

Pupil premium strategy statement

Stoke Hill Junior School 2025/26 update

This statement details our school's use of pupil premium for the 2025 to 2026 academic year. This funding is used 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	Stoke Hill Junior School
Number of pupils in school	348
Proportion (%) of pupil premium eligible pupils	(76 / 348) 21.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25/26
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Yvonne Hammerton-Jackson
Pupil premium lead	Jamie Sullivan
Governor / Trustee lead	Tracy Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,117.50 £ 8,188.33 (PLAC) £635.83 (Service)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£104,941.67

Part A: Pupil premium strategy plan

Statement of intent

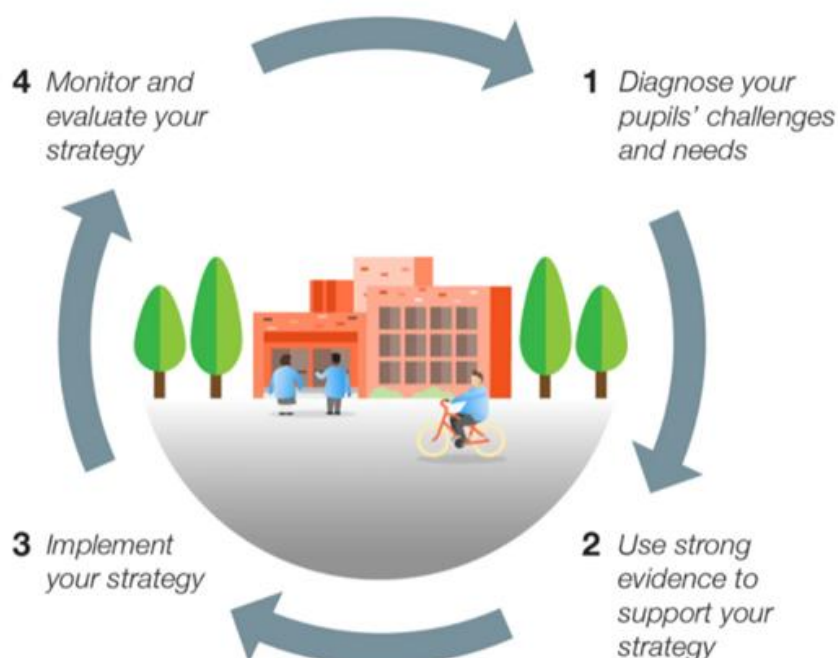
At Stoke Hill our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Our pupil premium policy is cyclical and fully integrated within our wider Federation Improvement Plan.



We use the EEF model to help us plan strategically across the Infant and Junior Schools to ensure Stoke Hill families benefit from a consistent and impactful approach to Pupil Premium spending.

Challenges

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

Challenge number	Detail of challenge
1	Increasing crossover of SEND within PP
2	Persistent absence and lateness
3	Wellbeing
4	Family support

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
Quality first teaching / OAIP underpins the SEND/PP approach in all classrooms. Where necessary, early identification of SEND needs allows for timely and targeted support and provision to help children make progress.	Close monitoring and intervention means that PP children with SEND needs progress well from their individual starting points.
PP children attend school regularly, feel part of the class community, do not miss out on learning and wider school experiences. Their attendance is closely monitored and families are supported quickly to address ongoing concerns.	PP children attend school in line with or more than non pp children. PP children enjoy attending school and families understand the importance of, and are invested in, regular school attendance.
Improvement in emotional wellbeing and behaviour of all PP children. PP children's social and emotional skills improve in order to retain friendships and increase cooperation. Children develop resilience learn mental health skills.	PP children use well-being strategies to enable them to make accelerated academic progress and are ready to learn with the aim that PP children are working at ARE or above at the end of the school year.
Families in need of additional support are able to access this through the school's Family Support Worker to ensure children make expected or better progress based on their individual starting point.	Families feel supported by appropriate agencies. Improved engagement with school e.g., attends parents' evenings and school events etc. Families feel confident supporting their children and work with the school to ensure the best outcomes for the children.

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: £ 7655

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>This has included the purchase of an internal Data tracker (Insight) which allows all teaching staff to identify gaps in learning for vulnerable groups, specially PPG children..</p> <p>Leadership time for data analysis</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2,3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Jigsaw curriculum established and now being developed. Exeter Heath wellbeing program for targeted PPG children.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	3,4
<p>Quality first teaching approach through OAIP raises the standard of our universal offer.</p> <p>Training and monitoring costs are also considered.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1,3

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

Budgeted cost: £ 90,535

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring in phonics - A significant proportion of the pupils who receive tutoring will be disadvantaged and this is focused in Years 3 and 4 through Little Wandle.	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: One to one tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,4
Additional adults deployed across the school to focus on gaps in learning for all children. Leaders focus on PP children when putting together interventions. Training and monitoring costs are also considered.	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,3
Small group support through SILSA. Training of TA and new resources paid for directly from PPG. Small groups identified to include PPG children.	The SILSA Programme is an innovative approach to help meet the needs of pupils with Speech, Language and Communication difficulties. It provides evidence-based training and support https://www.silsatraining.org.uk/	1,3,4
Additional Leadership Capacity (Assistant Head of School SEND and Inclusion Leads) has been created to support the wider themes of Inclusion across the Federation. This includes working closely with PP families to break down barriers to school attendance and school readiness.	Leaders can better support teachers, commission outside agencies and support families with a joined up approach to school inclusion. This team approach targets high quality interventions, measures impact and places the needs of the child at the centre of the offer.	1,2,3,4

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

Budgeted cost: £ 29,392

Activity	Evidence that supports this approach	Challenge number(s) addressed
Federation Family Support worker employed across both Infant and Junior schools to consistently support vulnerable families. The Federation has seen increased need and as a result has increased Family Support worker hours.	Providing early support for families across the Federation has proven to break down barriers and improve outcomes for children and families.	2,3,4
Whole staff training on relational behaviour strategies, Zones of Regulation, equality training and Sp&L target group to address PPG and SEND cross over children.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3
Subsidised trips, uniform and priority access given to teacher led clubs to ensure PP children are always at the forefront of our minds.	Equality and access to school experiences is essential to wellbeing and development of all children.	2,3,4

Total budgeted cost: £ 127,582

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.

What we said we would do (priorities)	What we have done (implementation)	What difference has it made (impact)
Support PPG children throughout the school to ensure accelerated progress is a key feature for them in English and Maths	TA support is focused on OAIP principles and tailored interventions are carefully planned across year groups to utilise additional adults.	Children are supported in their learning with gaps identified and addressed with support. Confidence and fluency is gained to enable children to succeed against their targets.
Intervention groups	New TAs have been employed and English and Maths groups set up across year 3,4 and 5.	Children more secure in the basic concepts that are being re-visited.
Adapted Curriculum	Federation work to join up both school's approach to curriculum delivery. Key themes and skills established sequentially across the Federation.	Key motivational topics are not repeated, key skills do not overlap and all children benefit from a 'primary' curriculum rather than a split 'Infant and Junior' one.
Curriculum Leaders	Release time and cross Federation working	By following the long-term plan, children's knowledge, vocabulary and skills build year on year.
SEND Resources	All children have access to the programmes Nessy and Numbots and any other resources that are on reports received from outside agencies.	All children can access work at their level, work independently on tasks that continue to 'catch' children up.
High quality English and Maths resources / manipulatives	Maths and English coordinators worked closely with SENDCo and AHoS to ensure the best resources were available to PP and SEND children. Jurassic Maths projects launched across the Federation.	Greater independence for each child. More children engaged and completing working.
Work effectively with parents/carers to support the children's learning Support children who may have struggled with Adverse Childhood Experiences (ACE), to re-engage with school and learning.	Our Education Support Worker continues to support the families through Early Help strategies. Her workload increased last year from 8 to 16 early help cases.	Family report feeling supported by the school. Our family support worker continues to impact on attendance rates, school engagement, wellbeing and mental health of families and pupils.