

# Stogursey CofE 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	60
Proportion (%) of pupil premium eligible pupils	28.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	N.Smith
Pupil premium lead	N.Smith
Governor / Trustee lead	C.Hawkes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,543
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£22,745</b>

## Part A: Pupil premium strategy plan

### Statement of intent

It is our intent that all pupils at Stogursey school achieve well, with those in receipt of pupil premium achieving at least as well as their peers and in line with national data. We intend for all children to be well prepared for school when they leave our nursery and to be well prepared for their next stage of education when they leave our school. The focus of our pupil premium strategy is to ensure that all pupil premium children achieve well, with staff having high expectations for all.

Our plan is expected to support all vulnerable children in our school, for example, those supported by social workers or who are young carers, irrespective of whether they are disadvantaged or not.

We acknowledge and understand that research demonstrates that quality first teaching ensures the greatest progress for pupils with a focus on the areas in which have recognised as areas our disadvantaged children need the greatest support. We acknowledge that this is proven to have the greatest impact on closing the disadvantage attainment gap, whilst also benefitting our non-disadvantaged pupils.

Our approach is in response to the needs of our children identified through analysis and tracking of assessment on an individual basis. Our small school allows us to take an individual approach to some of our strategies ensuring that each child has support that ensures they thrive and achieve well.

### Challenges

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

Challenge number	Detail of challenge
1	Pupils in receipt of pupil premium do not always achieve well.
2	Assessment data and pupil voice suggest that disadvantaged children at our school have greater difficulties with writing.
3	Assessment, pupil voice and observation indicate that many of our disadvantaged pupils have underdeveloped oracy skills and vocabulary gaps.
4	Due to rural isolation, many of our disadvantaged children have social and emotional challenges because of a lack of enrichment opportunities.
5	Attendance data highlights that attendance for all pupils is significantly below national data, including for disadvantaged pupils. There has been a relative decline of 3% for disadvantaged children over the last three years.

## 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
All pupils will attend well, with disadvantaged children attending in line with their peers nationally. This will be sustained over time.	Data for disadvantaged children will be in line with all children nationally.
Pupils will achieve well in all subjects	Data will show that the disadvantage gap is closed in our school and that disadvantaged pupils achieve as well as all children both locally and nationally.
There will be improved oracy skills and vocabulary among our disadvantaged children	Book scrutinies, pupil voice and formative assessment will show that oral language has significantly improved.
Disadvantaged pupils will achieve well in writing	Book looks, observations and internal and external assessments will show that disadvantaged children succeed as well as other pupils in their peer group.
Disadvantaged children will be joining in in a range of wider curriculum activities and will have the emotional support they need	Disadvantaged children will be making full use of breakfast provision and after school clubs. ELSA support will be given to those who require it in a timely fashion. Pupil voice and parent surveys indicate that their child is able to access wider opportunities and ELSA support when required.

## 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: £4,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of new English scheme which is text based.	Providing resources for teachers to teach Improved reading comprehension strategies. EEF evidence base +7 months	1 and 2

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	
Teacher INSET day on Literacy Tree.	Improved reading comprehension strategies. EEF evidence base +7 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1 and 2
Continue to be part of the Maths Hub and ensure release time for our Maths lead	Continue to be part of the NCETM and follow their curriculum and guidance. NCETM approaches are evidence based.	1
Professional development session on Feedback using EEF Guidance Report 'Teacher Feedback to Improve Pupil Learning'. The PD will ensure feedback is timely, targeted, and purposeful, designed to move learning forward and improve attainment. All feedback is intentional, encourages independence, and feeds forward into future learning.	There is strong evidence that meaningful feedback supports pupil progress using well researched feedback strategies as exemplified in the EEF Guidance Report 'Teacher Feedback to Improve Pupil Learning'. EEF evidence base +6 months (+7 months for verbal feedback) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	1,2 and 3

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

Budgeted cost: £9,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle targeted support	EEF states that Phonics interventions can have a +5 month impact on the accuracy of word reading. <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a> Delivered by experienced HLTA -EEF evidence states that TAs who deliver targeted interventions can have a +4 month impact. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1, 2 and 3
Small group Oral Language Intervention	<a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	1 and 3

	<p>Delivered by experienced HLTA -EEF evidence states that TAs who deliver targeted interventions can have a +4 month impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	
Small Group Oral Language intervention pre-teaching	<p>Pre-teaching of vocabulary to support pupils to better understand the lessons they are going to be taught.</p> <p>EEF states that this is likely to have a high impact of +6 months</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p> <p>Delivered by experienced HLTA -EEF evidence states that TAs who deliver targeted interventions can have a +4 month impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1 and 3
Reading comprehension strategies for years 5 and 6 with their teacher.	<p>There is good evidence that strategies taught to children support children comprehending the meaning of what they are learning. This involves the teacher modelling and applying the tools used by expert readers until they become automatic for pupils.</p> <p>EEF evidence states that reading strategy intervention can have a +seven month impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	2,3,4
Lexia Literacy technical intervention 1 license per child.	<p>Digital 1;1 intervention can be used effectively to deliver individualised instruction, alongside small group instruction.</p> <p>There is evidence that this can have an impact of +4 months, though this is likely to be impacted by how much the child practices at home.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	2,3,4

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

Budgeted cost: £9,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Set up systems as suggested in Working together to improve School attendance.	DFE guidance has been informed by schools who have improved school attendance and reduced persistent absence. <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	1 and 5
Disadvantaged pupil to have access to breakfast club.	DFE guidance has been informed by schools that breakfast clubs improve behaviour, attendance and academic performance by giving children a good start to the day. <a href="https://www.gov.uk/government/publications/free-breakfast-clubs-guidance-for-schools-and-trusts/free-breakfast-clubs-guidance-for-schools-and-trusts-for-phase-1-of-the-national-rollout-from-april-2026#:~:text=Free%20breakfast%20clubs%20give%20schools,those%20who%20need%20it%20most">https://www.gov.uk/government/publications/free-breakfast-clubs-guidance-for-schools-and-trusts/free-breakfast-clubs-guidance-for-schools-and-trusts-for-phase-1-of-the-national-rollout-from-april-2026#:~:text=Free%20breakfast%20clubs%20give%20schools,those%20who%20need%20it%20most</a>	1,4 and 5
Individual and group targeted SEMH support from an ELSA trained HLTA	EEF report that there is moderate evidence that social and emotional learning have a positive impact of +3 months. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1, 4 and 5
Wider opportunities, residential trips.	It is important for all pupils to have a sense of belonging to ensure that all pupils have opportunities beyond Stogursey. Therefore, we use a percentage of pupil premium money to ensure that no child misses out on opportunities because some families are unable to make contributions to the cost of visits.	4

**Total budgeted cost: £23,645**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*School figures for disadvantaged children (small cohort) was above national average for Reading and Grammar Punctuation and Spelling figures for maths and writing continue to be below national for disadvantaged children (small cohort). This Cohort was impacted by COVID in their early education.*

*Phonics and time-tables results also remain below national figures and other children, this is based on small cohorts.*

*Disadvantaged children across the school do not all achieve in the same way as non-disadvantaged, in some year groups the basis for data are very small cohorts. Poor attendance for these children impacts outcomes.*

*As a small school we now look at each disadvantaged child individually and ensure that appropriate interventions are in place as well as having in place whole school objectives.*

*Currently we are on target to meet the objectives outlined in this plan.*

*The previous plan met objectives in KS2 reading and GPS but not in maths and writing.*

### Service pupil premium funding

**Please see separate report.**