



Pupil premium strategy statement

This statement details our school's use of pupil 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
Number of pupils in school	Blaby Stokes CE Primary School
Proportion (%) of pupil premium eligible pupils	252
Academic year/years that our current pupil premium strategy plan covers	19%
Date this statement was published	2022-23 2023-24 2024-25
Date on which it will be reviewed	July 2025
Statement authorised by	Steve Snelson Executive Head
Pupil premium lead	Rachel O'Hara (HoS)
Governor / Trustee lead	Jane Peberdy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,203
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£-
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£81,203

Part A: Pupil premium strategy plan

Statement of intent

Our strategy is not just about 'closing that gap' in the academic subjects, but to ensure that our disadvantaged pupils really do experience life in all its fullness – that they can experience the joys of representing the school sports teams, partake in the many educational visits, learn a musical instrument, receive that all important nurture, or have the lead role in the school play. As mentioned in the opening sentences, you can go to night classes when you're older to study Maths and English, but you will never get these chances again! Let's make their one chance count!

We will consider the needs of all children regardless of whether they are formally eligible for PP funding through the lens of disadvantage since individual family circumstances fluctuate. This might include, for example, the emotional disadvantage suffered by a child deprived of adult attention in an affluent household.

Our strategy is also integral to wide school plans for education recovery, notably in its targeted support through the for pupils whose education has been worst affected, including non- disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will follow the Learn-At Guiding Principles (from [LAT055LearnATPupilPremiumStrategy.pdf](#) (learnatpolicies.uk))

1. *To promote an ethos of excellent education and the highest expectations for all, regardless of background or barriers to learning.*
2. *Pupil Premium funding is used to promote quality first teaching which secures excellence, equity and well-being in education for disadvantaged pupils.*
3. *Spending decisions are informed by this strategy and research evidence.*
4. *High-quality teaching and learning are prioritised over intervention. An intervention culture can lead to disadvantaged pupils being seen as 'someone else's responsibility'. Interventions should ensure that children keep up with their peers, rather than catch up.*
5. *All pupils can access a rounded, rigorous and knowledge-rich curriculum which promotes deep learning and prepares them for 'grown-upness' (Biesta 2017). Curriculum design in Learn-AT schools is informed by the Learn-AT Curriculum and Pedagogy framework and is aligned to the National Curriculum.*
6. *Excellent attendance and behaviour of all pupils is essential to maximise their learning. Pupil Premium funding may be used to secure excellence in these areas.*
7. *Evidence suggests that academically able pupils from disadvantaged backgrounds are also at risk of under-achieving. Our schools focus on these pupils as well as pupils with low prior attainment.*
8. *Schools consider the needs of all educationally disadvantaged pupils (including e.g. young carers and summer-born children) when arranging additional support.*

9. Learn-AT schools do not group children by ability. Interventions are carefully planned and targeted to address gaps in pupil learning on an individual needs-led basis.
10. Teachers are accountable for the progress and attainment of all pupils in their class, regardless of background or barrier to learning.
11. Leaders plan their school's pupil premium strategy over three years to maximise the impact of the funding.
12. There is no such thing as a typical pupil premium child. Many have very supportive families, who do their very best for their children, but whose limited resources may mean that their children have a narrower range of experiences pre-school and outside school than their peers. Every one of these children is an individual with specific background and needs, and schools must consider each individual child in order to target support most successfully.
13. Pupil Premium is one part of a whole school strategy that aims to achieve sustainable improvements for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Standards in Reading, Writing and Maths</p> <p>Internal assessments indicate that reading and maths fluency and writing among disadvantaged pupils is below that of non-disadvantaged pupils. Partial school closures have impacted our disadvantaged pupils to a greater extent than for other pupils.</p>
2	<p>Increased number of pupils and families requiring additional support</p> <p>A significant number of pupil's and their families have welfare needs that are required to be met in school, including diet, social, emotional and health needs, with a noticeable increase in mental health needs. An increasing number of pupils require additional support with social, emotional and mental health needs through interventions.</p>
3	<p>Attendance and punctuality</p> <p>Attendance and punctuality of pupil premium pupils is lower than that of non-pupil premium pupils.</p> <p>Persistent absenteeism among disadvantaged pupils has been higher than for non-disadvantaged pupils.</p> <p>Absenteeism and lack of punctuality negatively impacts disadvantaged pupils' progress.</p>
4	<p>Many pupils who are PP eligible, also have SEND</p> <p>Analysis of school data from 2022/23 shows limited evidence of accelerated progress of some disadvantaged pupils who are also SEND in reading, writing and maths.</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.

Challenge	Intended outcome	Success criteria
Standards in Reading, Writing and Maths	Improved reading, writing and maths outcomes for disadvantaged pupils in all year groups	<ul style="list-style-type: none"> the gap between disadvantaged and non-disadvantaged pupils will reduce. KS2 reading, writing and maths outcomes in 2024/25 will show that disadvantaged pupils meet at least the expected standard and the gap is closing in other year groups teachers are clear on the next steps for all children who are PP pupils who are eligible for Pupil Premium Grant are successful in passing the Y1 phonics screen pupils who are eligible for Pupil Premium Grant are successful in attaining GLD at end of FS
Pupil and family support	Improved behaviour and focus in class for disadvantaged pupils with SEMH needs leading to improvement in attainment	<ul style="list-style-type: none"> families are supported to gain access to support both in and out of school all pupils can talk about to an adult in school that they can talk to and is their champion pupil survey will demonstrate that >90% pupils are confident that they can talk about their problems and feelings
Attendance & punctuality	No gap between PP and all pupils' attendance with all > national.	<ul style="list-style-type: none"> attendance rates and incidents of lateness for children eligible for the pupil premium grant will be in-line with figures for non-PP children nationally teachers, parents and children themselves, report that they are happy and prepared to learn; children are well-equipped for school. attendance is monitored regularly and formal review meetings held with parents where non-attendance is persistent

<p>SEND & PP provision</p>	<p>To accelerate the progress of pupil premium pupils who also have SEND so that they make similar rates of progress to SEND children nationally.</p> <p>Ensure that provision is well-matched to their wider needs in and out of the classroom so they can access the curriculum alongside their peers.</p>	<ul style="list-style-type: none"> • pupils with SEMH needs will be well supported and the right provision in place with a key focus on early identification pupils with SEND will have SMART targets, specific individual strategies to use and personalised support is in place so the pupils are making progress from their starting points • EEF 5 a day SEND model provides adequate classroom models of support to engage SEND/PP children • SEND/PP children make progress in line with SEND nationally • SEND/PP children's work books show progress from their starting point
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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: **£4,548**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality-first teaching and staff retention to provide experienced delivery of QFT:</p> <ul style="list-style-type: none"> - teaching both cognitive and meta-cognitive strategies - scaffolding and flexible grouping - retrieval practice - taking into account misconceptions and prior learning 	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the “bread and butter” of effective teaching.</p> <p>EEF, Support for Schools, School Improvement Planning: 1 High Quality Teaching</p> <p>EEF: Feedback</p>	<p>1, 4</p>

	EEF: Teaching and Learning Toolkit - Metacognition and Self-Regulation EEF Guidance Report - Metacognition and Self-Regulated Learning Marc Rowland - Addressing Educational Disadvantage (The Essex Way) (2021) EEF Teaching and Learning Toolkit - Effective Professional Development	
Purchase of and engagement in a range of assessment tests and tools to provide targeted support to raise combined attainment Rising Stars (PIRA/PUMA/GPS) No More Marking	Strategic use of standardised and benchmarked assessments will provide reliable insights into the specific strengths and weaknesses of each pupil to ensure they receive the correct support	1, 4
Continued implementation of Sounds Write - a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Training for all staff new to FS, KS1 or LKS2. Ongoing quality assurance to ensure consistency and accuracy of the approach.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension) and fluency particularly for disadvantaged pupils Phonics EEF (educationendowmentfoundation.org.uk)	1, 4
Implement a whole school approach to social, emotional and mental well-being, ensuring that all staff are trained to recognise and support pupil's needs Incorporate social and emotional learning strategies into the curriculum to improve pupils' social skills and emotional regulation, leading to better academic outcomes	Social, emotional and mental wellbeing in primary and secondary education Social and emotional learning strategies EEF	1, 2

<p>L-AT US Project for all staff (2024-25)</p> <p>Provide on-going professional development for all staff focussed on inclusive teaching practises, ensuring they are equipped to meet the needs of all pupils, including those with SEND</p>	<p>There is a high proportion of PP children that have a SEN link.</p> <p>High Quality staff CPD is essential to follow the EEF principles which outline the importance of quality first teaching.</p> <p>Staff meetings and Inset days focus on these principles and quality first teaching.</p> <p>EEF found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p>	
<p>Implement evidence based strategies for high-quality teaching that cater to the diverse needs of SEND pupils, such as differentiate instruction and use of visual aids to enhance understanding</p>	<p>Delivering Inclusive High Quality Teaching Strategies for SEND Pupils</p> <p>The EEF guidance states Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF guidance states Supporting high quality teaching is pivotal in improving children's outcomes especially children with SEND</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	

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

Budgeted cost: **£3,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish small group interventions for phonics, reading and maths, focusing on disadvantaged pupils who are falling behind and those who do not regularly read at home.</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Education Endowment Foundation EEF</p>	<p>1,4</p>

Utilise technology-based interventions, that can provide personalised learning experiences for pupils, allowing them to progress at their own pace	Maths Whizz Research Y3 7 Y5 (2024-25)	1,4
Utilise data-driven approaches to identify pupils at risk of falling behind and provide timely interventions, ensuring that support is tailored to individual needs	3. Wider strategies EEF	1,2,4
Provide targeted interventions for pupils with social, emotional, and mental health needs, such as small group sessions or one-on-one support with trained staff	The Impact of Leadership and Targeted Interventions to Close the Achievement Gap of Disadvantaged Pupils: A Case Study	
Establish small group interventions: Create small group sessions for pupils at risk of persistent absenteeism, focusing on building relationships and academic support.	2. Targeted academic support EEF	3
Involve parents in learning: Encourage parental involvement in their child's education through workshops and resources that equip them to support learning at home.	RSC-SESL-Toolkit-Improving-Outcomes-for-Disadvantaged-Pupils.pdf	3
All new FS pupils will be given a book bag and a book as they begin school	Supports value of success. Having books in a pupil's home positively impacts their future academic success and job achievement.	1

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

Budgeted cost: **£74,455**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Education welfare officer to work with Head of School to improve attendance of key PP pupils/families to meet expectations of 95%</p> <p>To develop relationships with families to identify and support potential barriers for PP pupils with attendance <95%/with persistence absence.</p> <p>Implement a robust attendance strategy that includes early identification of pupils at risk of persistent absenteeism, particularly among disadvantaged pupils</p> <p><i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice</i></p>	<p>Last academic year the attendance of PP pupils was in line with other pupils. However, a significant % of PP pupils still have punctuality and attendance issues.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Raising the attendance of disadvantaged pupils</p>	1,2,3,4
<p>Offer breakfast club to improve attendance and provide a positive start to the day for disadvantaged pupils. This can help address barriers to attendance and ensure pupils are ready to learn</p>	<p>Education Endowment Foundation EEF</p>	1,3
<p>Offer social and emotional support programmes to help disadvantaged pupils manage their emotions and build resilience</p>	<p>Supporting the Attainment of Disadvantaged Pupils in Schools</p> <p>3. Wider strategies EEF</p>	1,2
<p>Implement rewards and incentives: Create a rewards system that acknowledges and celebrates improved attendance and punctuality among pupils, fostering a positive school culture.</p>	<p>110308section3en.pdf</p>	3
<p>Engage with the local community: Collaborate with local organisations to provide resources and support for families facing barriers to attendance,</p>	<p>Supporting the Attainment of Disadvantaged Pupils in Schools</p>	3

such as transportation or financial difficulties.		
Pastoral Lead to address emerging issues identified by staff/parents/	<p>With the increasing amount of social services involvement with children within our school it is essential that we identify social and emotional need and triggers which will affect behaviour and learning. According to the EEF "The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills."</p> <p>Both targeted interventions and universal approaches can have positive overall effects: EEF Teaching and Learning Toolkit - behaviour interventions</p> <p>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): Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4
<p>Arts participation – weekly music sessions:</p> <p>Djembe Drums (Y4)</p> <p><i>Peripatetic/Rock Steady lessons for PP pupils</i></p>	<p>The links below show the impact of music education and show that music can enhance the life chances of children in seriously deprived communities.</p> <p>Evaluations of Music education shows that engagement in music can: Increase development of skills including pupil's confidence, resilience, teamwork, patience, listening, concentration, perseverance and self-motivated learning. Has the ability to improve overall educational performance in pupils. Increases young people's and their family's cultural capital, resilience and aspirations for their future training and careers.</p> <p>Blog Arts Council England</p> <p>Frontiers Music Interventions and Child Development: A Critical Review and Further Directions (frontiersin.org)</p> <p>Tuning In: Six Benefits of Music Education for Kids New England Board of Higher Education (nebhe.org)</p> <p>NAfME Blog - NAfME</p>	1,2,4
<p><i>Contingency funds for acute issues</i></p> <p>School Milk scheme and FSM for PPG children in FS, KS1 and KS2.</p>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	2

<p>Personal funding allocated for enrichment opportunities, such as trips, residential and extra curricular activities to broaden the experiences of disadvantaged pupils and enhance their engagement with learning</p>	<p>Learning outside the classroom helps to bring the curriculum to life. It provides deeper subject knowledge and increases self-confidence. It also helps pupils develop their risk awareness and prepares them for their future working lives.</p>	<p>1,2,3</p>
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Total budgeted cost: £81,203

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2024/25, 54 pupils (19%) were eligible for Pupil Premium funding – a figure that remained consistent over the past 2 years and is just below the national average of 21%. It is important to note that our current funding is based on the previous year's data.

We have analysed the performance of our school disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To evaluate the performance of disadvantaged pupils in 2024/25, we compared outcomes with both disadvantaged and non-disadvantaged pupils at national level, as well as with our own non-disadvantaged cohort. These comparisons helped us assess the impact of recent socio-economic challenges on pupil progress. We acknowledge that some pupils included in this data may have experienced earlier disruption due to COVID-19, which may have affected outcomes differently across schools and individuals. See results below.

End of KS2 Disadvantaged pupils v non-disadvantaged results for academic year 2024/25 including national comparison

Aspect	School 2025		National 2025	
	Disadvantaged (13)	Non-disadvantaged (34)	Disadvantaged	Non-disadvantaged
KS2 Reading	62%	68%	63%	81%
KS2 Writing	38%	56%	59%	78%
KS2 Maths	31%	62%	61%	81%
KS2 Combined	15%	41%	47%	69%

The KS2 data indicates that in 2024/25, disadvantaged pupils performed almost in line with the national average for reading, while gaps in other subjects increased compared with the previous year, this is due to the complexities of the most recent Y6 cohort. Maths in particular is a cause for concern and will be a focus in our new strategy to accelerate progress and close the attainment gap. Whilst writing outcomes were disappointing, the difference between school disadvantaged and non-disadvantaged v national disadvantaged v non-disadvantaged was broadly similar.

Y1PSC Disadvantaged pupils v non-disadvantaged results for academic year 2024/25 including national comparison

Aspect	School 2025		National 2025	
	Disadv (4)	Non-disadv (18)	Disadv	Non-disadv
Y1 phonics	67%	78%	67%	84%

The Year 1 Phonics data for 2024/25 indicates that attainment for our disadvantaged pupils is in line with national disadvantaged, whilst our non-disadvantaged pupils are performing below national non-disadvantaged pupils. Our analysis suggests this is primarily due to the ongoing impact of pupils entering Reception with significantly

lower baseline levels than age-related expectations. As a result, additional time and targeted support are required to close these gaps before pupils are fully prepared for Year 1. Progress is evident in narrowing these gaps for disadvantaged pupils compared to national level. The gap has reduced year on year.

EYFS Disadvantaged pupils v non-disadvantaged EYFSP GLD results for academic year 2024/25 including national comparison

Aspect	School 2025		National 2025	
	Disadv (3)	Non-disadv (13)	Disadv	Non-disadv
GLD	0%	54%	51%	73%

Post pandemic GLD outcomes show a decline for disadvantaged pupils relative to their non-disadvantaged peers. This reflects the significant impact of the COVID-19 pandemic on EYFS pupils nationally, and particularly those from disadvantaged backgrounds. The overall GLD outcomes for this year group are reflective of the complex cohort. EYFS will continue to be a priority within the School Development Plan to ensure accelerated progress and Y1 will also be a focus to close the attainment gap.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and well-being information.

Overall attendance for 2024/25 was 95.7%, exceeding the national average of 93.1% by 2.6%. Attendance among disadvantaged pupils was 2.75% lower than that of their non-disadvantaged peers at 94.25% and 97.02% respectively. This represents a slight improvement on 2023/24, when the gap was 2.9%. In 2024/25, persistent absence among disadvantaged pupils was 21.5% higher than for non-disadvantaged pupils, at 22.2% and 0.7% respectively. This is a slight decrease on 2023/24, but the gap is still too large, which is why raising attendance of our disadvantage pupils remains a focus of our plan.

Our assessments and observations indicate that pupils' wellbeing and mental health continued to be significantly affected over the past year, with the impact particularly pronounced amongst our disadvantaged pupils. Referrals for well-being and nurture support remain high. There has been a noticeable increase in pupils exhibiting EBSA. The school provides a comprehensive range of pastoral support. Many pupils require daily assistance to manage their emotions and anxieties. A total of 52% of disadvantaged pupils accessed pastoral/ELSA/Boxall Interventions in 2024/25. Other support included Breakfast and After School provision, break and lunchtime support, bespoke timetables, one-to-one mentoring and ad-hoc assistance when required. The primary reasons for referral include anxiety, behavioural challenges, mental health concerns and low self-esteem, as well as fulfilling targets on Child Protection and Child In Need plans. Pupil Premium funding was used to provide well-being support for pupils and targeted interventions. We also continue to use Blaby District Council children's services for therapy sessions. Our OFSTED inspection showed that our children feel happy and safe at Blaby Stokes CE Primary School and have an understanding of how to get help and support if they need it.

Due to high SEND needs, a small nurture class, The Nest has continued to operate to better meet the needs of a number of our SEND pupils with significant differences in their cognitive assessments. Pupils are taught in the Nest for English and Maths (plus

interventions). Due to a change in data tracking platforms, it has not been possible to measure the progress of all our SEND and PP pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Times Table Rock Stars	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Additional activity:

Our Pupil Premium Strategy will be supplemented by additional activities that are not being funded by Pupil Premium. They will include:

- Use of PIXL
- The Nest (nurture class)