

Stanhope Primary School

Pupil Premium Strategy Statement - 2025 - 2026

This statement details our school's use of pupil premium for the 2025 to 2026 academic year 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Stanhope Primary School
Number of pupils in school	228 including nursery 205 excluding nursery
Proportion (%) of pupil premium eligible pupils	48.2% 110 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mr A Rogers and Mrs A Hetherington
Pupil premium leads	Mr A Rogers /Mrs G Boardman
Governor / Trustee lead	Mrs H Judd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,650
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£174,650

17Part A: Pupil premium strategy plan

Statement of intent

Our vision at Stanhope Primary School is to provide an outstanding education for every child who attends our school community.

Disadvantaged children in our school come from a variety of different circumstances and backgrounds. Pupil Premium children are not a homogeneous group. Research has highlighted that those pupils who are eligible are more likely to be lower-attaining than other children.

At Stanhope Primary School we put in place targeted support and intervention to support our lower attainers but also plan across cohorts to ensure progress of our middle and higher attainers. We want every child to achieve their full potential. The Education Endowment Foundation had noted that the consequences of the pandemic will be far more reaching for all children, but particularly those from socially disadvantaged families. We have recognised that there is still evidence that there is the need for educational recovery after the pandemic. Stanhope Primary School will still continue to monitor the need for educational recovery and support our pupils identifying gaps across cohorts.

We aim to ensure that there is a whole school approach and make every effort to accelerate the progress and attainment of our disadvantaged children. We support them in achieving the best possible outcomes in learning and enrich their experiences, ensuring they have equal opportunities in school.

Our plan sets out a tiered approach and ensures that the achievement and well-being of children from disadvantaged backgrounds continues to be given a high priority in our school. We draw upon guidance from the Education Endowment Foundation (EFF) which promotes a tiered model to improvement that focuses on high quality teaching, targeted academic support and wider strategies to address barriers to learning.

High Quality Teaching

There is no doubt that high quality teaching remains the most important tool that schools have in improving outcomes for pupils. Providing high quality teaching for all pupils is the priority of our school. We ensure that every class has a highly effective teacher that is being supported through a continuous professional development process.

Targeted Support

Providing targeted support for vulnerable pupils to close the attainment and progress gap. Alongside high quality teaching, there is one to one and small group interventions targeted at those pupils who need it the most. These interventions need to be linked to the content of the daily lessons to support pupils in accessing the curriculum for their cohort.

Wider Strategies

Developing strategies that address the full range of non-academic barriers to success in school: attendance, social and emotional support and opportunities for other enrichment experiences.

Stanhope culture is built around our 'Seven Strengths'. We encourage our children to have self-belief and to have the resilience to overcome barriers to their learning. We support every child to be independent and instill the belief in them that they can achieve.

Challenges - Statement of Intent

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

Challenge number	Detail of challenge
1	<p>Poor language and communication skills</p> <p>Pupils enter our EYFS with poor oral language and communication skills which are exceptionally low on baseline. Children lack the experience and vocabulary required of the current curriculum due to the impact of low incomes and not being able to experience opportunities other children may have.</p>
2	<p>Cultural Capital</p> <p>Limited access to enriched life and cultural experiences that restricts understanding of the curriculum, academic attainment and aspirations. Some children have low levels of motivation to learn, this has impacted on the learning and progress of children. In addition to this many of our children do not have access to open spaces, due to the type of housing many don't have gardens and therefore do not have access to play equipment. Children gain enormous benefits from learning outdoors. Being outdoors allows them to move around without restrictions. Being outdoors supports confidence and allows opportunities for big scale play, problem solving and creativity. Physical activity is enhanced and so is calculated risk.</p>
3	<p>Writing & Spelling</p> <p>Basic skills, including communication and language, are lower for pupils eligible for PP. This impacts on the progress of reading, writing and mathematics.</p>
4	<p>Promote the well-being of the school community</p> <p>Support the social, emotional and well-being needs of the pupils. Improve pupil confidence, behaviour and motivation. Support from social, emotional lead in school offering 1 to 1, group and class sessions.</p>
5	<p>Attainment & Progress</p> <p>Ensuring disadvantaged children make good or rapid progress. Narrowing the gap between Pupil Premium pupils and Non-Pupil Premium pupils.</p>
6	<p>Attendance</p> <p>Poor attendance or those persistently absent are not making the necessary progress due to lost learning.</p>

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>Develop our pupils' language capability to support both their reading and writing. Ensure staff plan activities that extend expressive and receptive vocabulary. Teach writing composition strategies through modelling and supportive practice.</p>	<p>Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. Children interact well with both their peers and adults, they can ask questions and describe what they are doing (Learning Journals and staff observations)</p> <p>Disadvantaged pupils in Year 1 pass the phonic screen check – Summer 2025 83% - maintain the high standards passing the screen</p> <p>Children in Year 2 - 6 continue to talk confidently and use a wide range of vocabulary. They are familiar with new vocabulary and are able to use them in their speech and written work.</p>
<p>Increased opportunities for 'Cultural Capital', curriculum visits/enrichment experiences.</p>	<p>Enrichment opportunities planned across the school, providing a rich breadth of opportunity and experiences and the associated increase in language acquisition and vocabulary development. Pupil voice indicates that these experiences impact favourably on children's attitudes to school, their learning and attendance.</p>
<p>Diminish the disadvantaged gap in communication and language by the end of Reception by improving the skills in Communication and Language. 69% of Pupil Premium children achieved a GLD at the end of 2025.</p> <p>Preparing the pupils well for greater success in specific areas of Reading, Writing and Maths for all pupils.</p>	<p>Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for funding meet or exceed age related expectations.</p>
<p>Provide personalised, targeted pastoral support for identified pupil premium pupils. Supporting their social, emotional and mental well-being in order for them to access curriculum, their learning, and allowing them the opportunity to perform well in all areas of school</p>	<p>Children identified for SEMH needs.</p> <p>Active support using trained school staff and external agencies where appropriate for all identified children. Support will impact favourably on pupil's attendance, attainment and engagement at school.</p>
<p>Disadvantaged children make good or rapid progress. The gap between Pupil Premium pupils and Non-Pupil Premium pupils is narrowed</p>	<p>Teaching support is planned effectively to support pupil premium groups of pupils using targeted interventions.</p> <p>Targets are set during pupil progress meetings termly and monitored regularly.</p> <p>Assessment is robust to ensure gaps in knowledge are addressed.</p>
<p>Attendance of pupils is closely monitored. Initiatives motivate children whose attendance was poor attendance or those persistently absent are not making the necessary progress due to lost learning.</p>	<p>The Safeguarding and Attendance Officer closely monitors attendance and offers initiatives to promote children coming to school.</p> <p>Systems in place to address persistent absence and parents are invited to review meetings promptly.</p> <p>Attendance of those pupils is improved and thus so should their attainment and progress due to less learning being lost.</p>

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: £77,231

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide high quality CPD through in-house training and Local Authority buy in packages.	<p>Improving the quality of teaching is the strongest lever schools have to improve outcomes, particularly for disadvantaged pupils.</p> <p>Areas:</p> <ul style="list-style-type: none"> Literacy Training – LA English Lead EYFS Lead and English Subject Lead Healthy Minds Training Educational Psychologist Training LA Network Meetings The Word Virtual School Clennell Educational Solutions (Safeguarding) School Nurse Opal Training PACE Training 	1,2,3,4,5
<p>Teaching Assistants to support and deliver effective interventions</p> <p>Increased classroom support (teaching assistants)</p>	<p>Additional teaching assistants employed to deliver high quality interventions for identified pupils. High quality TA's in every class to ensure reduced ratios of staff to pupils resulting in effective teaching and learning with a higher level of support for pupils.</p>	1,2,3,4,5
Specialist Social, Emotional and Well-being Lead	<p>TA leads Social, Emotional Wellbeing and supports children and parents across the school. The specialist lead uses a range of strategies to help children with self-awareness, self-regulation, social awareness, relationship skills and responsible decision making. They also support children to develop resilience and cope with challenging situations. Support is sometimes class based or in 1 to 1 or small groups.</p>	4

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

Budgeted cost: £32,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions for targeted children with a TA or teacher	Pupil progress meetings identify children for small group interventions in Reading, Writing, Maths and Phonics. TA or teachers deliver these interventions.	1,2,3,5
Year 6 Booster intervention	Progress can be accelerated by +4 months by implementing a small group booster intervention. (EEF)	1, 2
Subscriptions for online activities that can be accessed at school and at home	Homework linked to classroom work is more effective for children. In particular, studies that included feedback on homework had higher impacts on learning EEF. Reading Bugs – Years 2-6 Times Tables Rockstars Years 1-6	1,3,5
Effective use of quality resources in school and for use at home which	Purchase of additional Maths resources Purchase of additional Reading Resources	1,2,3,4,5
Develop a love for reading and the enrichment of Mathematics	Purchase of Library Reading Material Purchase of specialist Reading Material for PSHE	
Purchase of largest educational psychology support	Involvement of the Education Psychologist for identified children supports the school in identifying the most effective provision/curriculum for the child.	

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

Budgeted cost: £64,589

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and Safeguarding Officer	Our Attendance Officer has a very positive impact on increasing engagement and attendance of identified pupils and especially those most adversely affected by periods of partial closure. Research that those pupils who attend school achieve higher levels, connect well with their peers and learn other important life skills.	1,2,3,4,5,6
Social and emotional support for identified disadvantaged children and their families. Well-being lead coordinates this.	Support from well-being lead across school. Self-awareness, self-regulation, social awareness, relationship skills and responsible decision making are linked to successful learning and support children when facing challenging situations.	1,3,4
The appointment of a Play Leader	Promoting well-being by supporting children with positive play techniques over lunch time. Children play well together during unstructured times and therefore are ready for lessons during the afternoon session.	1,3,4
Subsidised Educational Visits	Subsidised trips to enrich disadvantaged children's experiences and to enhance the learning opportunities for these children.	2,4,5
Appointment of additional Supervisory Assistant	Supporting children over lunch times sessions, encouraging children to eat their meals, use cutlery correctly, help those who may be experiencing difficulties eating and organising games for children	1,4
Music Tuition	Ukulele, recorder and garage band tuition for different year groups to provide opportunities for children to learn a musical instrument.	2,4,5
Specialist resources to support children in class.	Resources for children to support learning such as ear defenders, chew toys, chunky pencils, writing slopes etc. Sensory hub created in school to be used by pupils who are dysregulated and need a quiet space or time out.	3,4,5

Twilight Tours Experiences	Experiences and enrichment activities and trips in the wider community to enrich lives of our cared for and vulnerable children.	2,4
CPD is linked to behaviours for learning and mental health and well-being.	<p>Staff are upskilled and understand triggers and trauma that might inhibit children's ability to learn effectively.</p> <p>We aim to create a nurturing and supportive environment that helps children develop healthy relationships</p>	

Total budgeted cost: £174,650

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Outcomes for children in Reception improved by the end of 2025 with 69% of disadvantaged children achieving a good level of development. This compared to 59% in 2024. Progress in 2025 remained good or better from their very low starting points.

Disadvantaged children achieved well in the Year 1 Phonics screen in 2025 with 83% passing the test compared to 83% in 2024. Again, the disadvantaged children made exceptional progress from their low starting points.

The following tables show the percentage of **disadvantaged** children

- achieving the expected standard (EXS) and greater depth standard (GDS)
- who made expected (EXS) or better than expected (EXS+) from their starting point at the beginning of the academic year

Year 6 (full cohort)	Attainment (SATs results)		Progress (based on teacher assessment over the year)	
	EXS	GDS	EXS	EXS+
GPS	83%	22%	-	-
Reading	96%	26%	91%	18%
Writing	83%	22%	86%	9%
Maths	96%	39%	86%	14%
RWM combined	83%	9%	-	-
Science	87%	22%	-	-

Attainment	Year 1		Year 2		Year 3		Year 4		Year 5	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Reading	61%	17%	67%	17%	32%	21%	56%	17%	50%	21%
Writing	67%	17%	61%	13%	37%	16%	50%	28%	29%	7%
Maths	61%	22%	67%	13%	47%	37%	67%	28%	43%	29%

Progress	Year 1		Year 2		Year 3		Year 4		Year 5	
	EXS	EXS+	EXS	EXS+	EXS	EXS+	EXS	EXS+	EXS	EXS+
Reading	78%	28%	78%	11%	32%	26%	78%	28%	57%	14%
Writing	78%	22%	50%	11%	37%	11%	83%	33%	43%	14%
Maths	78%	39%	81%	13%	53%	37%	78%	33%	64%	0%

Outcomes (Desired)	Review 2024-2025
<p>Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.</p> <p>Pupils in Year 1 pass the phonic screen check – Summer 2025 83%</p>	<p>Outcomes for children in Reception improved by the end of 2025 with 69% of disadvantaged children achieving a good level of development.</p> <p>Disadvantaged children achieved well in the Year 1 Phonics screen in 2025 with 83% passing the test maintaining standards from 2024 2024. Again, the disadvantaged children made exceptional progress from their low starting points.</p>
<p>Enrichment opportunities provide a rich breadth of opportunity and experiences. Pupil voice indicates that these experiences impact favourably on children’s attitudes to school, their learning and attendance.</p>	<p>OAA week, Twilight Tours, Educational Visits and visitors to school have enhanced their skills and experiences. Pupils feel more confident, speak enthusiastically and describe their positivity from partaking in such activities.</p>
<p>Children identified for SEMH needs.</p> <p>Active support using trained school staff and external agencies where appropriate for all identified children. Support will impact favourably on pupil’s attendance, attainment and engagement at school.</p>	<p>Training for all staff around trauma, attachment, poverty, behaviours for learning, Team Teach and the supervised toothbrushing scheme enable staff to have a greater understanding of some of our pupils’ barriers to learning or attendance at school, the learning we have taken from these sessions has impacted pupils positively.</p>
<p>Teaching support is planned effectively to support pupil premium groups of pupils using targeted interventions.</p> <p>Targets are set during pupil progress meetings termly and monitored regularly.</p> <p>Assessment is robust to ensure gaps in knowledge are addressed.</p>	<p>Interventions are planned and reviewed in our Pupil Progress Meetings. Here targets are set for the identified pupils and support for the gaps in their learning is planned to allow the pupils to progress.</p>
<p>The Safeguarding and Attendance Officer closely monitors attendance and offers initiatives to promote children coming to school.</p> <p>Systems in place to address persistent absence and parents are invited to review meetings promptly.</p> <p>Attendance of those pupils is improved and thus so should their attainment and progress due to less learning being lost.</p>	<p>Our systems are robust - meetings strategically held, identifications made each half term. We have been highlighted by the Local Authority for the positive impact our procedures have had and attendance has risen to 96.2%.</p>