



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	Blaby Stokes CE Primary School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2025-26 2026-27 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Local Governing Body
Pupil premium lead	Rachel O'Hara
Governor / Trustee lead	Kerrie White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,154
Recovery premium funding allocation this academic year	£
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	£70,154

Part A: Pupil premium strategy plan

Statement of intent

As a Church school, we are deeply committed to pursuing equity and equality of opportunity for all children, endeavouring to live out our Christian vision: *"For I know the plans I have for you...plans to prosper you and not to harm you. Plans to give you hope and a future."* (Jeremiah 29:11).

Our strategy extends beyond narrowing attainment gaps in academic subjects. We are committed to ensuring that our disadvantaged pupils truly experience life in all its fullness—whether that means representing the school on sports teams, participating in enriching educational visits, learning a musical instrument, receiving vital pastoral support, or taking the lead role in the school production. Every child deserves access to the full breadth of opportunities our school offers.

We will consider the needs of all children through the lens of disadvantage, regardless of their formal eligibility for Pupil Premium funding, recognising that individual family circumstances are dynamic and complex. Disadvantage takes many forms—it might include a child experiencing emotional neglect in an otherwise affluent household, or a family facing temporary financial hardship. We understand that there is no "typical" Pupil Premium child. Many of our disadvantaged pupils have highly supportive families who are deeply invested in their children's success, yet whose limited resources may mean their children have had a narrower range of experiences both before and outside school compared to their peers.

Each child is an individual with a unique background, strengths, and needs. Our approach is therefore personalised, ensuring that support is carefully targeted and evidence-informed to achieve maximum impact for every child. Pupil Premium funding is one element of our whole-school strategy aimed at delivering sustainable improvements for disadvantaged pupils across all areas of school life.

Our analysis reveals that many pupils eligible for Pupil Premium funding have experienced social care involvement or multiple Adverse Childhood Experiences (ACEs). Some face persistent attendance challenges, which directly impact their attainment, progress, and ability to access the full curriculum. Understanding these barriers enables us to implement targeted interventions that address both the symptoms and root causes of disadvantage, ensuring every child can thrive academically, socially, and emotionally.

Challenges

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

	Detail of challenge
1	Low attainment at KS2 and uneven progress: current whole-school KS2 outcomes: reading 66% (PP 61%), maths 53% (PP 31%), writing 51% (PP 39%), combined 34% — PP pupils underperform substantially in maths and combined measures.
2	Early reading and phonics readiness: EYFS GLD for PP is low (33% of PP reached GLD vs 44% overall); Y1 phonics check 75% (67% PP). OFSTED noted that some early readers do not have books matched to their phonics knowledge. Need to secure systematic phonics and matched reading practice for early readers.
3	Attendance and punctuality: Attendance is 2.75% lower for PP pupils; small minority of PP pupils with SEND need support to attend regularly. Persistent absence reduction for disadvantaged pupils remains a priority.
4	Social, Emotional and Mental Health (SEMH) and learner identity: 52% of PP pupils required SEMH support in 2045-25; some pupils need improved self-regard as learners to access curriculum fully.
5	Cultural capital, language and life experiences: Limited out-of-school enrichment and wider experiences for some PP pupils (affects vocabulary, oracy and background knowledge needed for 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.

CHALLENGE	Intended outcome	Success criteria
Low attainment at KS2 and uneven progress	Increase attainment and accelerate progress for disadvantaged pupils in reading, writing and maths (KS2)	<p>Immediate improvements eg: 1 year Increase PP attainment in reading, writing and maths by 3–4 percentage points from 2024 baseline. At least 70% of PP pupils meet expected progress.</p> <p>Medium term improvements eg: 2 years PP KS2 outcomes improve by +6 (reading) and +7–8 (writing/maths). 70% of PP pupils make sustained accelerated progress.</p> <p>Longer term improvements eg: 3 years Achieve +10 points (maths/writing) and +6 points (reading). PP–non-PP combined gap narrows by 50%.</p>
Early reading and phonics readiness	Secure early reading and phonics so children are fluent and	<p>Immediate improvements eg: 1 year Raise PP Y1 Phonics pass rate by ≥5pp from 2024 baseline. Increase PP EYFS Reading ELG/GLD by +4–5pp.</p>

	<p>reading matched texts independently</p>	<p>Medium term improvements eg: 2 years PP Y1 Phonics pass meets/exceeds national (≥80%). PP EYFS GLD reaches 44% milestone. ≥80% PP pupils show accelerated fluency progress (e.g., +20–30 wcpm). SSP fidelity embedded and quality-assured termly. ≥70% PP families engage with home reading.</p> <p>Longer term improvements eg: 3 years Sustain PP Y1 Phonics at ≥ national for 2 years; ≥95% pass by end of Y2. PP EYFS GLD closes ≥50% of gap to non-PP. ≥85% PP pupils read age-appropriate texts independently by end of Y3.</p>
<p>Attendance & punctuality</p>	<p>Improve attendance and reduce persistent absence for disadvantaged pupils</p>	<p>Immediate improvements eg: 1 year Reduce the PP vs non-PP attendance gap from ~1% to ≤0.5%; halve the late arrivals for targeted PP pupils (from baseline Term 1) through first-response calls and start-of-day routines.</p> <p>Persistent absence (PA): Reduce PP PA by ≥20% from baseline (e.g: from 22%→≤18%). Track PA weekly and review in half-termly attendance panels.</p> <p>Medium term improvements eg: 2 years Eliminate the PP vs non-PP attendance gap to ≤0.2% across three consecutive terms; punctuality for PP at or above whole-school average.</p> <p>Persistent absence: Achieve a ≥35–40% reduction in PP PA from the 2024/25 baseline, with all remaining PA cases having a live multi-agency plan where needs extend beyond school.</p> <p>Longer term improvements eg: 3 years Sustained parity & resilience: Sustain parity so overall PP attendance ≥ non-PP for the year; severe absence among PP (50%+ sessions missed) is below local benchmarks and trending down.</p> <p>Persistent absence: Deliver the strategy goal—≥50% reduction in PP PA from baseline—maintained for two consecutive terms; attendance plans closed or stepped down for the majority of cases.</p>
<p>Social, Emotional and Mental Health (SEMH) and learner identity</p>	<p>Improve SEMH outcomes and learning behaviours for PP pupils</p>	<p>Immediate improvements eg: 1 year Wellbeing & regulation: Reduce acute SEMH intervention referrals for PP pupils by ≥15% from 2024/25 baseline Learning behaviours: For targeted PP pupils, reduce logged behaviour incidents by ≥25% vs Family partnership & early help: Run workshops/clinics for families on routines, sleep, anxiety-management;</p>

		<p>establish rapid signposting to MHST/Family Help where needs exceed school.</p> <p>Medium term improvements eg: 2 years</p> <p>Wellbeing & regulation: Achieve $\geq 30\%$ reduction from baseline in SEMH-related incidents for targeted PP pupils; validated measures (e.g., SDQ/Boxall) show meaningful gains in $\geq 70\%$ of targeted PP pupils.</p> <p>Learning behaviours: PP detentions/exclusions decrease by $\geq 30\%$ from baseline.</p> <p>Implementation & staff practice: restorative routines embedded</p> <p>Longer term improvements eg: 3 years</p> <p>Sustained SEMH outcomes: $\geq 80\%$ of targeted PP pupils sustain gains on SDQ/Boxall over two consecutive terms; pupil-voice evidences improved belonging and self-efficacy.</p> <p>Learning behaviours & attainment readiness: Stable classroom learning behaviours (persistence, collaboration) evidenced via learning-walks and book looks; fixed-term exclusions for PP are rare and below local benchmarks.</p>
<p>Broadening life experiences & responsibilities to support cultural capital and language development</p>	<p>All pupils in receipt of PPG have access to a range of after school activities and in-school responsibilities.</p>	<p>Immediate improvements eg: 1 year</p> <p>Audit PP participation and identify barriers.</p> <p>Ensure each PP pupil joins ≥ 1 after-school club and holds ≥ 1 responsibility.</p> <p>Provide subsidies/targeted invites to boost access.</p> <p>Medium term improvements eg: 2 years</p> <p>Analysis shows improvement in the percentage of pupils in receipt of PPG representing the schools in sports competitions.</p> <p>Pupil voice shows positive impact of fulfilling responsibilities</p> <p>Longer term improvements eg: 3 years</p> <p>100% PP pupils access a broad enrichment offer annually.</p> <p>$\geq 70\%$ PP pupils hold sustained leadership roles.</p> <p>Data shows improved attendance/engagement linked to enrichment.</p> <p>Publish a PP Enrichment & Leadership Entitlement.</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: **£5337**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality-first teaching and staff retention to provide experienced delivery of QFT (3 year plan):</p> <ul style="list-style-type: none"> - teaching both cognitive and metacognitive strategies - self regulated learning - scaffolding and flexible grouping - retrieval practice - taking into account misconceptions and prior learning <p>CPD delivered via INSET, coaching cycles, peer moderation</p>	<p>EEF guidance: high-quality teaching is the top lever; metacognition & self-regulated learning is a high-impact, low-cost approach and EEF provides implementation guidance for embedding these strategies into subjects. EEF: High-quality teaching, EEF: Metacognition and Self-Regulated Learning guidance (2025). DfE/EEF advice to prioritise CPD and teacher support in Pupil Premium planning: EEF: Guide to the Pupil Premium, DfE: Using Pupil Premium guidance (menu).</p>	1,2,5
<p>Develop subject leader capacity and assessment practice (diagnostic assessment for reading/maths) and implement curriculum adaptation plans which target gaps for PP pupils.</p>	<p>EEF: diagnostic assessment & curriculum adaptation are core components of high-quality teaching and the EEF Guide to the Pupil Premium emphasises the role of curriculum and diagnostic assessment in targeting PP needs. EEF: Diagnostic Assessment & Guide to the Pupil Premium, EEF: Guide to the Pupil Premium.</p>	1,2
<p>Trust Under-resourced CPD programme</p>	<p>LearnAT Trust development work based on work of Lee Elliot-Major and Marc Rowland</p>	1
<p>Phonics SSP fidelity and matched reading materials. CPD delivered via INSET, coaching cycles, peer moderation</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Maths Hub Network</p>	<p>The EEF guidance for KS2 Improving Mathematics is based on a range of the best available evidence research</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	1

	Supporting Research, Evidence and Argument NCETM	
Structured coaching and targeted CPD time (cover provided) including NPQ support to retain staff and improve classroom practice.	DfE and EEF recommend investment in teacher development, NPQs and coaching to improve quality of teaching which disproportionately benefits disadvantaged pupils. EEF: Guide to the Pupil Premium (professional development, mentoring) .	1,2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics interventions for pupils across the school</i>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have shown to be more effective when delivered as regular sessions over a period of up to 12 weeks: EEF Teaching and Learning Toolkit - Phonics	1, 2
Targeted pupil intervention time	PiXL Members Area	1
PiXL related therapies and interventions	PiXL Members Area	1
Insight tracking software Insight	Insight Reviews & Case Studies From Our Customers	1, 3

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Independent Education Welfare Officer support	Securing good attendance and tackling persistent absence - GOV.UK	3
Mental health activities: Mental Health Support Team, Parental counselling, Pastoral support TA time	Whole-school approach : Mentally Healthy Schools EEF Teaching and Learning Toolkit - behaviour interventions Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4

<p>whole school ethos and improving behaviour and wellbeing across the school</p>		
<p>Arts participation – weekly music sessions: Steel Pans (Y5) Djembe Drums (Y4) <i>Peripatetic/Rock</i> <i>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>	<p>5</p>
<p><i>Contingency funds for acute issues</i> School Milk scheme and FSM for PPG children in FS, KS1 and KS2.</p>	<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.</p>	<p>All</p>
<p>Personal funding allocated for trips, Residential Trips, Swimming and private after school enrichment lessons.</p>	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and 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>https://www.hse.gov.uk/services/education/school-trips.pdf</p>	<p>5</p>

Total budgeted cost: £70,154