Statham Pupil Premium Strategy Statement

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	198 (214 incl 16 nursery)
Proportion (%) of pupil premium eligible pupils	19% (38 children)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024-2025 2025-2026 2026-2027
Date this statement was published	Nov 2024
Date on which it will be reviewed	July 2027
Statement authorised by	J Rooney
Pupil premium lead	J Rooney
Governor lead	Liz Simmons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,900
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*	NA

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all disadvantaged pupils to attain similarly to their peers and other pupils nationally. We want all disadvantaged pupils to be socially and academically prepared for high school and we don't want any gaps in progress between disadvantaged and non disadvantaged pupils. We would like disadvantaged pupils to be ambitious and motivated to learn. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:

- Academic attainment
- Cultural Capital

Our current pupil premium strategy plan uses diagnostic assessment to identify barriers to learning and we identify any non-academic challenges that pupils are facing that are negatively affecting their education and impact their access to teaching, for example:

- attendance and levels of persistent absence
- behaviour incidences and exclusions data
- wellbeing, mental health and safeguarding concerns
- access to technology and educational materials
- high mobility
- social/ cultural opportunities

Our focus is on high quality teaching, targeted academic support and wider strategies. To ensure our approaches are effective we will endeavour to act early and intervene at the point the need is identified. We adopt a whole school approach in which all staff take responsibility for the expectations of achievement and the outcomes of disadvantaged pupils. Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers

Challenges

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

Challenge number	Detail of challenge
1	**Attendance** Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 4-6% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	**Writing Attainment** Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	**Reading Attainment** Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.
4	**Speech and language** Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
5	**Lack of enrichment/ cultural capital** Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils,notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Outcomes in 2024/25 show an increase in attendance for all pupils including disadvantaged pupils.

Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain an increase in enrichment/ cultural capital opportunities in school. particularly for disadvantaged pupils.	Quantitative data demonstrates an increase in participation of school clubs/ competitions/ events.

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: £ 12,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Refined assessment across EYFS Small steps assessment wider school Boxall Profile to support SEMH profiles Budgeted cost: £3240	EEF Guidance reports: ● Improving Literacy in Key Stage 1 ● Improving Literacy in Key Stage 2 Tests can provide reliable insights into the specific strengths and weaknesses of each pupil, and can therefore help to pinpoint the exact areas in which pupils need to receive precision teaching	2,3
TLAC £2000	Links with exceptional Goldsmiths school - Walsall School wide CPD for all class teachers. Peer to peer / facilitated learning.programme. Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)	1,2,3,4
Oracy £1500	Research tells us that the size of a child's vocabulary is a predictor of academic attainment and wellbeing in later life.	1,2,3,4

	Evidence suggests that oral language interventions that explicitly aim to develop spoken vocabulary work when they are related to current content being studied in school and when they involve active and meaningful use of any new vocabulary. Oral language interventions | EEF (educationendowmentfoundation.org.uk)	
Ensuring early identification and timely intervention in EYFS and Key Stage 1.Wellcomm/ NELI £2,900	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. (oral language interventions, EEF).	4
CPD for all staff £3000	Independent Review of teachers/TA's professional development in schools.	2,3,4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions) Budgeted cost: £ 47,664

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving the consistency and effectiveness of phonics catch-up provision. £27,340	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. (EEF phonics toolkit)	2,3,4
Strengthening targeted support in reading and mathematics, particularly at Key Stage 2. £16,800	EEF Guidance reports: Preparing for Literacy:Improving communication, language and literacy in the early years Improving Literacy in Key Stage 1 Improving Literacy in Key Stage 2	2,3,4
Evaluating the impact of interventions through baseline assessments,	EEF Report: Teacher Feedback to Improve Language	2,3,4

regular review and measurable outcomes £1000	Tracking disadvantaged pupils' progress from their individual starting points.	
Targeted SEMH sessions with ELSA £7,000	EEF Report: ● Improving Social and Emotional Learning in Primary Schools	1,2,3,4

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £ *11,609*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional learning including sustain improved wellbeing by ensuring disadvantaged pupils have access to enrichment activities, trips and before and after school club to ensure attendance and punctuality is good. £2000	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (EEF social and emotional learning)	1,2,3,4,5
My Happy Mind £800		
Local Authority Attendance SLA £809	Working Together to Improve School Attendance 2024	1,2,3,4
Maintaining high expectations for disadvantaged pupils, including opportunities to achieve greater depth and the higher standard.	Play England- Supporting School Improvement through Play Wider enrichment opportunities	1,2,3,4,5

Total budgeted cost: £64,780

Part B: Review of the previous academic year

Pupil Premium Strategy – Evaluation of Impact 2023–2026

Analysis of statutory assessment outcomes over the past three academic years demonstrates that Statham Primary School has secured improvements in disadvantaged pupils' attainment in a number of areas, although the impact has varied between cohorts and is not yet consistently sustained.

Key Stage 2

In 2024/25, disadvantaged pupils achieved particularly strong outcomes, with 82% reaching the expected standard in reading, writing and mathematics combined, compared with 57% in 2023/24. The attainment gap between disadvantaged pupils and all pupils narrowed from 20 to 8 percentage points. This was accompanied by improvements across individual subjects, demonstrating the school's capacity to secure strong outcomes for disadvantaged learners.

However, outcomes in 2025/26 were less positive, with combined attainment falling to 56% and the gap widening to 25 percentage points. Reading and mathematics were particular areas of concern. Writing remained a relative strength, with 78% of disadvantaged pupils achieving the expected standard.

There was also some evidence of increased higher attainment, with 11% of disadvantaged pupils achieving the higher standard in reading, writing and mathematics combined in 2025/26, compared with 0% in the preceding two years.

Key Stage 1

At Key Stage 1, the attainment gap in combined reading, writing and mathematics narrowed significantly from 34 percentage points in 2023/24 to 4 points in 2024/25. Disadvantaged pupils also outperformed the overall cohort in reading in 2024/25.

However, outcomes declined in 2025/26, with 25% of disadvantaged pupils achieving the combined expected standard, compared with 45% of all pupils. This demonstrates that, although improvements have been achieved, further work is required to secure consistency between cohorts.

Early Reading and Phonics

Year 1 phonics represents a particularly positive outcome in 2025/26, with 100% of disadvantaged pupils achieving the expected standard, compared with 71% of all pupils. This provides encouraging evidence of improved early reading attainment.

Nevertheless, the small disadvantaged cohort means that outcomes should be interpreted cautiously. Year 2 cumulative phonics outcomes also highlight the need to strengthen catch-up provision for pupils who have not secured the expected standard.

Early Years Foundation Stage

Outcomes for disadvantaged children achieving a Good Level of Development improved from 33% in 2024/25 to 40% in 2025/26. However, a substantial attainment gap remains between disadvantaged children and their peers. Early identification, language development and targeted support therefore remain priorities.

Overall Evaluation

The three-year analysis demonstrates that the school has the capacity to secure strong outcomes for disadvantaged pupils and significantly narrow attainment gaps, as evidenced particularly in 2024/25.

However, the variation in outcomes across successive cohorts indicates that improvements are not yet sufficiently consistent or sustained. While attainment patterns provide encouraging indicators of the potential impact of the school's provision, further analysis of individual pupil progress and intervention records is required to establish the direct contribution of funded interventions.

Moving forward, the school will prioritise:

- Strengthening targeted support in reading and mathematics, particularly at Key Stage 2.
- Ensuring early identification and timely intervention in EYFS and Key Stage 1.
- Improving the consistency and effectiveness of phonics catch-up provision.
- Tracking disadvantaged pupils' progress from their individual starting points.
- Evaluating the impact of interventions through baseline assessments, regular review and measurable outcomes.
- Maintaining high expectations for disadvantaged pupils, including opportunities to achieve greater depth and the higher standard.

Overall judgement: There is evidence of positive attainment outcomes and successful narrowing of gaps in particular cohorts, but the sustained impact of the Pupil Premium strategy requires further development and more robust evaluation of individual pupil progress.

Externally provided programmes

Programme	Provider
My Happy Mind	Laura Earnshaw
Play Therapy	Poppy's Play
Play Therapy	Curiosity Project