

Pupil Premium and Recovery Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Stalyhill Junior School
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2025-28
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	
Pupil premium lead	Angela Stewart-Milne
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42420
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£42420

Part A: Pupil premium strategy plan

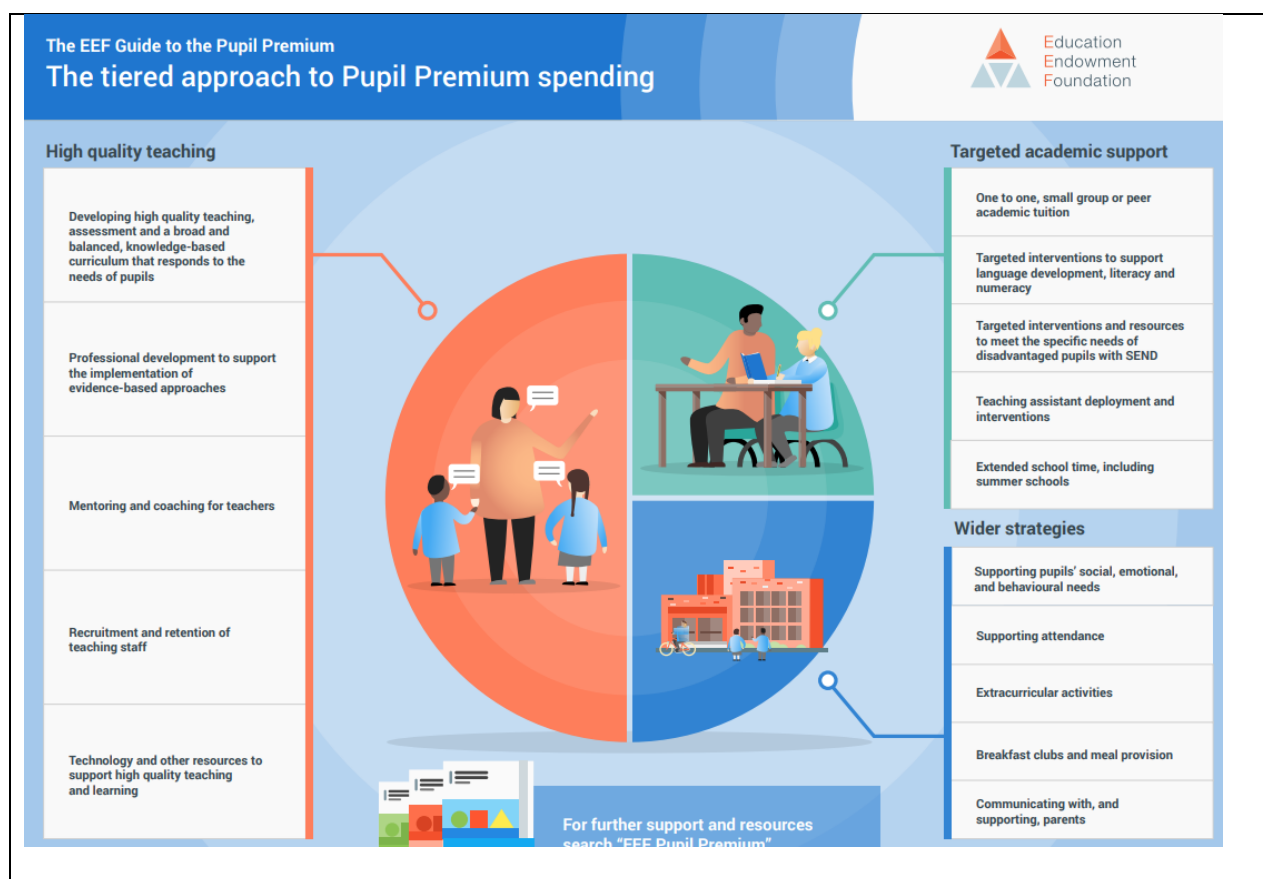
Statement of intent

Our school fosters a happy and supportive environment, placing pupils and learning at the centre of all we do. We are an inclusive school where all pupils are encouraged to set ambitious goals, achieve academic success, and develop self-confidence. We provide a stimulating and challenging curriculum designed to cultivate independent, creative, and reflective thinkers who continually seek to extend their knowledge.

We maintain high expectations for every pupil, including those eligible for pupil premium funding. A range of targeted strategies ensures that funding is used effectively to meet individual learning needs and enhance progress. Through rigorous formative and summative assessment, we identify specific challenges and tailor interventions accordingly. We are also committed to expanding enrichment opportunities, particularly for disadvantaged pupils.

Our approach focuses on removing barriers to learning and delivering a broad and engaging curriculum. Quality-first teaching is prioritised, with careful staff deployment and small class sizes to maximise progress and provide timely, effective feedback. In recent years, we have enhanced pastoral support to ensure pupils and their families have access to appropriate interventions and services. All strategies are evidence-based and informed by a thorough understanding of the needs of our pupils and their families.

Our strategy is based on the EEF Tiered Model:



Challenges

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

Challenge number	Detail of challenge
1	Analysis of KS2 SAT's 2025 show that pupils in receipt of PPG are performing below their peers in the following areas: - Reading – less PPG pupils achieved the expected standard (73% PPG compared to 83% non-PPG) - Writing- less PPG pupils achieved the expected standard (45% PPG compared to 81% non-PPG) - Maths – less PPG pupils achieved the expected standard (45% PPG compared to 85% non-PPG) - Spelling, Grammar and Punctuation - – less PPG pupils achieved the expected standard (85% PPG compared to 55% non-PPG) We want to accelerate the progress of PPG pupils so that they achieve as highly as their non PPG peers. There are some considerations to be made when viewing this data for the 2024-25 Year 6 cohort. 18% of the Year Group were in receipt of PPG (this is particularly high for our setting). 55% of children in this

	cohort, in receipt of PPG were also SEND. 18% of the pupils in receipt of PPG were new to school during Year 5.												
2	Some pupils who receive Pupil Premium funding are currently working below the expected standard for their age. They will receive targeted support and interventions to help them make good progress. Pupils who are already meeting age-related expectations will also be given extra challenge and support so that they can make even faster progress and achieve their full potential. <table><tr><th>Pupil Premium Whole School Summary (31 Pupils)</th><th>At or above ARE 2024 (2024) All other non-disadvantaged pupils</th><th>Good Progress (Good+)</th></tr><tr><td>Reading</td><td>61% (%) 84%</td><td>87% (7%)</td></tr><tr><td>Writing</td><td>61% (%) 72%</td><td>87% (7%)</td></tr><tr><td>Maths</td><td>58% (%) 80%</td><td>97% (3.5%)</td></tr></table>	Pupil Premium Whole School Summary (31 Pupils)	At or above ARE 2024 (2024) All other non-disadvantaged pupils	Good Progress (Good+)	Reading	61% (%) 84%	87% (7%)	Writing	61% (%) 72%	87% (7%)	Maths	58% (%) 80%	97% (3.5%)
Pupil Premium Whole School Summary (31 Pupils)	At or above ARE 2024 (2024) All other non-disadvantaged pupils	Good Progress (Good+)											
Reading	61% (%) 84%	87% (7%)											
Writing	61% (%) 72%	87% (7%)											
Maths	58% (%) 80%	97% (3.5%)											
3	We have identified a proportion of our pupils in receipt of PPG who require additional intervention and support to help their wellbeing, mental health or emotional regulation.												
4	In 2024 – 2025 there was very little difference (2%) in attendance for pupils in receipt of PPG funding and their peers. The average attendance for all pupils is 95% or above. However, there are several families in receipt of PPG funding who are experiencing difficulties with good attendance which require and support.												
5	All pupils across school should have equal access to activities, trips and visits across the curriculum.												

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 in receipt of PPG funding will receive high quality teaching	Teachers engage in ongoing high-quality professional development that enhances classroom practice and supports improved outcomes for Pupil Premium pupils. Evidence-based strategies, including daily retrieval activities, are embedded across the curriculum to strengthen pupils' retention and recall of key knowledge. Teachers use accurate assessment to identify learning gaps and effectively target pupils in receipt of Pupil Premium funding, ensuring gaps with their peers continue to close. Teachers demonstrate a secure understanding of the needs of Pupil Premium pupils and plan lessons that meet these needs effectively. Teachers are accountable for the progress of Pupil Premium pupils within their classes and can demonstrate impact through pupil outcomes. Subject knowledge in grammar and punctuation is secure; teaching follows a consistent, whole-school approach that improves writing accuracy and confidence. Teachers demonstrate a secure understanding of mastery in Maths, delivering lessons that include explicit teaching of reasoning and problem-solving skills while addressing misconceptions. Approaches to teaching specific skills e.g. spelling are consistent throughout school. The overall teaching profile remains strong, with high-quality teaching evident across all phases. Teaching Assistants are deployed effectively to accelerate the progress of targeted Pupil Premium pupils and support high-quality learning outcomes.
Pupils in receipt of PPG funding make accelerated progress based on their starting points to close the gap in attainment through targeted support and intervention.	PPG pupils make accelerated progress from their individual starting points, as evidenced by teacher assessments and termly data tracking. Attainment gaps between PPG pupils and their peers narrow over time in core subjects (reading, writing, and maths). Targeted interventions are clearly planned, implemented, and reviewed regularly for impact. Assessment data and pupil progress meetings demonstrate that interventions lead to measurable improvement in outcomes. Class teachers and support staff can clearly articulate the progress of PPG pupils and the strategies used to support them.

	Work scrutiny and lesson observations show that PPG pupils are well supported and engaged in high-quality learning. Pupil voice reflects improved confidence, motivation, and engagement in learning.
Pupils in receipt of PPG funding are provided with strategies and support to manage their emotional regulation, wellbeing and social skills.	Individual pupils will access support appropriate to their needs. Including a variety of approaches and interventions such as: • Access to the Launchpad • Hotshots • Think Bricks • Zones of Regulation • Targeted support from external professionals e.g. counselling • Support from our Emotional Literacy Support Assistant (ELSA) PPG pupils will demonstrate a good sense of wellbeing both at home and school.
Pupil Premium pupils will demonstrate improved overall attendance, leading to increased engagement in learning and measurable progress that helps close the attainment gap with their peers.	Pupil Premium pupils will maintain consistently high attendance, with targeted interventions and support from the Education Welfare Officer where required. High attendance will lead to increased engagement in lessons, classroom activities, and school initiatives. Regular attendance and engagement, supported as needed by staff and the EWO, will contribute to measurable academic progress and help close the attainment gap with their peers.
All PPG funded pupils will access the full range of trips and visitors.	100% of PPG pupils attend all educational trips and participate in visits, enrichment activities, and events offered across the school year. Barriers to participation (e.g., financial, logistical, or social) are identified and removed through targeted support or funding. Pupil voice indicates that PPG pupils feel included and valued, and can talk positively about the experiences they have taken part in. Participation in trips and enrichment activities leads to increased engagement, confidence, and cultural capital for PPG pupils.

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: **£7500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific and tailored external professional development for all staff in approaches to the teaching of writing and reading. This includes access to Grammarsaurus spelling training, writing programme of support to continue following the work with Harmony Trust last academic year and reciprocal reading training	EEF Effective Professional Development Guidance Report (October 2021) EEF Improving Literacy in KS2 Guidance Report (November 2021) EEF Teaching and Learning Toolkit Meta Cognition (+8 months) May 2025 Reading Comprehension strategies (+7 months) October 2025	1, 2
Participation in Turing NW Maths Hub programme This includes attendance at network meetings and the opportunity for teachers to attend development sessions for Lower key stage 2 or upper key stage 2.	EEF Effective Professional Development Guidance Report (October 2021) EEF Improving Mathematics in Key Stage 2 and 3 Guidance Report (November 2022) White Rose EEF Teaching and Learning Toolkit - Mastery learning (+5 months) September 2021	1,2

Internal CPD opportunities These will include: Relational Inclusion Rosenshine's Principles Masterclasses led by subject leaders Metacognition Feedback	EEF Effective Professional Development Guidance Report (October 2021) EEF Cognitive Science Approaches in the Classroom: A Review of Evidence 2021 EEF Teaching and Learning Toolkit Metacognition (+8months) May 2025 Feedback (+6 months) June 2021	1,2, 3
Teaching Assistants attend high quality training in the teaching of writing, reading and spelling and the development of Emotional Literacy strategies and emotional regulation strategies.	EEF Effective Professional Development Guidance Report (October 2021) EEF Deployment of Teaching Assistants Guidance Report March 2025 EEF Teaching and Learning Toolkit Social and emotional learning (+4 months) Teaching Assistant interventions (+4 Months) June 2021	3

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

Budgeted cost: **£29920**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Delivery of high quality small group learning interventions by Teachers and Teaching Assistants	EEF Teaching and Learning Toolkit • Small group tuition (+ 4 months) July 2021 • Teaching Assistant Interventions (+4 months) June 2021 EEF Deployment of Teaching Assistants Guidance Report (March 2025) EEF Cognitive Science Approaches in the Classroom: A Review of Evidence (2021)	1, 2
Delivery of pre and post learning interventions to address misconceptions identified during teaching sessions	EEF Teaching and Learning Toolkit • Individualised Instruction (+ 4 months) July 2021 • Feedback (+6 months) June 2021	1, 2
Specialist SEND interventions e.g. precision teaching, SaLT programmes	EEF Teaching and Learning Toolkit • Individualised Instruction (+ 4 months) July 2021	1, 2

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

Budgeted cost: **£5000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of high quality group	EEF "Teaching and Learning Toolkit"	3, 4, 5

interventions to support emotional regulation e.g. Hotshots, Lego Therapy, Zones of Regulation	Metacognition and self-regulation (+7 months)	
Support for individual pupils from external professional e.g. counselling and bereavement support	EEF "Teaching and Learning Toolkit" - Metacognition and self-regulation (+7 months) - Social and Emotional Learning (+4 months)	3
Support for individual families to maintain high attendance	EEF "Teaching and Learning Toolkit" Parental Engagement (+4 months) May 2025 EEF Evidence brief on improving attendance and support for disadvantaged pupils February 2023.	4
Support for pupils to access wider curricular activities e.g. school residential, forest school, school trips and visitors.	Used previously with success. Positive feedback from past pupils and parents. EEF Toolkit identifies arts participation, outdoor learning, and enrichment activities as interventions that can boost pupil motivation, engagement, and self-esteem. These gains can indirectly support academic progress by improving attitudes to learning, attendance, and behaviour. Schools' role in building character and resilience DfE (2022) A framework for social and emotional learning EEF (2021)	1,2, 5

Total budgeted cost: £42420

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have used formative, ongoing assessments and the results of standardised tests (TestBase, SAT's tests for end of KS2 2023) to measure our impact.

Actions	Intended Outcomes	Impact
Please see impact statement 2024-25		