

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Stenson Fields Primary Community School
Number of pupils in school	327 (+ 27 Nursery)
Proportion (%) of pupil premium eligible pupils	20.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 2025-26 2026-27
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	J Sadler Head Teacher
Pupil premium lead	A Griffiths Assistant Head Teacher J Sadler Head Teacher
Governor lead	Nabila Mughal-Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£118,495

Part A: Pupil premium strategy plan

Statement of intent

School Intent

At Stenson Fields Primary we are committed to our CARES ethos and curriculum values (Caring, Achieving, Respecting, Enjoying, Supporting). We aim to provide a high quality curriculum and supportive environment for all children. The targeted and strategic use of Pupil Premium funding will support us in achieving our aims.

Objectives for Disadvantaged Pupils

- We aim for disadvantaged pupils to make good progress in all areas, to enable them to fulfil their learning potential.
- We want all pupils, including those who are disadvantaged, to be happy, safe and have a wide range of opportunities and experiences.

How does our pupil premium strategy work towards these objectives?

- We will provide quality first teaching and targeted academic support where appropriate.
- We will support children and families who face non-academic challenges, including attendance, behaviour, mental health & wellbeing and safeguarding.
- Our CARES curriculum will provide a broad and balanced range of wider opportunities, including cultural experiences and extra-curricular activities, for all pupils and will further support disadvantaged pupils where appropriate.

Key Principles

- We prioritise quality first teaching, which benefits all, in order to support the progress and attainment of disadvantaged children.
- The social, emotional and mental health and wellbeing of our children is at the heart of our strategy. With this strong foundation, learning and progress can be maximised and built upon.
- The deployment of resources and evaluation of impact is firmly rooted in evidence and this strategy remains a working document, constantly under review.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These also link in closely with our wider school improvement work.

Challenge number	Detail of challenge
1	<p>Assessments, observations and discussions with children and staff show that starting points in each year group for disadvantaged children are generally lower in comparison to non-disadvantaged children. Therefore, accelerated progress is required to match outcomes. Our children now in KS1 were affected by Covid, in particular through reduced exposure to early language and social opportunities.</p> <p>Whole school assessments at the end of Summer 2024 show gaps between Pupil Premium and non-Pupil Premium children across the school of:</p> <p>Reading – 2025: 18% (2024: 23%; 2023: 10%) Writing – 2025: 18% (2024: 23%; 2023: 20%) Maths – 2025: 13% (2024: 18%; 2023: 3%).</p> <p>Over time, data shows the gap had begun to close, then widened in 2024 and has closed again in the most recent data.</p>
2	<p>Observations, external agency support and diagnostic tools show that the emotional health and wellbeing of families and children is often poor. We have also seen the impact of the rise in cost of living. Many disadvantaged children and families require additional support in order that they are ready to learn and access the curriculum. Although our FSM % is slightly below national, our school community is complex and diverse, with 57% ethnic minority families and 35% EAL. A growing number of children have little or no English spoken in the family home.</p> <p>The school Family Support Worker is now supporting 74 children in 56 families, a significant number of whom are disadvantaged.</p>
3	<p>Parental engagement with the school and supporting learning out of school e.g. homework, reading, spellings and dealing with behaviours. This includes difficulties with communication, language and literacy, often further impacted by families with EAL.</p>
4	<p>Access to wider opportunities and experiences outside school is limited, resulting in limited aspirations and ambitions. We are aware that financial constraints are also having an impact.</p> <p>Informal discussions and pupil interviews show that school is the main provider of wider opportunities for many children.</p>

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
<p>Disadvantaged children make good progress in core curriculum areas.</p> <p>Disadvantaged children are supported to meet expected standard in core areas.</p>	<p>Data shows disadvantaged children make good progress from their starting points.</p> <p>Data shows that an increased proportion of disadvantaged children are meeting expected standards in core areas and the gap has narrowed.</p>
<p>Disadvantaged children are emotionally supported to enable them to fully access the curriculum and learn effectively.</p>	<p>Boxall profiles and external reports from therapists and outside agencies show an improvement in learning behaviours and ability to settle in the classroom environment.</p>
<p>Parents and families are better able to support their children's education and are more engaged in the school community.</p>	<p>All families identified as benefiting from targeted support are engaged with the FSW, and outside agencies where appropriate.</p>
<p>Disadvantaged children have experienced a wide range of cultural, artistic, intellectual and sporting activities through the CARES curriculum.</p> <p>Disadvantaged children have been given access to a wide range of extra-curricular opportunities.</p>	<p>Children can articulate their experiences and these are evident in planning and books.</p> <p>Extra-curricular opportunities are taken up.</p>

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: £44,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of additional teacher in EYFS/KS1 to maintain single year group classes and reduce class sizes</p>	<p>There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school.</p> <p>This approach also supports Communication, Language and Literacy strategies which are shown to have good impact in the early years.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>1</p>
<p>Improve the quality of provision and monitor outcomes of children with SEND.</p> <p>SENCO time to support/develop staff in school.</p>	<p>Evidence of strong leadership shows that a range of strategies are needed, and the capacity of the school and school leaders to develop others is vital.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/363794/RR374A - Outstanding primaries final report.pdf</p>	<p>1, 2</p>
<p>Improve the quality of provision and monitor outcomes of Pupil Premium children.</p> <p>Dedicated Leadership Time time to support/develop staff in school – including AHT,</p>	<p>See above.</p>	<p>1, 2</p>

Maths & English time, Pupil Progress meetings.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA time in Y3/4 (large, mixed classes) to give more in-class support.	Teaching assistants can provide a large positive impact on learner outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2
2 x Full time TAs maintained in Reception, and 1 x FT in Y2 to support early language development, CLL and phonics.	Teaching assistants can provide a large positive impact on learner outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1

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

Budgeted cost: £49,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of a full time Family Support Worker to support disadvantaged families and their social and	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2, 3

emotional needs.		
Nurture provision (training for new staff and staffing).	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	2
Art Therapy sessions run by a visiting art therapist, for children who have experienced trauma and require emotional support.	Study shows that for children, 'art therapy has been shown to be particularly successful in relation to Behavioural and Social Interaction Difficulties.' https://www.coram.org.uk/sites/default/files/resource_files/Creative%20Therapies%20Literature%20Review%20-%20Coram%20final%2008.11.2017%20%28web%29.pdf	2
'Soft Start' groups and a range of sensory regulation groups to support SEND and disadvantaged children.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	1, 2
Wider Opportunities Music and instrumental lessons.	It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 2, 4
Funding for trips and clubs to enable all children to participate in a wide range of experiences, which they would not otherwise have.	HSE fully recognises that learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence. It also helps pupils develop their risk awareness and prepares them for their future working lives. https://www.hse.gov.uk/services/education/school-trips.pdf	4
Support from external	Both targeted interventions and universal approaches can have positive overall effects:	2, 3

<p>agencies, in particular for those children who may be at risk of exclusion.</p> <p>Educational Psychologist and ISAS.</p>	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Uniform and other school purchases.</p>	<p>Although there is no conclusive evidence of school uniform having an impact on learning, EEF states that it may well affect ethos and feelings of belonging. EEF states that 'If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	<p>3</p>

Total budgeted cost: £117,700

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using end of key stage performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. There is a significant difference between the cohort profiles of both disadvantaged and non-disadvantaged pupils and it is difficult to draw conclusions as draw comparisons between and across year groups.

EYFS: There is a gap of 20-30% between PP and non-PP in all areas of the EYFSP. This follows the pattern from the previous year and must continued to be monitored. This is a very small cohort with only 6 PP children.

KS1: There is a considerable gap of around 40-50% in all core subject outcomes in Y2 between PP and non-PP. However, 8/11 PP children are also on the SEN register in this year group.

KS2: Last year's Y6 cohort was 40% PP. During their time with us we invested a huge amount of resources into the year group, largely funded through PP money. This has included SEMH interventions, additional TA hours and considerable family support work. Outcomes for the whole cohort were lower then national, however our PP children performed well in comparison to the others. In Reading and Maths, there was no gap between the two groups. In Writing, there was a gap of 9% with non-PP slightly out-performing the PP group. Overall, there is strong evidence that the high level of support and resources targeted at this cohort had a positive impact on academic outcomes.

General: The attainment gap between our disadvantaged pupils and non-disadvantaged pupils in Y1-6 overall has begun to reduce again in all core subjects, after widening in 2024. Our SIP for 25/26 aims to continue to build on this this for all children, with CLL an ongoing priority in order to improve outcomes in Reading and Writing. Progress of disadvantaged children in both Reading and Writing was above that of non-disadvantaged, and the same as non-disadvantaged in Maths. These are encouraging signs of progress.

A heavy focus was again put on supporting children's social and emotional wellbeing, and children and families were well-supported throughout the year. Our Family Support Worker continues to support many children – 56 families and 74 children; this is very similar to last year. The vast majority of families who require support are engaged with the FSW, and access a wide range of additional services and support through her.

Pupil premium funding last year again supported additional TA time to run successful Nurture interventions. Of the 22 children who took part in 'Nurture', 9 were Pupil Premium and all made good progress against their targets, with many of them being more settled and confident in the a classroom setting. Our Art Therapist and Drawing and Talking Therapy sessions have also successfully supported individuals and groups, and we are continuing this in 2025-26.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We did not have any service children in the academic year 2024-25.
What was the impact of that spending on service pupil premium eligible pupils?	We did not have any service children in the academic year 2024-25.