Pupil Premium Strategy Statement – Stockbridge Village Primary School

Part A

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers	2025-2028 (3-year plan)
Date this statement was published	August 2025
Date on which it will be reviewed	December 2025
Statement authorised by	James Austin, Headteacher
Pupil premium lead	Joel Fraser
Governor / Trustee lead	Dave Randall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,735
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£164735

Part A: Pupil premium strategy plan

Statement of intent

Speech, Language, and Communication Needs (SLCN) are recognised as a significant barrier to learning and attainment at Stockbridge Village Primary School. To address this, the school has embedded the ELKLAN Speech and Language framework across all classrooms. This whole-school approach ensures every member of staff is trained and equipped to support pupils' communication, vocabulary development, and language comprehension as part of high-quality teaching.

Our ultimate objective is to close the attainment gap between disadvantaged pupils and their peers by ensuring all pupils receive high-quality teaching, targeted academic support, and access to wider strategies that address barriers to learning such as attendance and wellbeing. Our approach is grounded in the belief, drawn from Carol Dweck's work on growth mindset, that all pupils can improve through effort, effective strategies, and high expectations, and that staff mindsets about pupils' capabilities significantly shape classroom practice and outcomes (Mindset: Updated Edition, 2016).

Our pupil premium strategy is designed to embed equity across the school by:

- Providing a fully embedded and contextually adapted curriculum (CUSP) that builds on prior learning. This aligns with Daniel Willingham's cognitive science work, which emphasises that pupils learn new material by connecting it to what they already know, and that well-sequenced curricula reduce cognitive load and support long-term retention (Outsmart Your Brain, 2023).
- Enhancing teaching quality through ongoing professional development. John Hattie's updated meta-analyses in Visible Learning: The Sequel (2023) highlight that teacher expertise, clarity of learning intentions, and responsive instruction have some of the largest effect sizes on pupil outcomes; our investment in CPD is designed to maximise this impact.
- Delivering targeted interventions and support to address specific learning needs. This reflects Dylan Wiliam's central message that "the quality of a school system cannot exceed the quality of its teachers," and that tightly focused, minute-by-minute formative assessment should inform both classroom teaching and intervention design (Creating the Schools Our Children Need, 2018).
- Tackling non-academic barriers such as attendance and social-emotional wellbeing. Jal Mehta and Sarah Fine's research on deeper learning (In Search of Deeper Learning, 2019) shows that authentic, relational, and supportive environments are crucial for engagement, particularly for disadvantaged learners, and that schools must address both academic and socio-emotional conditions for learning.
- Engaging families and the community to support pupil development. Drawing on Gloria Ladson-Billings' work on culturally relevant pedagogy and equity, our strategy recognises that pupils' home cultures and community knowledge are assets; we seek to build strong partnerships that validate pupils' identities while expanding their opportunities.

Our strategy is also informed by Linda Darling-Hammond's research on teacher quality and system design, which stresses that sustained, collaborative professional learning and coherent school systems are essential for improving outcomes for disadvantaged pupils. We recognise, in line with Antero Garcia's work on critical literacies, that pupils are growing up in a digital, networked world; we therefore aim to build communication, critical thinking, and digital engagement into our wider offer. Finally, while we maintain structured, teacher-led instruction, we also explore, where appropriate, elements of pupil autonomy and self-organised learning inspired by Sugata Mitra's ideas about School in the Cloud (2019), ensuring that disadvantaged pupils have agency and voice in their learning.

Challenges

Challenge number	Detail of challenge
1	Persistent absence rate among disadvantaged pupils is high (34.2%), impacting learning continuity.
2	Disadvantaged pupils have lower attainment in early reading and phonics compared to peers.
3	High percentage of pupils with SEND (37%) requires tailored support to access the curriculum.
4	Some disadvantaged pupils require additional support to develop cultural capital and personal development.
5	Ensuring consistency in quality first teaching across all classes to meet diverse needs.
6	High proportion of pupils with underdeveloped speech, language, and communication skills requiring targeted and school-wide intervention.

Intended outcomes

Intended outcome	Success criteria
1	Reduce persistent absence rate for disadvantaged pupils to below 20% by end of 2027-28.
2	Disadvantaged pupils meet or exceed expected standards in phonics screening and early reading assessments.
3	SEND pupils who are disadvantaged make progress in line with their peers as measured by internal and external assessments.
4	Pupils demonstrate increased engagement in cultural and personal development activities, linked to PSHE outcomes.
5	Consistent high-quality teaching observed across all classes, with evidence of effective differentiation and progress.
6	Improved speech, language, and communication outcomes for disadvantaged pupils, evidenced through ELKLAN assessments, language screener data, and classroom observation.

These intended outcomes are underpinned by a shared theoretical stance: that high expectations, high-quality teaching, and responsive support can significantly alter life trajectories for disadvantaged pupils. Dweck's mindset research reminds us that both pupils and staff must believe in the potential for growth. Hattie's work shows that what teachers do day-to-day has a measurable, visible effect on achievement, while Wiliam, Willingham, Mehta, and Fine collectively emphasise that powerful learning emerges when curriculum, assessment, cognition, and culture are aligned and when pupils experience challenge, support, and meaningful work.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,645.69

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development on CUSP curriculum adaptation and delivery	John Hattie's Visible Learning: The Sequel (2023) reinforces that teacher clarity, well-sequenced curricula, and explicit instruction yield high effect sizes on pupil progress, particularly for disadvantaged learners. Daniel Willingham's cognitive psychology highlights the importance of carefully sequencing knowledge, revisiting key concepts, and managing working memory, all of which inform how we adapt the CUSP curriculum to be accessible and powerful for our pupils (Outsmart Your Brain, 2023).	2, 3, 5
Training on formative and summative assessment to inform next steps	Dylan Wiliam's work on formative assessment demonstrates that minute-by-minute feedback, clear learning intentions, and responsive teaching are among the most effective strategies for raising attainment, especially for disadvantaged pupils (Creating the Schools Our Children Need, 2018). Hattie's updated synthesis also identifies formative evaluation of teaching and feedback as high-impact	2, 3, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
	influences, supporting our focus on assessment literacy for staff.	
Phonics training and embedding early reading strategies	Willingham's research emphasises the importance of automaticity in decoding to free working memory for comprehension, aligning with the evidence base for systematic phonics. High-quality phonics teaching, integrated within a rich language curriculum, reflects Hattie's emphasis on explicit instruction and practice, and supports disadvantaged pupils to access deeper learning in line with Mehta and Fine's work on building foundations for complex, authentic tasks.	2
Whole-school ELKLAN training to upskill all staff in supporting communication across the curriculum, ensuring consistency in classroom language practice.	Oral language is central to thinking and learning; Willingham's work on the role of language in cognition and Mehta and Fine's research on classroom discourse both stress that talk is a key medium for deeper understanding. Embedding ELKLAN across the school also aligns with Ladson-Billings' commitment to culturally relevant pedagogy, ensuring that pupils' voices, language patterns, and cultural references are recognised and built upon, rather than treated as deficits.	2, 3, 6

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

Budgeted cost: £37,842.77

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and one-to-one tutoring for disadvantaged pupils in reading and maths	Hattie's effect-size research consistently shows that structured, feedback-rich small group and one-to-one tuition can accelerate progress, particularly when linked directly to classroom learning. Wiliam's formative assessment work supports using assessment information to tightly target these sessions, ensuring they respond to specific misconceptions rather than providing generic "extra help."	2, 3
SEND-focused interventions tailored to individual needs	Darling-Hammond's research on inclusive systems highlights that high-quality, responsive teaching and targeted support are crucial for pupils with SEND, especially in disadvantaged communities. Drawing on Dweck's growth mindset, we approach SEND interventions with the assumption that all pupils can improve, focusing on adaptive strategies and	3

Activity	Evidence that supports this approach	Challenge number(s) addressed
	scaffolding rather than fixed labels, and using Wiliam's assessment principles to monitor impact.	
Additional phonics catch-up sessions	Willingham's work on reading and memory reinforces that struggling readers benefit from explicit, systematic practice in decoding and blending, with frequent opportunities to revisit and apply knowledge. Hattie's evidence base suggests that early intervention and targeted instruction have significant long-term payoff, particularly for disadvantaged and SEND pupils, justifying our investment in additional phonics catch-up.	2
ELKLAN-led speech and language interventions delivered by trained staff.	ELKLAN interventions draw on evidence about the centrality of language for learning; Willingham's cognitive science underlines that vocabulary and oral comprehension are key drivers of later reading achievement. Mehta and Fine's work on deeper learning also highlights the role of rich discussion, narrative, and explanation in building understanding, making targeted SLCN support a foundation for equitable access to complex curriculum content.	6

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

Budgeted cost: £101,246.54

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Budgeted cost: £101,246.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and targeted family engagement initiatives	Hattie's synthesis notes that home–school relationships and parental engagement have a measurable impact on pupil attainment. Drawing on Ladson-Billings' equity work, our approach to attendance is relational and culturally responsive, seeking to understand families' contexts and reduce structural barriers rather than framing attendance purely as individual compliance.	1
Wellbeing and pastoral support programmes, including PSHE curriculum enhancement	Mehta and Fine's research shows that deeper learning is more likely when pupils feel known, safe, and respected, and when schools attend to their social and emotional experience. Wiliam and Darling-Hammond both emphasise that sustainable improvement depends on systems that support, rather than overload, staff and pupils; our pastoral programmes therefore aim to create the conditions for	1, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
	learning, especially for disadvantaged pupils facing multiple pressures.	
Cultural capital opportunities through trips, clubs, and community partnerships	Ladson-Billings' culturally relevant pedagogy challenges schools to both affirm pupils' cultural identities and expand their access to powerful knowledge and experiences. Mehta and Fine's work on authentic learning environments highlights that real-world, community-connected experiences deepen engagement and understanding. These opportunities are also a context for critical, digital, and participatory literacies in line with Antero Garcia's work on youth, activism, and new literacies.	4
Family workshops and home-school resources to promote communication-rich environments.	Willingham's research on language development and memory underscores the long-term benefits of talk-rich, reading-rich home environments. Garcia's work on critical teaching and learning literacies reminds us that families are already navigating complex digital and cultural spaces; our workshops aim to build on this expertise, helping parents support communication, language, and learning in ways that feel relevant to their lives.	2, 6

Total budgeted cost: £164,735

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils 2024-25

In the academic year 2024-25, Stockbridge Village Primary School focused its pupil premium funding on improving attainment, attendance, and wellbeing for disadvantaged pupils. Below is an overview of the outcomes achieved:

1. **Academic Attainment and Progress**
    - Disadvantaged pupils made progress in line with their peers in reading, writing, and maths, as measured by internal assessments and teacher judgements.
    - Early reading and phonics outcomes improved, with a higher percentage of disadvantaged pupils meeting the expected standard in the phonics screening check compared to the previous year.
    - Targeted interventions, including small group tutoring and SEND support, contributed to closing the attainment gap in key areas.
2. **Attendance and Engagement**
    - Despite ongoing challenges, the persistent absence rate for disadvantaged pupils reduced from 36% to 34.2%, showing initial progress towards improved attendance.
    - Attendance monitoring and family engagement initiatives helped to identify barriers and support families more effectively.
3. **Social, Emotional, and Personal Development**
    - Wellbeing programmes and enhanced pastoral support positively impacted pupils' social and emotional development.

- Pupils engaged more actively in PSHE and cultural capital activities, fostering a stronger sense of community and belonging.
- Staff reported improved behaviour and attitudes among disadvantaged pupils, contributing to the school's Outstanding rating in Behaviour and Attitudes.

4. **Challenges and Areas for Further Development**
   - Attendance remains a significant barrier for some disadvantaged pupils, particularly those eligible for pupil premium and with SEND.
   - Consistency in quality first teaching across all classes requires ongoing focus to ensure all disadvantaged pupils are fully challenged and supported.
   - Further embedding of the adapted CUSP curriculum is needed to maximise learning opportunities.

Evidence of Impact

- Analysis of assessment data and progress tracking shows narrowing gaps in attainment between disadvantaged pupils and their peers.
- Attendance data and case studies from family engagement work demonstrate positive but incremental improvements.
- Feedback from staff, pupils, and parents highlights the value of wellbeing and cultural capital initiatives.
- Ofsted inspection feedback acknowledged the school's effective use of pupil premium funding to support disadvantaged pupils.

From a theoretical perspective, the progress seen in 2024–25 is consistent with the research base underpinning our strategy. Hattie's work would predict that improvements in teaching quality, assessment practice, and targeted support translate into visible gains in attainment and progress. Dweck's growth mindset framework helps explain emerging improvements in pupils' resilience and attitudes, while Wiliam's emphasis on formative assessment is reflected in more responsive classroom practice and interventions. Mehta and Fine's lens of deeper learning helps us interpret rising engagement in PSHE, cultural capital activities, and enrichment as not merely "add-ons" but as integral to creating the kinds of rich, authentic learning environments that disadvantaged pupils need in order to thrive.

Summary

Overall, the pupil premium funding in 2024-25 has contributed to meaningful progress in academic outcomes, attendance, and personal development for disadvantaged pupils at SVP. The school remains committed to refining and expanding these strategies to ensure all disadvantaged pupils achieve their full potential.

Optional Further Information

At Stockbridge Village Primary School, we recognise that addressing disadvantage requires a whole-school commitment and a multi-faceted approach. Beyond the core activities outlined in our pupil premium strategy, we have implemented the following additional measures to support our disadvantaged pupils:

- **Whole-School Approach:** Our pupil premium strategy is fully integrated into our School Improvement Plan and underpinned by our vision and values of care, commitment, and equity. This ensures that all staff understand their role in closing the attainment gap and promoting equity.
- **Stakeholder Engagement:** We actively involve governors, trustees, staff, parents, and external partners in the development and monitoring of our pupil premium strategy. This collaborative approach strengthens accountability and ensures the strategy reflects the needs of our pupils.
- **Leadership and Monitoring:** The pupil premium lead works closely with senior leaders and the governing body to monitor the impact of funded activities. Regular data reviews and staff feedback sessions enable timely adjustments to improve effectiveness.

- **Professional Development:** We invest in ongoing professional development to equip staff with evidence-informed teaching strategies, including training on SEND provision, formative assessment, and behaviour management, which benefit disadvantaged pupils.
- **Supporting Wellbeing and Attendance:** Recognising the impact of wellbeing on learning, we provide pastoral support and family engagement initiatives. Our attendance team works proactively to reduce persistent absence, particularly among disadvantaged pupils.
- **Use of External Expertise:** Where appropriate, we commission external providers for specialist interventions and enrichment activities, ensuring these are well integrated with our curriculum and school ethos.
- **Continuous Improvement:** We review and update our pupil premium strategy annually, using the latest evidence from the Education Endowment Foundation (EEF) and Department for Education (DfE) guidance, alongside our school data and context.

Our commitment to equity is shaped by the work of Gloria Ladson-Billings, who argues that schools must be both academically rigorous and culturally relevant if they are to disrupt, rather than reproduce, patterns of disadvantage. Linda Darling-Hammond's research reminds us that this requires coherent systems, strong professional learning, and supportive accountability, not isolated initiatives. Antero Garcia's focus on critical literacies and youth agency, alongside Sugata Mitra's exploration of self-organised learning, also influence our aim to create spaces where disadvantaged pupils are not passive recipients of support but active, critical participants in their learning and in the wider life of the school. We are committed to transparency and publish this statement on our school website by 31 December each year, in line with statutory requirements.

Delivering and Monitoring Our Pupil Premium Strategy: Key Considerations

1. Planning Delivery

- **Coherence with Curriculum:**
  Ensure all pupil premium-funded activities are well integrated with the CUSP curriculum and wider school improvement priorities. Targeted support should complement, not replace, core curriculum teaching, so pupils do not miss essential learning.
- **Collective Responsibility:**
  Promote a whole-school ethos where all staff understand and actively support the pupil premium strategy. Include professional development aligned with the strategy to build staff capacity and confidence in delivering high-quality teaching and interventions.
- **Targeting and Monitoring:**
  Clearly identify which pupils will benefit from each activity, specifying timing, group size, and frequency. Use robust data systems to track progress and attendance, enabling timely adjustments and personalised support.
- **Use of External Providers:**
  If commissioning external services (e.g., tutoring, enrichment), ensure internal capacity to coordinate and monitor these effectively, maximising impact and value for money.

2. Supporting Delivery

- **Monitoring to Drive Improvements:**
  Regularly collect, share, and analyse data on pupil progress and implementation fidelity. Create structured opportunities for staff and leaders to reflect on outcomes, share challenges, and identify solutions collaboratively.
- **Supporting Staff Wellbeing and Buy-In:**
  Leaders should manage expectations, provide encouragement, and support staff through initial implementation phases. Clear communication of intended outcomes helps maintain focus and reduces bias in evaluating impact.

3. Leadership and Governance

- Engage governors and trustees in regular reviews of the pupil premium strategy, ensuring accountability and strategic oversight.

- Build an implementation team including the pupil premium lead, SENCo, designated safeguarding lead, and other key staff to coordinate actions and share expertise.
- Consult relevant external partners (e.g., Virtual School Head) to enhance support for vulnerable pupils.

4. Continuous Review and Adaptation

- Review the strategy annually, updating published statements by 31 December each year to reflect new data, contextual changes, and emerging evidence.
- Align the pupil premium strategy with the wider school improvement plan to embed disadvantage reduction as a whole-school priority.
- Use the Education Endowment Foundation (EEF) implementation guide and evidence-informed menu of approaches to refine and strengthen your strategy.

Developing, Delivering, and Monitoring an Effective Pupil Premium Strategy

Developing Your Strategy

1. **Address Key Challenges:**
   Focus on the most significant barriers impacting disadvantaged pupils' outcomes within your control, such as attendance, attainment gaps, and social-emotional needs.
2. **Use Evidence and Local Knowledge:**
   Combine research evidence (e.g., EEF's guide to pupil premium) with your detailed understanding of your pupils' needs and school context.
3. **Set Ambitious, Realistic Targets:**
   Define clear, measurable outcomes that are achievable within your school's context and resources.
4. **Engage Stakeholders:**
   Involve governors, trustees, senior leaders, designated leads (e.g., SENCo, safeguarding lead), staff, parents, and external partners in strategy development to build ownership and ensure relevance.
5. **Publish a Three-Year Plan:**
   Develop a strategy covering three academic years, with annual reviews and updates published by 31 December each year.

Delivering Your Strategy

1. **Curriculum Coherence:**
   Integrate pupil premium activities with the core curriculum to avoid pupils missing essential learning.
2. **Collective Responsibility:**
   Ensure all staff understand and promote the strategy's principles, supported by relevant professional development.
3. **Targeting and Monitoring:**
   Identify which pupils benefit from each activity, when, and in what group size. Use robust data systems to monitor impact and adjust provision accordingly.
4. **Use of External Providers:**
   When commissioning external support, ensure internal capacity to manage and evaluate these services effectively.

Monitoring and Supporting Delivery

1. **Data-Driven Improvement:**
   Share and analyse progress data regularly. Create opportunities for staff reflection and problem-solving to refine implementation.
2. **Staff Wellbeing and Buy-In:**
   Support staff through initial implementation phases by managing expectations, providing encouragement, and clarifying intended outcomes to reduce bias in impact evaluation.

3. **Governance and Leadership Oversight:**
   Maintain strong leadership involvement and governance scrutiny to ensure accountability and strategic direction.
4. **Continuous Review:**
   Update your strategy annually to reflect new evidence, pupil needs, and school priorities.

Stockbridge Village Primary School

Pupil Premium Implementation and Monitoring Plan

Area	Activity	Lead Staff	Target Group(s)	Success Criteria	Data/ Monitoring Tools	Review Date	Notes/ Action
Teaching Quality	Deliver CPD on CUSP curriculum and formative assessment	Pupil Premium Lead / SLT	All teachers	Improved teaching quality observed; pupil progress data shows narrowing gaps	Lesson observations, pupil progress data, staff feedback	Termly	Adjust CPD focus based on feedback
Targeted Support	Small group tutoring in reading and maths	SENCo / Intervention Lead	Disadvantaged pupils needing catch-up	Pupils make expected or accelerated progress in assessments	Assessment data, intervention logs	Half-termly	Review group size and frequency
Attendance	Family engagement and attendance monitoring	Attendance Officer / Inclusion Lead	Disadvantaged pupils with persistent absence	Persistent absence rate reduces towards target (<20%)	Attendance reports, family contact logs	Monthly	Identify barriers and tailor support
Wellbeing & Pastoral	PSHE curriculum enhancement and wellbeing support	Pastoral Lead / SENCo	All disadvantaged pupils	Increased engagement and improved wellbeing indicators	Pupil surveys, behaviour logs	Termly	Link with cultural capital activities
Governance & Leadership	Termly pupil premium strategy review meetings	Headteacher / Governors	Whole school	Strategy adjusted based on data and feedback	Meeting minutes, updated strategy documents	Termly	Include external partner input as needed

Additional Recommendations:

- Schedule regular data review meetings with the pupil premium implementation team.
- Use a shared digital platform for logging activities, monitoring progress, and recording reflections.
- Incorporate feedback from pupils and parents to inform ongoing strategy refinement.
- Ensure governor reports highlight key progress and challenges transparently.