Pupil premium strategy statement 25-26

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	111
Proportion (%) of pupil premium eligible pupils national number 2025/26	17%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	25-26
Date this statement was first published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	T Fennell
Pupil premium lead	T Fennell
Governor / Trustee lead	Jackie Bucknall (chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	19 x £28,785
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£28,785

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objective for our disadvantaged pupils is for them to progress at a faster rate than their peers so that the gap between them and their peers reduces over time. We want the children at Standhill to have a wider breadth of experiences than they would have accessed without our intervention.

Our Pupil premium strategy plan will incorporate research-based interventions that will increase rates of progress; interventions to improve skills in reading, writing and maths; and opportunities to promote a positive mindset.

Our key principles are to

- *ensure all children have the best opportunities to learn through class based Quality First teaching*
- *ensure all children have the best opportunities to read, through well taught phonics lessons and reading interventions*
- *work with groups of children to improve progress in reading, writing and maths*
- *intervene early so that the gaps between vulnerable children and their peers do not get bigger*
- *work with individual families to improve attendance*
- *support and improve the oracy skills of our PP children*

Challenges

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

Challenge number	Detail of challenge
1	*A high percentage of PP families have other barriers e.g EAL, SS involvement, mental health issues, which all impacts on the parental involvement with their children out of school (and their pre-school experiences).*
2	*Data shows our PP children do not read as well as their peers and fewer PP children pass the Phonic Screening Check in Year 1 than their non-free school meal peers.*
3	*Evidence from EYFS baseline shows that over the past 3 years there are lower starting points for PP children in the core subjects which impacts upon attainment at the end of both key stages.*
4	*Although improving, attendance of our PP children is lower than their peers.*
5	*SEN/behavioural need of PP children is greater than their peers.*

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
(1) Engagement of PP families in school activities is as good as non-PP families.	• *As many PP children read at home as their peers.* • *As many PP children access after school clubs as their peers* • *As many parents of PP children attend parents evenings as their peers.* • *As many parents of PP children attend school information events as their peers.*
(2) Quality first teaching of phonics and reading is consistent across the school. *More PP children pass the PSC at the end of year 1/2 than the previous year and the gap between PP children and non-PP children will be smaller than previous years.* *More PP children attain ARE in reading at the of EYFS and Year 2.*	• *All year 1 children who did not pass the test in the summer 25 will access 2 x per week phonics booster group and assessment shows a rapid improvement in the number of phonemes recognised and blended into words when reading.* • *Children in reception will access additional phonics booster groups as soon as they fall behind their peers, so that the gap is narrowed.* • *The number of year 1 children will be at least in line with the last national figure of 80%.* • *More PP children will pass the phonics screening check than previous years and be closer to the national figure of 80%.* • *Training in the new phonics programme ensures teachers are trained to deliver quality first teaching of phonics.* • *The re-organisation of the current reading books and the purchase of new decodable books ensures ALL children read books that match their phonics ability.*
(3) Children will receive quality first teaching across the curriculum, throughout the school so that gaps in knowledge are quickly addressed and intervention supports progress.	• *Gap between PP and non-PP children in the specific areas of reading/writing is smaller than last year.* • *Quality first teaching across the curriculum ensures all children make good progress from their starting points. Where children begin to fall behind, interventions are put in place.*
(4) PP children have attendance in line with their non-PP peers.	• *Intervention by the school (letters and rewards) will result in an improvement in attendance of all children and the gap between PP and non-PP will reduce.*

	• *Fewer PP children are PA.*
(5) Behaviour of all children is at least good	• *Data analysis shows that PP children display the same good levels of behaviour as their peers.*

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: £18,645

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Embedding a new Phonics Scheme	Training in a new phonics scheme provided by ELS (a DfE validated systematic synthetic phonics programme) is crucial to developing teacher practice. The training will build knowledge, motivate teachers, develop specific techniques, and embed new approaches. EEF Evidence	2 and 3
Intervention TA For bottom 20% phonics	1. Phonics has a positive impact overall (EEF +5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness, and their knowledge of letter sounds and patterns (graphemes). 4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly. EEF Evidence	2 and 3

Quality read sessions	Reading comprehension strategies are high impact on average (EEF +6 months). Alongside phonics it is a crucial component of early reading instruction. Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts. EEF Evidence	2 and 3
Feedback from teachers TA's and peers.	There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors. EEF =6 months at lost cost. Feedback appears to have slightly greater effects for primary school age pupils (+7 months) than for secondary (+5 months). EEF Evidence	2 and 3

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

Budgeted cost: £6,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics booster groups/1:1 intervention	Most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months), but this needs to be offset by the number of pupils who can receive support. • Bottom 20% receive 2 x per week phonics booster group EEF Evidence	2 and 3

Reading • *Literacy volunteer*	Reading comprehension strategies focused on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation). • *3 x literacy volunteer for 1;1 sessions weekly* *EEF+6 months* EEF Evidence	2 and 3

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

Budgeted cost: £ *3,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance rewards	We work hard to improve the attendance of all children, especially those who are FSM. Where attendance is an issue, school will offer an incentive each time attendance improves on the term before, by the awarding of a gift voucher to the families.	4
Parental engagement	Approaches that aim to increase general parental engagement, for example, by encouraging parents to read with their children can have a moderate positive impact for all children. Studies highlight the benefits of reading to children before they are able to read, and then of reading with children as soon as they are able to read. A number of studies have identified the positive impact of encouraging parents to talk with their children. • *Closely matched reading books allow children to read independently*	1

	at home and to an adult. Reading incentives encourage children to read independently and to their adult at home. • *Reading Pups go home every night so that adults and children can share a story in the evening.* (EEF+ 4 months) Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. (+4 EFF) • Termly parent training events e.g reading, phonics, maths, expectation meetings. EEF Evidence EEF Working with Parents	
After school clubs	Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics. • *Not all PP children have access to enrichment activities, at Standhill every PP child is offered 1 free afterschool club per half term.* +1 month EEF Evidence	1, 4 and 5
Yoga days	(FFT) Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.	5

	Three broad categories of SEL interventions can be identified: • universal programmes which generally take place in the classroom; • more specialised programmes which are targeted at students with particular social or emotional needs; ***E G ELSA work*** • school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning ***Mindfulness/Yoga bursts.*** • *Children take part in monthly yoga days. 'Yoga Burst'* • *CDP will enable teachers to 'bursts' of yoga throughout the day as and when needed.* + 4 months EEF Evidence	
Trips	*Trips and other enrichment opportunities are 100% funded for free school meal children, so that the get the same experiences as their peers.* EEF Evidence	1 and 4

Total budgeted cost: £ *28785*

Part B: Review of the academic year 24/25

Outcomes for disadvantaged pupils

Year 2 24/25 Data				
***4** PP children in the cohort*	*Pupils eligible for PP*	*Pupils not eligible for PP*	*All pupils*	*National All pupils (2023)*
% Achieving R/W/M	25%	45%	46%	56.6% (Notts Average)
% At Expected Reading	25%	51%	50%	68%
% At Expected Writing	25%	51%	50%	60%
% At Expected Maths	25%	64%	62%	69%

- The 4 children eligible for Pupil Premium didn't attain as well as their peers in reading, writing and maths.
- PP pupils made good progress in reading, writing, and maths, similar to non-PP pupils, though non-PP pupils progressed slightly more.

Foundation Stage Data 24/25

7 PP children in the cohort	*Results 2025*				
	Standhill Pupils eligible for PP	*Standhill Pupils not eligible for PP*	*All pupils*	*National 2025 (all children)*	*National 2025* *PP*
% At Expected Word Reading	*30%* *50% (2024)*	*75%* *77% (2024)*	*67%* *71% (2024)*	*77%*	*60%*
% At Expected Writing	*30%* *50% (2024)*	*75%* *77% (2024)*	*67%* *71% (2024)*	*72%*	*55%*
% At Expected Maths	*30%*	*78%*	*69%*	*79%*	*65%*

	70% (2024)	*83% (2024)*	*80% (2024)*		
% attaining GLD	*30%* *40% (2024)*	*69%* *77% (2024)*	*62%* *69% (2024)*	*68%*	*51.5%*

The Gap between PP children and their peers is large this year. This group also made similar progress to their peers in reading, writing and number.

PHONICS OUTCOMES 2025

Year 1

Attainment is unsatisfactory at 60% as it is below Standhill 2023 and 2024 result and National 2025 at 80%

- FSM/PP Cohort of 10 (3) 30% passed which is very low.

YEAR 2

Attainment by the end of year was not as good as previous years with 74.4% of pupils at the end of year 2 passing the screening which was 12% lower than Standhill 2024 and lower than national at 89% (in 2024).

- 14 resits of which only 21.4% passed.
- Of the 3 FSM children one passed the resit.

KS 1 phonics results for PP children at year 1 continues to show a dip this year. These children will receive phonics interventions in year 2. As outlined in the school development plan, phonics is a priority, and a new phonic scheme will be implemented.

WIDER STRATEGIES

Attendance – the attendance of our PP children was higher than 2023/2024 (90.87%) at 92.7%. This is better than that of PP children nationally at 87% (2024/25 Autumn and Spring National Average). This was due to rigorous monitoring and attendance incentives.

Behaviour 2024-2025 – good behaviour has been supported by the school's 'learning buddies' as well as the behaviour systems of red, amber and green cards and the related rewards and consequences. PP children received fewer red or amber cards than their peers – PP children- 32% compared to 38% non PP. However 3 PP children sat outside the universal behaviour system as they needed individual support. 2 PP children had fixed term exclusions.

Parental engagement – There has been a positive impact on the number of PP children accessing afterschool clubs as 60% of PP children have attended compared to 48% of their peers.