected+ compared to 80% of their peers, and higher standardised scores among non-disadvantaged pupils.

The pattern at KS2 and in phonics suggests that disadvantaged pupils continue to attain below national averages and below the aspirations of our strategy.

Formative and summative assessment

In addition to statutory tests, teacher assessment and external moderation were central to evaluating progress. The LA moderation of writing validated the school's raised expectations and provided assurance that teacher judgments are increasingly robust and aligned to national standards.

Internal tracking and book scrutiny show that disadvantaged pupils are benefitting from improved curriculum planning and higher expectations, but that gaps remain wide in writing independence, spelling and in the secure application of phonics, especially for older pupils who did not benefit from the current phonics programme from the outset.

2. Attendance, behaviour and wider outcomes

Attendance

Attendance has improved significantly over time. Overall attendance rose from 92.87% in 2023–2024 to 95.33% in 2024–2025, with attendance currently at 95.2%.

Previously, disadvantaged pupils' attendance was lower than that of their peers in several year groups, and Year 5 attendance was low for both groups.

However, following the change in leadership there has been a much more proactive and systematic approach to attendance including:

- Clear expectations communicated to families via newsletters
- All absences followed up, including home visits where necessary
- Attendance made high profile in assemblies, including explicit messages that missed learning cannot be recovered
- Attendance celebrated weekly, supporting a culture shift away from seeing term-time absence as acceptable

We therefore judge that, while disadvantaged attendance historically lagged behind that of non-disadvantaged pupils, we are now moving closer to our intended outcome of improved attendance and reduced persistent absence, and that the new culture and systems are beginning to have a positive impact for disadvantaged pupils.

Currently, disadvantaged persistent absence stands at 2 pupils, compared to 3 pupils among non-disadvantaged. Attendance interventions need to demonstrate a reduction in this gap term-by-term.

Behaviour, resilience and wellbeing

Behaviour has improved significantly, with very few incidents and no exclusions, suspensions or internal isolations so far this term. The school environment is calm and settled, with clear plans in place for the small number of pupils who struggle.

This aligns well with our intended outcomes around resilience, learning behaviours and wellbeing.

However there some complex safeguarding cases remain and some families are currently supported by Social Care. These wider vulnerabilities disproportionately affect disadvantaged pupils' emotional readiness and capacity to engage with learning. Internal data from nurture, behaviour logs and MyConcern reflect that social, emotional and mental health (SEMH) needs remain a significant barrier for some disadvantaged pupils, even though overall behaviour has improved.

Inclusion and SEND

One pupil currently has an EHCP and there are small amounts of funding for other children, including disadvantaged pupils. Leaders are reviewing whether combining these funds would allow the appointment of an additional Teaching Assistant to ensure that targets on individual plans are met.

This indicates that SEND provision is improving but not yet fully resourced, particularly for disadvantaged pupils with additional needs, and this continues to impact on their ability to meet academic expectations.

3. Progress towards the intended outcomes of the strategy

The previous 3-year strategy (2023–2026) identified the following overarching intended outcomes:

1. Improved communication and language skills and vocabulary
2. Improved behaviour and resilience
3. Improved attendance and reduced persistent absence
4. Improved phonics, early reading and reading fluency
5. Improved wellbeing and social & emotional skills

Where we are broadly on track

- **Behaviour and resilience (Outcome 2):** The school has made strong progress. Behaviour is now described as significantly improved with a calm, settled climate and clear, effective behaviour plans for pupils who find this challenging.

Nurture and SEMH support are in place. While some disadvantaged pupils still need intensive support, overall, this strand of the strategy is working well.

- **Attendance (Outcome 3):** We are not yet where we want to be, but we have moved significantly closer. Overall attendance has increased to around 95% and is now much closer to national expectations, supported by strengthened systems (home visits, clear expectations, assembly messages, rewards).

This suggests we are on the right trajectory, though disadvantaged attendance still requires close monitoring.

- **Wellbeing and SEMH (Outcome 5):** The combination of nurture, improved behaviour systems, attendance support and wider enrichment (trips, worship, leadership roles, clubs) indicates positive movement towards this outcome. Pupil voice and observations show improved engagement and a stronger sense of belonging, although SEMH needs among some disadvantaged pupils remain high.

Where progress is slower and outcomes are not yet met

- **Attainment in reading, writing and maths (part of Outcome 1 and 4):** Despite internal improvements in quality of teaching and raised expectations (evidenced by LA moderation and improved curriculum delivery), headline attainment for the 2024–2025 Y6 cohort is well below national averages, particularly in combined RWM and in writing. Disadvantaged pupils are clearly not yet achieving in line with national benchmarks or with non-disadvantaged peers. Closing this gap remains a critical priority.
- **Phonics and early reading (Outcome 4):** The 50% phonics outcome is substantially below both the national average for all pupils (~80%) and for disadvantaged pupils (~67–68%). This indicates that, although we have implemented a

systematic programme (Little Wandle) and associated training, the impact has not yet translated into improved statutory outcomes for this cohort.

- **Communication, language and vocabulary (Outcome 1):** EYFS GLD outcomes are currently strong but based on very small cohorts, and teacher observations indicate that vocabulary gaps remain an issue for disadvantaged pupils across the school. We therefore judge that progress towards this outcome is emerging but not yet secure, particularly in upper key stage 2 where prior gaps are deepest.
- **SEND and layered disadvantage:** Our data and teacher observations highlight that disadvantaged pupils with SEND or complex safeguarding needs face the greatest barriers. The strategy's intended focus on adaptive teaching, SEND-informed practice and targeted support is in place, but limitations in TA capacity and the complexity of need mean that these pupils are not yet making the accelerated progress required to close gaps.

4. Overall evaluation of the previous year's strategy

Taken together, the evidence from statutory assessments, local authority moderation, internal tracking, attendance data, behaviour logs and safeguarding information suggests that:

- The strategy has been most successful in improving the culture and conditions for learning (behaviour, attendance, curriculum stability and expectations).
- Quality of teaching and curriculum in core areas, especially writing, is improving, but the benefits have not yet fully translated into improved end-of-key-stage outcomes for disadvantaged pupils.
- Early reading/phonics and KS2 attainment remain significantly below national averages, and disadvantaged pupils continue to be disproportionately affected.
- Wider and pastoral strategies (attendance follow-up, nurture, enrichment, targeted uniform/trip support) are having a positive impact on inclusion, belonging and readiness to learn, but academic gaps remain wide for some disadvantaged pupils, particularly those with SEND or complex needs.

Because this is the mid-point of what was initially intended to be a 3-year plan, our judgement is that we are partly on track:

- on track in improving climate, behaviour, attendance and wellbeing,
- not yet on track in securing consistently strong attainment and progress for disadvantaged pupils in phonics and at the end of key stages, especially KS2.

These findings have directly informed the refinement of our new activities and targets for 2025–2028, including a strengthened focus on:

- high-quality teaching and intervention in phonics and writing;
- explicit tracking and support for disadvantaged pupils with SEND;
- continued development of attendance and pastoral systems;
- and sharper use of assessment information (including standardised tests and Reading Plus) to plan and evaluate targeted support.

Our judgement at this review point is that measures relating to wellbeing, readiness to learn, behaviour and attendance are largely on track, while academic acceleration—particularly in writing independence, phonics, and reading fluency—requires sharper

implementation monitoring over 2025–2026. To support this, the revised strategy includes termly review checkpoints, intervention start-end cycle assessment, and more tightly defined leadership oversight of provision mapping and disadvantaged attendance.

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
Reading Plus	Reading Plus UK / Online Adaptive Reading Programme
Little Wandle Letters and Sounds Revised	Provider: <i>Little Wandle (Wandle Learning Trust)</i>
Numberstacks	Provider: <i>Numberstacks Ltd</i> (Structured maths intervention videos and manipulatives system)
NTS Standardised Assessments	Provider: <i>Rising Stars (Hodder Education)</i>

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Implementation Approach and Monitoring

We follow an implementation cycle aligned with EEF guidance, ensuring that new approaches—including Reading Plus, Little Wandle fidelity checks, improved intervention structures, and attendance systems—are introduced in a manageable way and monitored for impact. Leadership monitors implementation through:

- Termly fidelity checks (Little Wandle, reading and phonics interventions, curriculum sequencing)
- Pupil progress meetings with a specific focus on disadvantaged and disadvantaged and SEND pupils
- Half-termly attendance analysis including persistent absence review
- Provision mapping reviews ensuring that disadvantaged pupils with SEND receive planned hours of support
- **Triangulation** through book scrutiny, assessment data and pupil voice

Middle Leadership and Curriculum Development

Stanley Common is a very small school, and therefore subject leadership is shared across the federation, allowing leaders to work across two schools. This structure is a strength, enabling:

- shared expertise
- consistent curriculum expectations
- moderation across schools
- higher-quality training and resource sharing

This is particularly important for disadvantaged pupils because consistency in curriculum and expectations reduces variation in provision.

Sustainability and Capacity Building

Given the small cohorts and high proportion of disadvantaged pupils, our strategy embeds:

- professional development that benefits all teachers,
- resources that can be used across multiple years, and
- systems that reduce inconsistency, particularly following recent leadership change.

This ensures long-term impact beyond a single funding year.

How the Strategy Aligns with the School Improvement Plan (SIP)

The Pupil Premium strategy directly supports SIP priorities:

- Raise attainment in writing through explicit teaching, high-quality modelling and independence development.
- Improve phonics outcomes through consistent Little Wandle implementation and targeted intervention.
- Strengthen attendance systems to ensure disadvantaged pupils are in school enough to benefit from high-quality teaching.
- Develop a consistent curriculum offer across mixed-age classes.

This alignment ensures leadership actions are coherent and mutually reinforcing.

Use of Wider Trust Support

As a DDAT school, we draw on:

- Trust-wide moderation, especially for writing
- Attendance and safeguarding guidance
- Support with Pupil Premium strategy development, ensuring compliance and high-quality evaluation

This enhances the quality and reliability of our internal assessment and monitoring.

Layered Disadvantage and How We Address It

A significant proportion of disadvantaged pupils also have SEND or complex safeguarding involvement. We therefore adopt a layered support model, ensuring these pupils benefit from:

- more frequent review cycles
- strong communication with families
- consistent emotional/pastoral support
- additional adult input where needed

This allows us to tailor provision to the complexity of need in our context.

Approach to Evaluation

Our evaluation cycle includes:

- termly data reviews
- leadership monitoring
- governor scrutiny
- adjustments to provision when impact is limited

Where an activity or intervention is not having the expected impact, we amend the approach promptly rather than waiting until the end of the strategy cycle.