Stanton Harcourt
CE Primary School

Pupil Premium Strategy Report 2024-25

Report: July 2025
Impact for Strategy 2024 – 25

What is the Pupil Premium Grant?

The Pupil Premium Grant is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (LAC) the school receives an amount per head within their budget. For the academic year of 2024-25, this remained at £1320 per pupil.

A provision is also made for children who have a parent in the armed services. Stanton Harcourt School is committed to ensuring maximum progress for all groups of children and strives to close any gaps.

We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximize progress.

Stanton Harcourt Summary information for academic year 2024 – 25

	2024-5
Total in school budget	£39,444

	2019-20	2020-21	2021 - 22	2022-23	2023 - 24	2024-25
Previous Pupil Premium Figures	23	22	27	20	24	18
Number of LAC eligible for PPG or children from armed services families	7	6	6	5	2	2

Key priorities for Stanton Harcourt School

✓To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
✓ For all disadvantaged pupils to make expected progress
✓ To support our children's Social, Emotional and Mental health to enable them to access learning at an appropriate level

Challenges faced by disadvantaged pupils

In-school:

- Increased number of disadvantaged pupils with needs, including speech and language, social communication, attention difficulties, motor skills and social emotional and mental health
- Disadvantaged pupils have poor reading and comprehension skills so are unable to access parts of the wider curriculum
- Disadvantaged pupils particularly in Reception & KS1 have poor language and communication skills (knowledge, vocabulary, comprehension, expression)
- Disadvantaged pupils have gaps in their learning so are unable to access the age-appropriate work

External barriers

- Disadvantaged pupils have a reduced access to rich extra-curricular activities
- Disadvantaged pupils have lower attendance due to low importance of school for some parents.

What we aim to do:

✓Ensure there is appropriate provision for disadvantaged groups whilst ensuring their social needs are assessed and supported

✓ Ensure that teaching and learning opportunities meet the needs of all disadvantaged pupils

✓ We will provide pastoral support for pupils and parents, identified by school as vulnerable or in need.

✓ We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils.

✓ Ensure that appropriate provision is made for pupils who belong to vulnerable groups

✓ We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and wellbeing

✓ Ensure that teaching and learning opportunities meet the needs of all the pupils

The range of provision made available to this group:

Intended outcome	Success criteria
To deliver a targeted speech and language programme to reception and nursery children	To improve expressive language skills, including the use of vocabulary and grammar. Gaps between disadvantaged and non-disadvantaged learners will be diminished and will be more in line with GLD

Through careful and timely assessment, identify gaps in children's learning and to allow pupils to catch up	Gaps between disadvantaged and non-disadvantaged learners will be diminished and will be more in line with ARE Sonar (schools data software) will show that children make good or better than expected progress from their range of starting points.
Pupils in KS1 access a targeted range of interventions to meet their needs including SEND need (35% off PP pupils are also SEND)	Disadvantaged and SEND pupils make expected progress or exceed their target in Reading Writing and Maths through targeted work
To engage parents and carers in supporting their children at home, particularly in reading so that they reach age related expectations.	Parents acknowledge there are strong links between home and school and support is received for a wide range of need. Increase in reading ages for disadvantaged pupils through PIXL assessments and other forms of assessment. Raise attendance of disadvantaged pupils is above 96%
To provide pupils with an access a wide range of enrichment experiences both in and outside of school	Pupil Premium surveys (via questionnaire with pupils and parents) reflect enjoyment in school and improved attitudes to learning Social skills, independence, perseverance and team work are developed

Attainment for PPG Children at the end of 2024 -2025				
	Pupil Premium Pupils		**Non-Pupil Premium Pupils**	
	2025 (Pupils in KS1 and KS2)	2024 (23 Pupils in KS1 and KS2)	2025 –Pupils in KS1 and KS2)	2024 –Pupils in KS1 and KS2)
% achieving expected standard or above in Reading	89%	83%	83%	90%
% achieving expected standard or above in Writing	89%	70%	78%	87%
% achieving expected standard or above in Maths	83%	83%	78%	87%
Good Levels of Development (EYFS)	67%	-	71%	83%

Attendance

	Pupil Premium	**Non Pupil Premium**
2024-25	**97%**	**95%**
2023 -24	**88%**	**93%**
2022 - 23	**92%**	**94%**
2021 - 22	**94%**	**94%**
2020 -22	**97%**	**97%**
2019 – 20	**90%**	**94%**

Intended Outcome	Activity Evidence that supports this	Impact end of July 2025
To provide intensive speech and language support in the EYFS through the use of Wellcomm TA 3 x afternoons £4,000	Research by EEF shows that Communication and language approaches have a very high impact and increase young children's learning by 7 months	**Early Years Foundation Stage (EYFS):** • 100% of Pupil Premium (PP) children achieved the **Early Learning Goal (ELG)** in **Communication and Language**. • 67% of PP children achieved a **Good Level of Development (GLD)** across all areas
To deliver targeted tuition to a group of children at risk of not achieving ARE/GD £4,000	As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 1 and 2 cohort and have identified that 2 classes under 20 children would allow teachers to target disadvantaged, SEND and vulnerable pupils	**Year 1 Phonics Screening:** • 100% of all pupils successfully passed the Year 1 Phonics Screening Check. **End of Key Stage 1 Outcomes:** • 100% of pupils eligible for Pupil Premium (PP) achieved Age-Related Expectations (ARE) or above in **Reading, Writing, and Mathematics** combined
Increase in TA hours to support in each year group to close the attainment gap in KS1 and KS2 £5,500	School identified that each year group is going to have daily targeted catch up time from TA deployment to deliver targeted, structured intervention programmes	**End of Key Stage 1 (KS1):** • 100% of PP children achieved Age-Related Expectations (ARE) or above in Reading, Writing, and Maths. **End of Key Stage 2 (KS2):** • All PP children achieved ARE in Reading, Writing, and Maths.

Pupils in KS1 access a targeted range of interventions to meet their needs including SEND need (35% off PP pupils are also SEND)	Disadvantaged and SEND pupils make expected progress or exceed their target in Reading Writing and Maths through targeted work.	**Targeted Support and Outcomes for Pupil Premium (PP) Children:** Consistent phonics boosters, 1:1 reading sessions, and targeted maths interventions contributed significantly to strong outcomes for PP pupils. All interventions are currently monitored by the SENCO, with plans to transition to using Provision Map software for more systematic tracking from 2025.
Teaching and support staff to attend BBO Maths Hub courses to develop an understanding of Mastery Maths/Mastering Early Number Subscription £500 Supply cover £1,500 Plan panion subscription £150	Disadvantaged pupils will attain in line with their peers. Mastery approach demonstrates a belief that children are taught all together and not split into attainment groups. This helps to narrow the gaps between disadvantaged and less disadvantaged.	Support staff have successfully attended BBO Maths Hub courses and have engaged in peer observations of the Early Number Intervention programme to strengthen their practice and deliver high-quality support. These professional development efforts have directly supported improved outcomes in maths for PP pupils. **Maths Outcomes for Pupil Premium (PP) Children** • 100% of PP children in Key Stage 1 (KS1) and Key Stage 2 (KS2) achieved Age-Related Expectations (ARE) or above in Mathematics
To contribute towards the purchase of 'First Steps' Rocket Phonics	EEF research shows that it is crucial that children are taught firm foundations for literacy by focusing on oral communication	**Phonics Provision in Early Years Foundation Stage (EYFS)**

resources for Nursery £ 800		• EYFS staff have completed a series of training sessions led by the EPA English Lead, ensuring the consistent and high-quality delivery of the *First Steps Rocket Phonics* programme. • Children in EYFS take part in daily 'Rhyme Time' sessions, with progress closely tracked to identify any gaps early. • Targeted catch-up phonics is provided in Reception for any children needing additional support, following a "keep up, not catch up" approach to early reading. • Ofsted recognised phonics teaching across EYFS as a real strength of the school, highlighting the consistency and effectiveness of the provision
Termly stay and learn sessions to engage and support parents to help their children academically at home £100	EEF Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps Encouraging parental engagement including workshops to improve literacy or IT skills, general approaches such as encouraging parents to read with their children and upskilling them with the strategies to help their children	**Parental Engagement and Workshops** The school has successfully hosted a series of Stay and Learn sessions, strengthening the partnership between home and school. The EYFS Lead and English Lead delivered an informative Phonics Workshop, focusing on how phonics is taught in school and how parents can effectively support learning at home.

		Mental Health Workshops have also been well attended and positively received, aimed at supporting parents with strategies to promote wellbeing for both children and families.
Teaching staff and support staff to use PIXL therapies to narrow gap in knowledge PIXL subscription £3,500	EEF research shows that small group tuition has an average impact of four months' additional progress over the course over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.	Staff have successfully delivered PIXL therapies aimed at narrowing the gap between PP and non PP children. All interventions are currently monitored by the SENCO, with plans to transition to using Provision Map software for more systematic tracking from 2025.
To deliver targeted tuition to a group of children at risk of not achieving ARE/GD £4,000	Small group tuition has an average impact of four months' additional progress over the course of a year	Targeted small group work to support SEN/PP groups – 100% children made expected or above progress in all 3 core areas.
ARCh (Assisted Reading for Children) £600	EEF research shows that Reading comprehension strategies have high impact, on average +6 months. Alongside phonics it is a crucial component of early reading instructions	ARCH support was given to Year 1-3 in 2024-25 100% of all PP children in Year 2-3 combined achieved ARE or above in reading.
Purchase of assistive technology – chrome book and widget software £2,000	EEF research shows that the use of technology and scaffolds can help support SEND and disadvantaged pupils	The school has embedded the use of Widget Symbols and Resources to scaffold access to the curriculum for Pupil Premium (PP) children, particularly those with

		communication and interaction or literacy needs. Widget supports vocabulary development, comprehension, and independent learning by providing visual scaffolding, which helps to reduce barriers to learning and promote inclusion. English EPA lead has delivered a workshop around the use of Widget for EPA teachers.
Y6 Booster sessions after school in Spelling, Reading and Maths taught by class teachers using PIXL £700	EEF research shows that small group tuition has an average impact of four months' additional progress over the course over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils specific needs.	**Academic Outcomes** • 100% of Pupil Premium (PP) children achieved Age-Related Expectations (ARE) or above in Reading, Writing, and Maths combined. • 91% of non-PP children achieved ARE or above in Writing, reflecting strong outcomes across the wider cohort. **Spelling – Ongoing Focus (2025–26)** • Spelling remains a key area for development at Stanton Harcourt, with a whole-school approach being prioritised for 2025–26. • The school has invested in a renewed Spelling Shed subscription, alongside a complementary spelling assessment tool to enable consistent tracking of spelling progress across all year groups

Residential, cultural experiences school trips £4,000	To support disadvantaged and vulnerable children identified to enrich and develop their experiences and improve their cultural capital	All of the PPG children are able to access the clubs, trips and residentials they wish to attend, free from financial constraint.
Family Support – SENCO time ½ day of SENCo time (£6,000)	Address barriers to information sharing and joint working by identifying a named member of staff who liaises with the parents or guardians and facilitates regular meetings to discuss the child's needs and progress Time for : Early Help Assessments and TAF meetings to help families that are struggling and need support with attendance	SENCo has been able to support more vulnerable families who need support from outside agencies such as EHA/TAF. SENCo has been able to offer parental attendance contracts as a means to improve PP/SEN attendance overall.
Breakfast club for identified pupils £600 £600	To support disadvantaged and vulnerable children identified in Early Help Assessments. Research by the EEF indicates that breakfast clubs can make a significant impact on a child's progress at school.	EHA's have identified families that need financial support for breakfast and afterschool clubs. This support has seen improvements via TAF feedback and in school learning and OCA Behaviour monitoring which is completed termly
After school clubs £600	To support disadvantaged and vulnerable children identified in Early Help Assessments	
Social, Emotional Learning (SEL) via nurture groups run by Teacher (£810)	Targeting SEL of pupils aims to improve their interaction with others and their management of emotions rather than specifically academic goals by for example through a nurture group, and training for staff to provide key attachment relationships	A teacher ran weekly Nurture sessions with EYFS/KS1 and KS2 with children who need some additional support (SEL) This currently runs fortnightly. Support given to Year 6 for transition Children's wellbeing is monitored termly through QCA Assessments and pupil voice questionnaires
Improving Parental Engagement £500	We define parental engagement as the involvement of parents in supporting their children's academic learning. Offer and provide intensive programmes for families such as Family SEAL, SWIFT or targeted SEND courses. Support from the MHST	Additional support given with TAF meetings, SENCo delivered SWIFT training with C&I team to parents. The introduction in 24/25 of Termly Coffee mornings will see more targeted SEND courses being offered.