



## Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium (and recovery 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	Staindrop CE Primary School
Number of pupils in school	35/181
Proportion (%) of pupil premium eligible pupils	19.3% (National 23.4%)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024-25 2025-26 2026-27
Date this statement was published	01.10.25
Date on which it will be reviewed	01.10.26
Statement authorised by	S. Whelerton
Pupil premium lead	E. Johnston
Governor / Trustee lead	P. Kirkup

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 44,780
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£44,780

# Part A: Pupil premium strategy plan

## Statement of intent

*The aim of our pupil premium strategy is to provide not only funding but focus, setting the achievement for our children from disadvantaged backgrounds as a priority in our school.*

- *To close the attainment gap between disadvantaged children and their peers*
- *To use evidence-informed approach to the strategies we use to support disadvantaged children*
- *To prioritise quality teaching as our most important lever to improve outcomes for disadvantaged pupils*
- *To support disadvantaged learners at all levels of attainment*
- *To plan and implement support through a tiered approach:*
  1. *Teaching*
  2. *Targeted Academic Support*
  3. *Wider Strategies*

## Challenges

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

Challenge number	Detail of challenge
1	Absence and punctuality
2	SEMH of pupils
3	Enrichment of language/ vocabulary development
4	Below National Average- Year 4 multiplication check
5	Lack of independence
6	Limited access to wider cultural experience (rural deprivation)

## 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
<b>Attendance and Punctuality</b> Attendance and punctuality for disadvantaged pupils improves.	<ul style="list-style-type: none"> <li>Overall attendance of disadvantaged pupils in line with NA</li> <li>Gap between attendance for disadvantaged versus others does not widen</li> <li>Punctuality remains broadly in line with NA. Gap between disadvantaged and others closes</li> </ul>
<b>Emotional well-being and behaviour support of pupils</b> Disadvantaged children are well-supported with their SEMH.	<ul style="list-style-type: none"> <li>Children demonstrate increased resilience</li> <li>Reduction in incidents for those children who are receiving emotional well-being interventions</li> </ul>
<b>Enrich language/ vocabulary development</b> Disadvantaged children improve language and early literacy skills.	<ul style="list-style-type: none"> <li>Maintain high GLD at the end of EYFS</li> <li>Children demonstrate wider use of vocabulary</li> <li>Children close the gap with end of year expectations</li> </ul>
<b>Times tables</b> At the end of Year 4, reduce the gap between disadvantaged and peers nationally in the times table check.	<ul style="list-style-type: none"> <li>Maintain and reduce the current attainment gap in the Year 4 multiplication check.</li> <li>Children know all their multiplication recall facts by then end of Year 4.</li> </ul>
<b>Independence</b> Children leave EYFS able to toilet and dress themselves.  Disadvantaged children are able to organise their belongings.	<ul style="list-style-type: none"> <li>All children are able to toilet themselves and not in nappies.</li> <li>Children are able to put their jumpers on and take them off independently.</li> <li>Children have all their equipment (pencil, ruler, rubber etc) organised ready for a lesson.</li> <li>Children able to look after their personal belongings (hang jumpers up/ put wellies into correct shed etc)</li> <li>Reduced lost property.</li> </ul>
<b>Cultural Capital</b> Disadvantaged children access a broad range of enrichment activities.	<ul style="list-style-type: none"> <li>Disadvantaged pupils access the same life chances as their academic peers which will raise their self-esteem, confidence, and academic progress and through these first hand experiences apply their skills for the new learning across the curriculum.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £ 12,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b><i>Refinement of whole school knowledge rich curriculum with a focus on vocabulary acquisition using whole staff planning days</i></b>	EEF KS1 Reading guidance-Strand  Mary Myatt- The curriculum Gallimaufry to coherence	3.
<b><i>Whole-class reading approach underpinned by clearly defined formative assessment practices.</i></b>	EFF KS1 & KS2 improving literacy program  EEF Formative assessment guidance	3.
<b><i>Training &amp; Implementation of structured guided writing process (sentence stacking)</i></b>	EFF KS1 & KS2 improving literacy program	3.
<b><i>Diagnostic assessment strategies to identify gaps in children's knowledge and understanding</i></b>	EEF Diagnostic assessment- Evidence insights	3.
<b><i>Continued use of Accelerated Reader independent reading program KS2</i></b>	EEF toolkit-AR Evaluation	3.
<b><i>Use of Times Tables Rockstars to help with assessment of times tables</i></b>	N/A	4.
<b><i>National College online CPD staff subscription</i></b>	N/A	2. & 3.

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

Budgeted cost: £ 23,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>1:1 Daily reading</b>	Government reading guidance 2021	3.
<b>1:1 Times Tables support</b>	NA	4.
<b>targeted small group intervention-writing/math</b>	EEF Making the best use of teaching assistants guidance EEF KS1,KS2 Maths and literacy guidance	3. & 4.
<b>Targeted small intervention groups- Lego therapy/ shoe lace tying/ general organisation skills</b>	NA	2. & 5.
<b>Implementation of Oral language programmes/ NELI program in EYFS</b>	EEF Research toolkit-NELI Evaluation KS1 Literacy guidance  Closing the vocab gap-Alex Quigley	3.
<b>School PSA ½ day Fortnightly</b>	NA	1.

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

Budgeted cost: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Forest School materials/ additional training</b>	New Research – A Longitudinal Study on Forest School summary-Forest School Association	2.
<b>Nurture group staff training and implementation</b>	N/A	2.
<b>Subsidised Breakfast club access and increased staffing</b>	N/A	1.
<b>Access to curriculum enrichment experiences-</b>	Department of Education-My Activity Passport guidance	3. & 6.

<i>visits, residential, Staindrop bucket list</i>		
<b>Reflection spaces</b>	N/A	2.
<b>Faith Explorers Programme KS1 and KS2</b>	N/A	2. 5. & 6
<b>Young Sports Voice Programme</b>	N/A	2. 5. & 6.

**Total budgeted cost: £44,780**

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

### Pupil premium strategy outcomes 2024-2025

Aims:		Outcomes:
1	<p><b>Attendance and Punctuality</b> Attendance and punctuality for disadvantaged pupils improves.</p>	<p>Overall attendance of disadvantaged pupils in line with NA (79% children had good attendance, - maintained from 2023/24) In 2025 the attendance of disadvantaged children was 94% which was above national averages</p> <p>Gap between attendance for disadvantaged v others has closed.</p> <p>PA in below NA. Gap between disadvantaged and others closes</p>
2	<p><b>Emotional well-being and behaviour support of pupils</b> Disadvantaged children are well-supported with their SEMH.</p>	<p>Emotional resilience team working with those children who require the support.</p> <p>LSA running interventions based on social skills, emotions and mental health.</p> <p>LSA providing road safety skills to children in Yr6 who are unable to cross the road independently.</p> <p>Mood Tracker being used across the whole school to allow children to log their emotions daily and opportunities for all staff to address these needs on the day. % of children logging “sad” or “angry” is decreasing. % of children logging “happy” increasing.</p>
3	<p><b>Enrich language/ vocabulary development</b> Disadvantaged children improve language and early literacy skills.</p>	<p>100% of disadvantaged pupils achieved GLD in EYFS in 2024 but 50% achieved GLD in 2025</p> <p>Phonics score of 67% compared to national 81% in 2024 but this increased to 100% in 2025</p> <p>Consistent daily phonic teaching with additional 1:1 tuition</p> <p>Disadvantaged children had pre-teaching of vocabulary to support their learning.</p>

		<p>2024 2025</p> <p>RWM 67% 83%</p> <p>National 67% 67%</p> <p>Outperforming non-PP national in 2025</p> <p>2024 2025</p> <p>Reading 100% 100%</p> <p>National 62% 63%</p> <p>Outperforming non-PP national both years</p> <p>2024 2025</p> <p>Writing 67% 83%</p> <p>National 78% 78%</p> <p>Outperforming non-PP national in 2025</p>
4	<p><b>Times tables</b></p> <p>At the end of Year 4, reduce the gap between disadvantaged and peers nationally in the times table check.</p>	<p>2024 2025</p> <p>School MTC av score 23 24.3</p> <p>National 21.3 21.3</p> <p>Outperforming non-PP national in 2024 and 2025</p> <p>2024 2025</p> <p>Maths 67% 100%</p> <p>National 79% 80%</p> <p>Outperforming non-PP national in 2025</p>
5	<p><b>Independence</b></p> <p>Children leave EYFS able to toilet and dress themselves.</p> <p>Disadvantaged children can organise their belongings.</p>	<p>92% children left EYFS able to toilet and dress themselves.</p> <p>All PP children given a peg, with a picture of themselves, to help organise their belongings.</p> <p>All PP children independently getting changed for PE.</p> <p>Lost property is reducing.</p>
6	<p><b>Cultural Capital</b></p> <p>Disadvantaged children access a broad range of enrichment activities.</p>	<p>100% of disadvantaged pupils accessed trips/educational visits over the academic year.</p> <p>37% vulnerable pupils consistently accessed at least 1 after school club.</p> <p>Whole school enrichment activities: Stem robotics day, science week, educational visits, World Book Day, whole school Pantomime at Witham theatre, virtual workshops</p>

		100% Pupil premium attended a sports festival and/or sporting competition. More varied opportunities included: Nerf Wars, Mario Kart and Golf.
--	--	--

