



Earl Sterndale CofE Primary School

Pupil Premium Strategy Statement

Created on	Review Period	Date of review	Changes Made	Approved by FGB on
May 2019	1 year	November 2025	Amended data	17.11.2025

Created/reviewed by: S Humpleby

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium and Recovery Premium funding for the 2025 to 2026 academic year 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	Earl Sterndale CofE Primary School
Number of pupils in school	34
Proportion (%) of Pupil Premium eligible pupils	26%
Academic year that our current Pupil Premium Strategy Plan covers	2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sarah Humpleby, Headteacher
Pupil Premium lead	Sarah Humpleby, Headteacher
Governor lead	Paul Swindell, Chair of Governors

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£11,868
Pupil Premium funding carried forward from previous years	£ 0
Total budget for this academic year	£11,868

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Earl Sterndale CofE Primary School, we are committed to ensuring all our children make the best possible progress by providing a nurturing environment in which all children can experience the joy of learning. Our aim is to provide a high-quality education that meets the needs of all our pupils and enables them to become successful, confident citizens, who are able to think critically and creatively. As part of this, we aim to provide engaging experiences to broaden pupils' horizons and raise their aspirations.

We are committed to inclusion and to removing any potential barriers (physical or otherwise) to learning and participation. We believe in equality of opportunity and aim to create a supportive yet challenging environment that values difference and recognises the achievements of all children. Our Pupil Premium strategy plan will work towards giving children educational support to accelerate learning as well as support their emotional well-being and mental health.

We track the achievement of every child on a regular basis and do all we can to make sure each child achieves their potential. We also have a duty to ensure that no group of children are disadvantaged due to their gender, ethnic origin or family income or background.

We are well-staffed at Earl Sterndale CofE Primary School and children in both classes learn with a staff team which includes a teacher and at least one or more support staff. Children are familiar with working in groups of different sizes, at different times of the day, with different adults. Children of all abilities have the opportunity to work on a 1:1 basis or in a small group with an adult, as well as in a whole class and independently. Within this type of structure, we give children extra support when they need it.

A portion of our funding is spent on Wider Strategies, specifically targeting pupils with social, emotional & mental health needs. Removing these barriers to learning is crucial to our pupils' learning and success. EEF Guidance reports on Improving Social & Emotional Aspects of Learning and Metacognition & Self Regulation, shows how supporting pupils emotional development has a very high impact for a moderate cost.

Targeted Academic support represents the highest chunk of our funding. This sum goes towards in class TA support for pre & post-teaching groups and additional 1-2-1 or small group out of class catch-up groups, led by a TA. Many pupils benefiting from this action are disadvantaged.

The Pupil Premium funding has allowed us to continue and extend what we already do – to monitor children's progress and to give additional support when required.

The activities we have outlined in this plan are specifically designed with the challenges faced by our pupils in mind, with the intention of supporting their needs regardless of whether they are disadvantaged or not.

High quality teaching is at the forefront of our approach, with a focus on the areas that our pupils require the most in order to narrow and, over time, close the attainment gap. While this plan is directed at our most disadvantaged pupils, the activities and outcomes detailed below will impact on those non-disadvantaged pupils ensuring that their attainment and progress is sustained and improved alongside their peers. To ensure this is effective we will:

- Provide high quality teaching in order to continue improving the attainment and successes of all children and to close the gap between groups;
- Ensure disadvantaged pupils are considered in all that we do;
- Ensure that our most disadvantaged pupils are supported financially where needed to provide equal opportunities for all;
- Act in a timely manner, intervening at the earliest point possible;
- Continue to maintain our high attendance figures;
- Continue to provide enriching experiences including day trips, residential visits and events in school which children would not otherwise access;
- Promote the well-being of our children and to ensure that they are fully supported and prepared to achieve their potential as lifelong learners striving to achieve their potential;
- Make provision for socially disadvantaged pupils. We recognise that not all pupils who receive free school meals will be socially disadvantaged and not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils do not always make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths.

2	Children sometimes find it challenging to regulate their emotions so they can learn. Learning behaviours in some children demonstrate low self-belief, determination and resilience. They are not always ready to learn. Disadvantaged pupils can struggle to reflect and evaluate their own learning and can lack self-motivation and confidence to improve.
3	Internal assessments indicate that achievement in reading amongst some of our disadvantaged children is below that of their peers.
4	Challenging family circumstances can affect children's well-being and some of our disadvantaged children fall into the category of requiring support with their social, emotional and mental health.
5	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. Some children have speech and language needs which impact on their learning.

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
Through providing high quality teaching, we aim to target our teaching to meet the specific needs of our disadvantaged pupils, in order that they are better able to meet age-related expectations, with aspirational targets at the end of both key stages.	Data analysis will evidence that a large proportion of our disadvantaged pupils will have closed the gaps in their learning and will have made expected progress or better.
Children that are on the SEND register and are not predicted to reach ARE in areas of their learning are able to show accelerated progress towards this outcome.	Children on the SEND register who do not reach ARE in identified areas are able to show progress from their starting point, at a rate in line with or greater than the wider cohort.
All pupils have improved self-belief, resilience and a determination to learn Disadvantaged pupils feel happy and safe, have a positive outlook on themselves and their school lives, engage with others and their learning well.	PP pupils demonstrate good personal, social, emotional and learning behaviours throughout the school day and in their lives outside school. Children demonstrate increased resilience and there is a reduction in incidents for those children who are receiving emotional well-being interventions such as ELSA.
Improve reading attainment for disadvantaged pupils.	Reading outcomes show more than 60% of disadvantaged pupils meet the expected standard.

<p>All children are exposed to a range of enrichment opportunities that enable them to contextualise their learning and enhance their cultural capital and life experiences.</p>	<p>Disadvantaged pupils' experiences are widened and extended across the curriculum and improvements will be evident through an increase in: pupils' confidence and self-esteem; vocabulary and communication skills; pupils' knowledge and understanding about the world in which they live.</p> <p>Support (in line with our charging policy) is available to all our Pupil Premium families for all our enrichment opportunities.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Disadvantaged children with speech programmes progress through their programmes with 90% achieving all targets set and discharged from service.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p>

Activity in this Academic Year

This details how we intend to spend our Pupil Premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, Recruitment and Retention)

Budgeted cost: **£5,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Experienced TAs to deliver small group work / interventions to narrow the gap. TA support for bespoke pre & post teaching / same day intervention and to foster independence & resilience towards learning challenges.</p> <p>Due to small numbers of PP children in each year group, effectively targeted interventions and support for PP pupils are required and especially in PP-heavy year groups.</p>	<p>To provide regular, focused, detailed and monitored interventions that target specific gaps in learning for groups of pupils. This will be evidenced through tracking and school data to ensure Pupil Premium children are making progress in their learning. Observations show our PP & SEND pupils lack self-starting skills and resilience. TAs will train these pupils to help themselves. All TAs are well prepared for lessons by teachers so have the knowledge and skills to help pupils, particularly middle and high pupils, close gaps or push on to something more challenging.</p> <p>Training for support staff in leading/ developing interventions.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3,5</p>
<p>Provide high-quality teaching across the curriculum.</p> <p>Delivery of creative curriculum and focus on Quality First Teaching.</p> <p>Cross-curricula approach to planning and accurate use of assessment information to identify and target PP children.</p>	<p>Research into high-quality teaching and learning strategies raises the levels of engagement and attainment for pupils from all backgrounds, especially when children have opportunities to make links between learning activities.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,5</p>

<p>Ongoing training and CPD for teachers and teaching assistants.</p>	<p>Spending on improving teaching including CPD to ensure Quality First Teaching, a key ingredient for a successful school.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,5</p>
<p>Reading – Develop phonics provision throughout school</p>	<p>KS1 / KS2 Reading outcomes in 2023 / 24 show that disadvantaged pupils meet the expected standard.</p> <p>Monster Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3</p>
<p>Nessy - literacy programme</p>	<p>Nessy covers reading, phonics and spelling skills. Pupils advance to instruction in spelling, morphology, vocabulary and comprehension. Phonics is ‘Very high impact for very low cost based on very extensive evidence. Reading comprehension strategies are: ‘Very high impact for very low cost based on extensive evidence’ (EEF)</p>	<p>1,3</p>
<p>Whole School approach to developing vocabulary accessed by all children.</p>	<p>Vocabulary gaps can have impact on children’s learning as they get older. The richer their vocabulary the greater their success.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language approaches include:</p> <ul style="list-style-type: none"> • Targeted reading aloud and book discussion; • Explicitly extending pupils vocabulary; • The use of structured questioning to develop reading comprehension. 	<p>1,3,5</p>

Emotion Coaching training to support The Zones of Regulations	School-level approaches develop a positive school ethos, which also aim to support greater engagement in learning. SEL interventions are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.(EEF)	2,4
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Targeted Academic Support (for example, Tutoring, One-to-One Support Structured Interventions)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class based TAs used to support individuals or small groups through 1:1 tuition.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And small groups:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,5
After school booster club.	Disadvantaged pupils achieve better than expected progress in order to close the gap with non PP pupils.	1,3,5
TAs to ensure delivery of phonics takes place in small ability groups on a daily basis.	<p>Evidence indicates that individualised instruction in small groups is effective and reduces gaps between disadvantaged pupils and their peers particularly in the areas of Phonics and Reading.</p> <p>EEF +5 months.</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	1,3

<p>To develop reading inference and deduction skills in Key Stage 2.</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	
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Wider Strategies (for example, Related to Attendance, Behaviour, Well-being)

Budgeted cost: £1,868

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of ELSA to support targeted interventions to develop self-esteem, relationships, social skills, resilience and meet emotional needs of the children. Provide PP children with either 1:1 or small group work intervention for their social, emotional and mental health.</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>EEF- Evidence suggests SEL (Social and Emotional Learning) can lead to gains of +4 months over a year.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2,4</p>
<p>Develop The Zones of Regulation Curriculum as a whole school approach.</p>	<p>Staff to help children recognise and communicate different zones, developing a toolbox of strategies to regulate feelings, thoughts and emotions. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, i.e. better health and wellbeing, improved academic performance, a 'can do' attitude and positive relationships with peers.</p>	

Provide PP children with mid-morning fruit snack.	Children who are hungry are not ready to learn. A snack will help remove that barrier.	4
Exciting visits and wider learning opportunities planned to enhance the curriculum (swimming residential, climbing, canoeing, outdoor activity days, curriculum trips).	Children who have these opportunities have enhanced knowledge and understanding of the world. PP families will be supported financially, as when finance isn't a factor they almost always want their children to have these opportunities. EEF states that 'Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.'	2,4

Total budgeted cost: £11,868

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.

2025 results for disadvantaged pupils show a good and improving impact of our pupil premium strategy. Internal assessments show that progress of Pupil Premium children was similar to non-disadvantaged peers. We believe this is a result of our continuing focus of most of our Pupil Premium funding being spent on high-quality extra staffing in school.

Observations have indicated that pupil behaviour, well-being and mental health have been significantly impacted by recent Covid years and more so for disadvantaged pupils. Children receive individualised ELSA sessions to support emotional well-being and resilience but weaknesses in learning behaviours still remain. This is an area to continue focusing on.

All disadvantaged (including PP) children in KS2 accessed residential and sporting activities benefiting their health, well-being, confidence and ability to participate in sporting and adventurous activities.

Overall attendance for Pupil Premium pupils in 2024/25 is in line with national attendance data.