# Pupil premium strategy statement 2026-2027 – Stoke Park Infant School

## School overview

| Detail | Data |
|---|---|
| Number of pupils in school | 251 |
| Proportion (%) of pupil premium eligible pupils | 15% |
| Academic year/years that our current pupil premium strategy plan | 2026-2027 |
| Date this statement was published | October 2026 |
| Date on which it will be reviewed | September 2027 |
| Statement authorised by | E Charles |
| Pupil premium lead | E Charles |
| Governor / Trustee lead | Lacey Tudur |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | Pupil Premium - £51,925<br>CLA/LAC - £18,410<br>Forces – 930<br><br>Total = £71,265 |
| Recovery premium funding allocation this academic year<br>*Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £0 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year**<br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £71,265 |

# Part A: Pupil premium strategy plan

The strategy outlined below has been developed following moderation/evaluation of pupil needs. This strategy will be reviewed by SLT at least termly and adapted where appropriate in response to pupil's emerging needs. The Governing Body have approved this strategy and the headteacher will report to governors regarding pupil premium

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.

**Statement of intent**

At Stoke Park Infant School, we strive for all of our pupils, regardless of their background to be able to, 'Grow and learn together to be the best they can be'. This strategy is in addition to the support we give to all pupils as part of our curriculum offer and intent. As we move forward, we want to ensure that we continue to spend our Pupil Premium funding to ensure that all pupils can access our full curriculum offer and that money/background does not form a barrier to any pupils.

Our intention is to create a school where staff understand and live the principles of a truly inclusive school and collectively we strive to ensure that all children, irrespective of background or the challenges they face, are able to develop a love of learning, reach their full potential and develop personally as well as academically. We believe that all pupils, regardless of disadvantage, should be able to engage in all aspects of school life equally. We are fully committed to working in partnerships with parents and other agencies to achieve this.

High-quality Inclusive 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 strategy is to provide targeted support through intervention delivered by school staff for pupils whose education has been worst affected, including non-disadvantaged pupils.
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. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1. | **Emotional Barriers** – anxiety, attachment, low self-esteem, social skills, lived experiences<br>Some children are unable to manage their emotions when confronted with challenges in learning or social situations.<br>Some children are facing challenging home circumstances that will impact on the emotions. |
| 2. | **Attendance** for these children can be a barrier. Some children have already been identified as persistent absentees. This was tracked last year and will continue to be monitored, along with tracking persistent lateness, as this also has an impact on learning. In **2025-2026 29**% of our disadvantaged children had attendance of 90% and below |
| 3. | **Trauma and Attachment** – A significant number of the children have experienced Adverse Childhood Experiences (ACE's) and have issues regarding attachment that impacts on their learning experiences in school<br>of these children have experienced trauma |
| 4. | **Oracy**, Vocabulary extension, acquisition |
| 5. | Poor **phonics and reading** skills. Some of our children require additional support in acquiring the crucial early reading skills and phonic knowledge. |
| 6. | **Poor Fine and Gross Motor Skills** Many pupil premium pupils have been identified as having difficulties with gross and fine motor skills and this is impacting their handwriting and presentation with their work. |
| 7. | **29%** of these children have identified **SEN needs**. This can impact on reducing the gap between disadvantaged and non -disadvantaged. |
| 8. | A number of our disadvantaged children have **low resilience** and can struggle with **emotional regulation**. Some can also show **poor executive functional skills.** |
| 9. | **Home circumstances** – lack of parental involvement or support, lack of routine, (Family breakdown, children at risk, bereavement, housing etc), inability to access online school support (e.g. class dojo, bug club, |

| | |
|---|---|
| | online learning). Some of our children do not engage with home learning, reading or reading for pleasure. |
| 10. | Limited access to **extra-curricular opportunities and experiences**. Some of our children do not have opportunities outside school for visits, clubs etc which can impact on their engagement to learn and curiosity about the world. |
| 11. | **Financial Limits** for some children – this may include uniform, food, and equipment/resources to support children at home (eg books to read for pleasure, pens and pencils, rulers and counters). |

## 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 continue to monitor the persistent absence gap between our Pupil Premium children compared with non-disadvantaged children nationally | To continue to track PP attendance data monthly and early identification of PP persistent absenteeism<br>Work and support parents in improving their child's attendance<br>Support from Home School Link Worker with parents to improve attendance |
| Reduce Emotional barriers including anxiety, low resilience, low self-esteem, bereavement, including those caused by trauma | Put in place the right support for these children – e.g. ELSA, emotional coaching, zones of regulation, colour monsters<br>Continue the attachment and trauma journey by securing the Silver Award – CPD for all staff that will positively impact on the children |
| Provide additional support and opportunities for identified PP children in reading and phonics | Attendance at morning reading club for identified PP children to support their confidence and fluency in reading<br>Additional practice of reading and phonics planned into the school day to reduce the gap<br>Staff analysis of reading and phonic data and swiftly identify and action appropriate provision |
| Offer extra curricular opportunities for PP children to enhance their experiences | PP children to be invited to Thursday Club from 3.20-4.00 each week (free offer)<br>½ termly focus on different skills/enjoyment to broaden the children's experiences – e.g. craft, cooking, outdoor games, board games etc<br>Children attend club throughout the year<br>Offer of free places at Showstoppers/Rock Steady or other outside providers for identified PP children |
| Fine and Gross Motor Skills | Daily funky fingers to support fine motor skills<br>Clever bodies to support gross motor skills<br>Kinetic letters – support strands<br>Adapted grips to support pencil control |

| | |
|---|---|
| Oracy | To run small groups for oracy, introduce NELI (Nuffield Early Language Intervention) to support language acquisition and oracy<br>Pre-teaching for introducing specific vocabulary and supporting vocabulary extension |

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 14,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Teachers to focus support for PP and CLA and post CLA children – identify gaps in learning and address | 2 DT for CLA children – ensuring needs are met, accountability (PEP's)<br>PP lead to hold teachers to account<br>Rigorous checks of progress of disadvantaged children and swift identification of support needed | 1, 3, 8, 9. |
| All staff to continue developing their understanding of attachment and trauma to gain Silver Award - this training will also support PP children who have experienced childhood trauma | Identifying those PP children who experience trauma<br>Put support in place to help them access the curriculum as well as understanding their needs | 1, 3, 8, 9, 10 |

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

Budgeted cost: £18,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| PP who are also SEN/lower 20% need overlearning and pre-teaching to remember key facts | Those PP children who are SEN/lowest 20% will have barriers and gaps identified and these will be closing | 4, 5, 7, |
| Children to attend morning reading club supported by staff | Ensuring that children read 4xper week with staff reducing reading barrier | 4. 5 |
| To run small groups for oral and social interaction skills | The EEF toolkit recognises the importance of oracy in closing children's language gaps | 4 |

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

Budgeted cost: £40,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| ELSA support to reduce barriers to learning for children<br>ELSA support for mental health and well-being<br>Attendance of supervision for ELSA's | Reduction of barriers so that children are engaging more with the learning | 1, 3, 8 |
| Home-School Link Worker to work with families to improve attendance and lateness in school<br><br>Daily checks of absences/lateness for all PP children and support for families to improve attendance | Reduction in lateness/absences for PP children – month by month, each term and over the year | 2, 8, 9 |

| | | |
|---|---|---|
| HSLW sessions to support parents with identified needs e.g. behaviour that will support children engaging with learning etc at home | Families accessing the support that they need to reduce barriers at home | |
| To support CLA and post-CLA children and their families in evaluating their needs, including wellbeing, attendance and behaviour | Through regular meetings (e.g. PEP) to identify the needs of each child<br>To develop a plan for each child<br>To monitor the progress of the plan and liaise with parents/carers<br>Targeted ELSA support where needed<br>HSLW to support with attendance if identified | 1, 2, 3, 8, 9, 11 |
| Pupil Premium children to be offered attendance at an after-school club running throughout the year – Thursday Club and/or take up of free places for PP children in external activities, e.g. Rock Steady. Showstoppers | To offer children additional extra curricular opportunities that enhance their life experiences such as cooking, craft, sport etc | 10, 11 |

## Total budgeted cost: £ 72,000

# Part B: Review of the previous academic year (2025-2026)

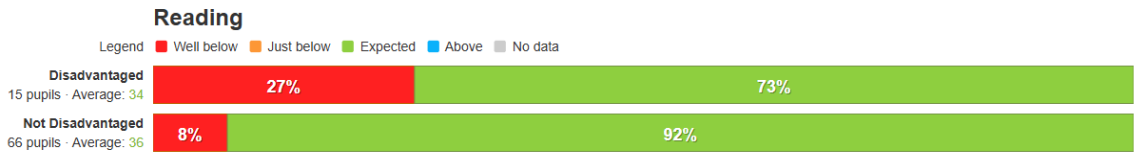
## Outcomes for disadvantaged pupils

EYFS – 16 children including 3 PLAC, 1 CLA

| | ELG | | Exceeding | |
|---|---|---|---|---|
| 25/26 | PP | Non PP | PP | Non PP |
| GLD | 75% | 78% | | |
| Comprehension | 88% | 90% | 13% | 36% |
| Word Reading | 82% | 86% | 13% | 29% |
| Writing | 81% | 90% | 6% | 14% |
| Number | 81% | 87% | 6% | 13% |
| Numerical Pattern | 81% | 87% | 6% | 11% |

Year 1 Phonics

15 pupil Premium – 4/15 are PP and SEN = 26%




There is a gap between PP and Non PP however of those that did not meet the expected all are SEN and one has and EHCP and is currently attending school on reduced hours in YR. Two children were disapplied and the other two have made progress from their starting points and should pass in Y2.

Year 2

13 children , 4/13 SEN



## Review: Last years aims and outcomes

| Aim | Outcome |
|---|---|
| To continue to monitor the persistent absence gap between our Pupil Premium children compared with non-disadvantaged children nationally | Disadvantaged = 55.6% at 95%+<br>Non Disadvantaged = 71.9% at 95%+<br>National – 94.7%<br>LA – 95.2%<br><br>This year there were 2 children who were severely absent that impacted on the data |
| To reduce the gap between PP and non PP children in their outcomes | See Data |
| Provide additional support and opportunities for identified PP children in reading and phonics | 73% of Y1 PP children met the expected standard in phonics, 4 PP children did not meet the standard, 2 disapplied and 2 increased their scores over the year<br>5/11 of Y1 PP children benefited from morning reading club<br><br>Y2 100% of PP children met the expected standard by the end of Y2 |
| Offer extra curricular opportunities for PP children to enhance their experiences | Continuation of the school run 'Wednesday Club' specifically for PP children from YR-Y2. The take up on this was mixed. The children were offered a range of activities to support their extra-curricular experiences<br>Identified disadvantaged children were also allocated free places for<br>1 child at Rock Steady (Music)<br>2 children offered Show Stoppers |
| Reduce Emotional barriers including anxiety, low resilience, low self-esteem, bereavement, including those caused by trauma | Trauma training for staff applied consistently for children<br>ELSA support for identified children |
| Supporting children with their listening and attention skills to improve their behaviours for learning | Listening and attention group created for identified children in Y1 that had gaps in ELG's<br>This supported their focus and stamina for listening and attention |

## Externally provided programmes – N/A

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