



# Stedham Primary School

## Pupil Premium Strategy Statement - 2022-2025

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 is a 3-year plan and will be fully evaluated at the end of the three academic years.

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	Stedham Primary School
Number of pupils in school	43 (October 2024)
Proportion (%) of pupil premium eligible pupils	16% (7 pupils)
Academic year: 2024/2025 3 years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2022/2023 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Ricky Leigh (Interim Headteacher) Jeff Ace (Chair of Governors)
Pupil premium lead	Malcolm Meaby (Headteacher)
Governor / Trustee lead	Jeff Ace (Chair of Governors)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,930
Recovery premium funding allocation this academic year (24/25)	No longer applicable
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,200
<b>Total budget for this academic year</b>	<b>£19,130</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Stedham Primary School our intention to ensure that all pupils can achieve their full potential in all areas of school life, irrespective of their background or the challenges they face. We strive to provide opportunities for all children to succeed and benefit from an enriching curriculum and school experiences, whilst also embedding the values of Stedham Primary: commitment, courtesy, consideration, collaboration, challenge, creativity

The staff at Stedham Primary School share the collective goal to keep all children safe and to support them academically and emotionally. We adopt a whole school inclusive approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. In order to narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally, we are committed to early identification, recognition and the removal of potential barriers to learning. All staff apply the principles of Ordinarily Available Inclusive Practice (OAIP) from West Sussex County Council.

The approaches identified in this strategy are based on the common challenges faced by disadvantaged pupils, our knowledge of individual pupil needs identified through teacher assessments and observations, as well as information gained from robust diagnostic assessments. High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Additional targeted interventions and 1:1 or small group School-led tutoring also form part of the strategy to ensure the recovery for those pupils whose education has been worst affected by the pandemic. Alongside academic support, we will ensure that pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils in our school generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Attainment in reading, particularly at the Greater Depth standard is inconsistent across the rest of the school. The maintenance of the robust phonics programme and work on whole class guided reading must continue to be prioritised.
2	Low levels of writing attainment within disadvantaged cohorts and the gap between them and their peers was further impacted by school closure and this impact is still being felt in school in 2024. Overall, pupils achieve well by the end of KS2 but too few of them are reaching greater depth standard due to gaps in their knowledge. Daily high impact initial teaching of writing is essential if they are to quickly close the gap.
3	Low levels of Maths attainment within pupil premium cohorts and the gap between them and their peers was further impacted by school closure and this impact is still being felt in school in 2024. Attainment in maths is inconsistent lower down the school yet much stronger at the end of key stage 2. Daily high impact initial teaching and work on mastery, fluency and number sense are crucial. Gaps in knowledge for pupils need to be closed quickly.
4	<p>Our attendance data indicates that absence among some disadvantaged pupils was higher than for non-disadvantaged pupils (Last reported national figure published in 2022-23 4.7%)</p> <p>14.9% of disadvantaged pupils have been 'persistently absent' compared to 3.1% of their peers during that period. (Last reported national figure published in summer 2023 was 34.7%)</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Analysis of reasons for absence observations and discussions with pupils and families have identified social and emotional issues for pupils.</p>
5	Children's mental health and their social and emotional development remains a challenge for many pupils, especially those in receipt of pupil premium. We continue to want to offer support through counselling and curriculum activities so that pupils are emotionally more stable and thus ready to learn and can give of their best.

## 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
To increase disadvantaged pupils' levels of engagement and attitudes towards reading by ensuring that early reading and phonics are prioritised.	<ul style="list-style-type: none"> <li>All staff across the school are trained in the effective and consistent approach to the teaching of phonics through effective ongoing CPD for Bug Club Phonics.</li> <li>The bottom 20% for phonics are tracked and supported to maximise their reading abilities. Same day interventions for phonics are provided through additional 1:1 or small group.</li> <li>The use of reading interventions for the bottom 20%, including the use of comprehension groups and 1:1 tutoring is tracked and refocussed as needed. Progression documents will support this.</li> <li>KS1 reading outcomes in 2024/25 show that disadvantaged pupils will attain ARE in reading in line with non-disadvantaged pupils.</li> <li>KS2 reading outcomes in 2024/25 show that disadvantaged pupils will attain ARE in reading in line with non-disadvantaged pupils.</li> </ul>
To ensure consistent high impact inclusive initial teaching for disadvantaged pupils.	<ul style="list-style-type: none"> <li>All staff refer to the OAIP document as part of their classroom practise and through discussion can show how this has been applied to support groups of pupils.</li> <li>Positive feedback is received regarding training on dialogic talk, questioning strategies and other CPD provided by senior leaders.</li> <li>Evidence of the impact of whole staff and individual CPD seen in monitoring activities.</li> <li>Effective high-quality feedback is given and leads to improved outcomes for all pupils.</li> </ul>
Improved reading, writing and Maths attainment among disadvantaged pupils at the end of KS1 and KS2	<ul style="list-style-type: none"> <li>KS1 and 2 writing outcomes in 2024/25 show that disadvantaged pupils will attain ARE in reading in line with non-disadvantaged pupils.</li> <li>KS1 and 2 maths outcomes in 2024/25 show that disadvantaged pupils will attain ARE in maths in line with non-disadvantaged pupils. The consistent use of manipulatives should support the knowledge and understanding for disadvantaged pupils.</li> </ul>
To achieve and sustain improved wellbeing for all pupils, particularly the disadvantaged pupils.	<p>By summer 2025:</p> <ul style="list-style-type: none"> <li>A clear whole school approach for mental health and wellbeing is in place and embedded.</li> <li>The RSHE scheme of work is embedded, reviewed and adapted to meet the needs of the current cohorts.</li> <li>Pupil voice, pupil and parent surveys and teacher observations reveal sustained positive mental wellbeing.</li> <li>Participation by all pupils in enrichment activities is sustained.</li> </ul>

	<ul style="list-style-type: none"> <li>• Impact of the learning mentor sessions shows improvements in social and emotional needs.</li> </ul>
To sustain high attendance for all pupils, particularly the disadvantaged pupils.	<p>By summer 2025:</p> <ul style="list-style-type: none"> <li>• Pupil absence is no higher than 4.7%</li> <li>• There is no attendance gap between disadvantaged pupils and their non-disadvantaged peers.</li> <li>• The percentage of all pupils who are persistently absent is below 10.9%</li> <li>• There is no gap between the persistent absence figures for disadvantaged and non-disadvantaged pupils.</li> <li>• In house data shows disadvantaged pupils perform broadly in line with non-disadvantaged pupils.</li> </ul>

## Activity in this academic year (2024-25)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: **£4,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase further standardised diagnostic assessments and analysis tools. (White Rose Hub / NFER tests <b>£420 annually</b>)</p> <p>Accelerated Reader credits <b>£450 annually</b></p> <p>Embed the process of ensuring ongoing diagnostic assessments take place in learning journeys.</p>	<p>Standardised tests have provided reliable insights into the specific strengths and gaps in knowledge for each pupil (and trends across cohorts) they are used to help ensure pupils receive the correct additional support through interventions or teacher instruction.</p> <p><a href="#">EEF Assessment and Monitoring Progress</a></p> <p>Evidence shows that when used effectively, diagnostic assessments (Quizzes, exit tickets, hinge questions, mind-maps) can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold. Teachers will use whole school assessment grids to assess learning.</p> <p><a href="#">EEF Diagnostic Assessment</a></p>	1, 2, 3
<p>Provide ongoing high quality in-house CPD opportunities to support staff identification of barriers and provision (OAIP)</p>	<p>An inclusive and holistic approach which enables pupils to be a part of the ethos of the school which helps them to access the curriculum through adaption and achieve the best outcomes.</p> <p><a href="#">Ordinarily Available Inclusive Practice WSCC</a></p>	1, 2, 3
<p>Continue ongoing monitoring of robust systematic synthetic phonics – Bug Club Phonics (<b>£1000</b>)</p> <p>Monitor reading provision across KS1 and KS2 and provide timely feedback to improve teaching and learning.</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><a href="#">Phonics Research EEF</a></p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p><a href="#">DFE Reading Framework</a></p> <p><a href="#">EEF Reading Comprehension Strategies</a></p>	1, 2

<p>Further enhance maths teaching and curriculum planning in line with DfE and EEF guidance – fluency and mastery.</p> <p>Embed the use of White Rose Maths <b>(£150)</b></p> <p>White Rose / CGP Maths Books selected pupils x 10 <b>(£150)</b></p> <p>Introduce and analyse fluency tracking.</p> <p>Embed further the use of Timetables Rockstars <b>(£110)</b></p>	<p>Evidence shows that excellent maths teaching requires good content knowledge. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.</p> <p><a href="#">DFE Maths at KS1 and 2</a></p> <p><a href="#">EEF Maths at KS2</a></p>	<p>3,</p>
<p>Improve the quality of social and emotional learning.</p> <p>Social and emotional approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>YourSpace therapies support for pupils <b>(£1000)</b></p> <p>Elkan training: '<i>Supporting social and emotional health of children</i>' for 2 school staff <b>(£720)</b></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):</p> <p><a href="#">EEF Social and Emotional Learning</a></p>	<p>4, 5</p>

## Targeted academic support

Budgeted cost: **£11,152**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>£18/hour twice a week = £36</p> <p>£36 x 12 weeks = <b>£432</b></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks</p>	1
<p>Timetable of targeted intervention support from qualified teacher (2 afternoons per week)</p> <p>£120 per ½ day x 2 x 28 weeks (<b>£6720</b>)</p>	<p>Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><a href="#">EEF Small Group Tuition</a></p>	1, 2, 3
<p>Key Stage 2 Online gaps analysis tutoring sessions for selected pupils: Learning by Questions (<b>£2000</b>)</p>	<p>Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><a href="#">EEF Small Group Tuition</a></p>	1, 3
<p>Third Space Learning Tuition in maths (selected pupils) with online tutors (<b>£2000</b>)</p>	<p>Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><a href="#">EEF Small Group Tuition</a></p>	1, 3



## Wider strategies

Budgeted cost: **£4,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on: Zones of regulation</p> <p>RSHE developed and emotional health and wellbeing a priority.</p> <p>Embed whole school approach for mental health.</p> <p>Mental health resources / visitors / assemblies <b>£500</b></p> <p>Widgit / communicate in print <b>£295</b></p>	<p>Evidence that appropriately trained and supported staff, teachers and TAs can achieve results with mild to moderate mental health problems.</p> <p>The training we have selected will focus on the staff CPD needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.</p> <p><a href="#">DfE SMHL training</a> <a href="#">Zones of regulation</a> <a href="#">E4S</a></p>	4, 5
<p>To ensure subsidised experiences enhance academic learning, create opportunities to develop aspiration and give children opportunities to excel in area they might not otherwise have access to.</p> <p>Uniform <b>£1000</b></p> <p>Cultural capital subsidy <b>£1000</b></p> <p>Club places subsidy <b>£400</b></p>	<p>Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.</p> <p><a href="#">EEF Life Skills and Enrichment</a></p>	4, 5
<p>Embedding principles of good practice for attendance set out in the DfE's advice.</p> <p>Attendance resources <b>£50</b></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">DFE Securing Good Attendance</a></p>	4
<p>Contingency fund <b>£730</b></p>	<p>To fund miscellaneous resources / support for families that comes up unexpectedly during the school year.</p>	1, 2, 3, 4, 5

**Total budgeted cost: £19,127.00**

## 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.

During the academic year 2024–2025, the school undertook a comprehensive review of its assessment approach. We are now implementing a more standardised model for formal summative assessment, while ensuring that formative assessment and Assessment for Learning (AfL) remain central to all practice. The use of Accelerated Reader continues to underpin the development of reading across the school and is now fully embedded as a whole-school strategy for reading and progression.

The school is transitioning to NFER as its primary summative assessment tool. This will strengthen the way assessment data informs next steps and future learning for all pupils, including those in receipt of Pupil Premium (PP). In addition, White Rose Maths assessments and CGP Maths books have been introduced to accelerate progress in mathematics for all pupils, with a particular focus on those eligible for PP.

To support pupils' social and emotional wellbeing, play therapy provision through *Your Space* has continued. This intervention remains vital for the children who access it and will be maintained as part of our ongoing commitment to wellbeing.

Phonics remains a key priority. Bug Club is now embedded across the school, and targeted staff CPD ensures that, despite mixed-age classes, pupils receive age-appropriate phonics instruction.

In line with our strategic plan, small-group interventions are delivered regularly, with content tailored to individual needs. The school also continues to ensure that pupils in receipt of PP have equitable access to enrichment opportunities, including clubs, educational visits, and residential experiences.

#### 2025 Outcomes for Pupils in Receipt of Pupil Premium

- **KS1 Phonics:** 100% of PP pupils achieved the expected standard in the phonics screening check.
- **Year 6:** There were no Year 6 pupils in receipt of PP during 2024–2025; therefore, no outcomes are reported.

Analysis of end-of-year data indicates that writing remains an area requiring targeted support to accelerate progress for PP pupils. This will form a key focus within the new PP strategy. Due to the small cohort size, specific figures have been omitted to ensure pupil anonymity.

## Externally provided programmes

Programme	Provider
TT Rock stars	TT Rockstars
‘Supporting social and emotional health of children’	Elkan
Counselling for pupils	Your Space Therapies

In the moment question coaching	Learning by Questions
Individual tutoring (online)	Third Space Learning