

Pupil 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	Stilton Church of England Primary Academy
Number of pupils in school	164
Proportion (%) of pupil premium eligible pupils	13.65%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Clara King
Pupil premium lead	Helen Smallman
Governor / Trustee lead	Iain Fairlie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,780
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	£50,780

Part A: Pupil premium strategy plan

Statement of intent

Just like the parable of the Good Samaritan, we provide an inspirational education in which every child is loved, valued and nurtured, so that they aspire, flourish and achieve their full potential. Our hope is that our children leave our school as confident, curious and compassionate young people who 'flourish through friendship'. We hope that they challenge injustice and speak for those who struggle to speak for themselves. We do all of this through our values of Love, Community, Respect, Ambition and Trust within our Christian ethos as a Church of England School, cherishing each child as a unique child of God.

Luke 10:27

Challenges

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

Challenge number	Detail of challenge
1	Underperformance
2	Need for improved Cultural capital
3	Need for improved wellbeing and mental health
4	Greater access to technology and educational materials
5	Need for improved parental Engagement
6	Lack of Aspiration

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
Gaps in learning are closed between vulnerable pupils and their peers	Data shows that PP children achieve as well, if not better than their peers.
Pupils have a wealth of knowledge (Cultural capital) that they need to prepare themselves for their future success.	Pupils visit other places and have experiences out of school
Pupils have healthy life styles and are able to manage their well being	Pupils are resilient and are happy in school
Aspirations are raised in our pupils	Children talk confidently about their aspirations and future goals
Better parental engagement	Parents will form effective relationships with the teaching staff to support their child's learning.

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: £3,224

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching in reading, writing and maths in order to achieve attainment and increase progress:</p> <ul style="list-style-type: none"> • Embed the use of 'Sounds Write' phonics programme to secure phonics teaching for all pupils • Embed whole school writing curriculum to enhance writing provision for all • Embed use of Complete Maths to support all our pupils <p>Resources are available to support these programmes</p>	£3,224	<p>EEF states that 'Giving every child the skills they need to read and write well is a central ambition of our education system'.</p> <p>EEF states that 'supporting pupils to excel in literacy is critical to closing the attainment gap between this group of pupils and their peers.'</p>	<p>1- underperformance</p> <p>4- access to resources</p>
Use instructional coaching methods to improve feedback to pupils during learning time	PDM Time	+6 EEF Feedback 'providing feedback has high impact on learning outcomes'	1- underperformance

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

Budgeted cost: £ 23,486

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
1:1 /Small group work and interventions in reading, writing and maths for pupils who are underachieving in Year 6	£13,500	EEF states that 'Giving every child the skills they need to read and write well is a central ambition of our education system'. EEF states that 'supporting pupils to excel in literacy is critical to closing the attainment gap between this group of pupils and their peers.'	1- underperformance 4- access to resources
TA support to carry out interventions in reading and writing in year KS2	£9,986		

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

Budgeted cost: £24,070

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy and wellbeing support for pupils	£18920	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. EEF +4	3 Mental health and well being
Equal Access to uniform and resources	£200	EEF 'Wearing uniform is not on its own likely to improve learning but can support the development of a school ethos and the improvement of behaviour and discipline'	3 Mental health and well being
Well Being Week in January 2026	£100	Allowing time to teach children about mental health and it's importance is essential in improving mental health outcomes for pupils EEF +4	3 Mental Health and well being
Supporting PP pupils attend Clubs and extra curricular activities Music lessons Lunchtime Clubs	£1850	Arts and sports provision are +2 on the EEF 'Arts participation has impact on other academic outcomes'	3 Mental Health and well being
Supporting PP pupils go on Visits and Residential activities	£225 x 8 £1800	Participating in visits allows pupils to deepen their understanding; It becomes memorable learning. Residentials are vital in allowing pupils to become more confident learners and develop their self esteem. Outdoor Adventurous learning is +4 on EEF	2 Cultural Capital
Aspiration Inspirational Speakers in school	£1000	Providing speakers to inspire pupils- it was the highlight last year for many children when we had an inspirational speaker in to speak to pupils	6- Aspiration

Engaging parents in supporting pupils to learn Cafes/workshops/Breakfast cafes/ Structured conversations	£200	Parents supporting academic learning +3 EEF	1- Parental engagement
--	------	---	------------------------

Total budgeted cost: £ 50, 780

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 2024-25 academic year.

IMPACT

Our pupil premium funding has made a huge impact on those pupils during the last year.

We continued to run a bespoke programme in school, AfA, (Achievement for All) where PP pupils are targeted for support. Teachers work closely with their parents as well as have a focus on these pupils in class. Parents of our pupil premium pupils were well supported last year ;9 pupils/ families benefitted from structured conversations which allowed teachers to work with parents to support their children. Workshops for parents which included 'Emotions' and 'Resilience' were attended by this group of parents; they spoke highly of how much these sessions benefitted them and in turn their children. Our reading café about reading was also well attended by our pupil premium families.

Emotional support and emotional literacy sessions supported many of our pupils this academic year which ensured they had improved attendance and as a result improved progress. Sessions with our Challenge and Inclusion TA ran over the year has supported 10 of our PP pupils with either emotional literacy sessions or check ins. Daily check-ins with the teacher TA, or members of SLT were also invaluable to these pupils.

Financial support for pupils across the school to attend visits and residential gave children opportunities to grow in confidence and develop their self-esteem. 10 pupil premium children took part in clubs and 2 pupils learnt to play a musical instrument. We supported 10 pupils to attend swimming lessons and funded SATS books for 5 pupils.

All of our pupil premium pupils took part in the end of year performance of Robin Hood and also all read their speech in our leavers' day service. Many also took part in sporting fixtures; once again raising that so important self- esteem.

Our inspirational speakers including MC Grammar and members of the community who spoke about careers, inspired pupils to believe in themselves and strive for the best.

Year 6 Case Study 2024-2025:

One child, who found emotional regulation and discussing her problems with the adults tricky, was able to flourish and built up relationships and strategies to support her. She was able to verbalise some of her worries and began to speak to the teacher when she needed support. She was able to become more confident in Maths and began to answer questions in whole class teaching. It was also wonderful to see her acting and singing with such confidence in the end of year play, as well as excelling in two areas of the SATs.

Another child worked extremely hard throughout the year and once his self-confidence had increased, he seemed happier in himself and with his learning. He benefitted from having interventions and adult support to practice basic skills, which he was then able to use within his classwork in class. He showed a love of acting and role play in English and RE and it was lovely to see his abilities in DT and Music shine through in these lessons.

We were extremely proud of one child in particular, whose attitude to learning increased throughout the year and he was able to find a love of reading, which supported him (alongside interventions and classwork) in gaining expected for Reading at the end of the year.

There were also children within this group that showed their love for Art, which allowed them to express themselves and support them in verbalizing/ visualizing their own ideas in other subjects. One child in particular was able to use this as a support emotionally, as well and was happy and enthusiastic when in this lesson and sharing their work around the school during subject specific days.

Finally, it was lovely to see one child's attitude to testing and learning change throughout the year, and the change from not wanting to participate in these situations to then sitting the SATs at the end, with the support they were allowed, with confidence. They became a child who always tried hard and wanted to do well, who was able to through the relationships he had built with staff and his peers by the end of the year.

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
Complete Maths	Complete Mathematics
TTRockstars	TTRockstars
White Rose Maths	White Rose Maths

Sounds-Write	Sounds-Write
Purple Mash	2 Simple
Spag.Com	Spag.com
Number bots	TTRockstars

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Speak and Language Support
What was the impact of that spending on service pupil premium eligible pupils?	Improved speech for pupils involved