Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School Overview

School Name	Staverton CE Primary School
Number of Pupils in School	107
Proportion (%) of Pupil Premium Eligible Pupils	16%
Academic Year / Years that Our Current Pupil Premium Strategy Plan Covers	2024/2025 to 2026/2027 Y3 of the plan (2026-2027)
Date this Statement was Published	December 2026
Date on Which it will be Reviewed	1.03.27
	2.06.27
	20.09.27
Statement Authorised By	Trust AIO
Pupil Premium Lead	Ruth Nelmes
Trustee Lead	Chair of Trustees

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,972.00
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£ 0.00
Total budget for this academic year	£ 33,972.00

Part A: Pupil Premium Strategy Plan

Statement of Intent

We aim for every child to experience an excellent education and to realise their God-given potential to flourish. This means being ambitious for every pupil and ensuring that disadvantage does not limit achievement, opportunity or future success. Improving outcomes for disadvantaged pupils is therefore integral to our approach to school improvement.

Our intention is that all pupils, irrespective of their background or the challenges they face, make strong progress and achieve well across the curriculum. This includes disadvantaged pupils who need additional support to achieve age-related expectations and those who are already high attainers and should be challenged to achieve greater depth.

Our understanding of disadvantage extends beyond eligibility for Pupil Premium. We recognise that pupils may experience a range of barriers to learning, achievement, attendance and wellbeing, including vulnerable pupils such as those who have a social worker or are young carers. Need is identified early and support is determined by individual circumstances and barriers, regardless of whether a pupil is eligible for Pupil Premium funding.

Our universal offer places high-quality adaptive teaching at the heart of improving outcomes for disadvantaged pupils, while benefiting all pupils**.** Assessment, responsive teaching and a secure understanding of individual pupils are used to identify gaps and determine where adaptation or additional support is required. This reflects PDET's three-tiered approach: high-quality adaptive teaching (HQAT) and assessment; targeted academic support; and wider strategies to address barriers to educational success, including attendance, behaviour and wellbeing. Targeted academic support supplements, rather than replaces, effective classroom teaching.

Our approach is rooted in robust diagnostic assessment and professional knowledge rather than assumptions about disadvantage. It is a whole-school responsibility, with all staff maintaining high expectations for disadvantaged pupils and taking responsibility for their outcomes. The impact of provision is evaluated and the approach refined where it is not securing the intended outcomes.

Challenges

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

Challenge Number	Detail of Challenge	Links to Tiers
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers	1, 2
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing and applying their key	1, 2

	reading strategies to reading comprehension in KS2 than their peers in readiness for secondary school.	
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks to support their facility as writers in KS2 in readiness for secondary school.	1, 2
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.	1, 2
5	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.	1, 2
6	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.	1, 2
7	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased, particularly to our Mental Health Support Teams.	3
8	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1 - 2% lower than for non-disadvantaged pupils. at the end of 2025/2026 attendance data amongst disadvantaged pupils was higher (95.9%) than non-disadvantaged pupils (95.8%) – this improving trend continued at the end of autumn term 1 2026 with growing percentages for both disadvantaged pupils (97.2%) and non-disadvantaged pupils (97.8%).	3

Intended Outcomes

This explains the outcomes you are aiming for **by the end of our current strategy plan**, and how you will measure whether they have been achieved.

Intended Outcome	Challenge Number	Success Criteria
Improved phonics outcomes for disadvantaged pupils.	1	Phonics outcomes in 2026/27 show that 100% of disadvantaged pupils met the expected standard in the phonics screening check.
Improved reading attainment among disadvantaged pupils at the end of KS2.	2	KS2 reading outcomes in 2026/27 show that 100% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils at the end of KS2.	3	KS2 writing outcomes in 2026/27 show that 100% of disadvantaged pupils met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	4	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved maths attainment for disadvantaged pupils at the end of KS2.	5, 6	KS2 maths outcomes in 2026/27 show that 100% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	7	Sustained high levels of wellbeing from 2026/27 demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations • A significant reduction in bullying • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	8	Sustained high attendance from 2026/27 demonstrated by: • Narrowing the attendance gap between disadvantaged and non-disadvantaged pupils so that the gap is not greater than 1%. • The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 15% lower than their peers.

Activity in this Academic Year

This details how you intend to spend your school's pupil premium **this academic year** to address the challenges listed above. Total amount £33,972.00

Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,432.84

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Purchase of standardised tests and Boost Insight analysis tool, for reading and maths.	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: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	2,5,6
Improving HQAT by focusing on Rosenshine's Principles in Action. We will continue to: • Access Trust CPD • Commission the external teaching and learning partner to work with staff throughout the year • Maintain a strong focus on QFT in our internal CPD programme.	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school based factor *(EEF)*	1, 2, 3, 4, 5, 6
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. We will continue to: • Access RWInc and termly training from a RWInc consultant • Commission the external teaching and learning partner to work with staff and/or work with the English Hub throughout the year • Provide regular non-contact time for our Phonics Lead to work with class teachers, TAs and external partners.	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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1
To continue to improve our whole school approach to the teaching	Single biggest school-based factor in improving outcomes for children is the quality of teaching.	2

of reading using the teaching sequence, quality texts and progression documents. We will continue to: • Access Trust CPD on reading and the teaching sequence • Work with colleagues in regional hub to develop practice. • Provide regular non-contact time for our English SL to work with class teachers, TAs and external partners.	The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor *(EEF)*	
To continue to improve our whole school approach to the teaching of writing using the teaching sequence, quality texts and progression documents. We will continue to: • Access Trust CPD on reading and the teaching sequence • Work with colleagues in regional hub to develop practice. Provide regular non-contact time for our English SL to work with class teachers, TAs and external partners.	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor *(EEF)*	3
To continue to improve our whole school approach to the teaching of White Rose Maths focusing on fluency, reasoning and problem solving We will continue to: • Access Trust CPD on maths • Maximise support from the Trusts' Maths specialist • Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external partners.	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor *(EEF)*	5, 6

Tier 2: Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £11,000

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Purchase annual subscriptions for reading and maths interventions.	Small group teaching for reading can sometimes be more effective than either 1:1 or paired tuition. *(Teaching & Learning Toolkit: EEF).*	2, 5, 6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1
Additional reading sessions targeted at disadvantaged pupils who require further reading support.	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) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	2
Additional writing sessions targeted at disadvantaged pupils who require further writing support with particular focus on applying spelling, grammar and punctuation skills in all areas of writing.	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) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	3
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	4
Additional maths sessions targeted at disadvantaged pupils who require further maths support.	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) And in small groups:	5, 6

	Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	

Tier 3: Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: *£5,539.16*

Activity	Evidence that supports this approach	Challenge Number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

Total budgeted cost: £33,972.00

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 2025 to 2026 academic year.

Our internal assessments during 2025/26 suggested that the performance of disadvantaged pupils in comparison to their peers has continued to strengthen overall but this is not yet consistent across all three areas of the core curriculum and therefore the outcomes we aimed to achieve in our previous strategy by the end of 2025/26 were therefore not fully realised.

In Reading, outcomes for disadvantaged pupils, including in Phonics, are now broadly in line with their peers. The gap that was identified in 23/24 has been closed due to the rigorous intervention programmes that have been in place over the last three years. Pupil premium funding was used for additional focused training in 25/26 which helped optimise these interventions and ensured that disadvantaged pupils made accelerated progress. Our analysis tells us that the programme of targeted interventions needs to be maintained to ensure these improved outcomes are sustained over time.

In Mathematics, outcomes for disadvantaged pupils have continued to rise and the attainment gap has closed but is not yet fully addressed. Disadvantaged pupils in UKS2 were among those whose early education was most impacted by the Covid 19 pandemic. As a result, some have struggled to secure the fluency in arithmetic that is needed when tackling problem solving and reasoning questions. Our monitoring tells us that the intervention model that was enabled by the PP grant has significantly improved fluency but that the impact of this is not yet being seen in more complex areas of mathematics.

In Writing, the gap between disadvantaged pupils and their peers has narrowed slightly since 23/24 but remains significant. Progress accelerated in KS2 during 25/26 due to adoption of the new Trust English structure but attainment is being limited by on-going weaknesses in grammar, punctuation and spelling. This will therefore be a target area for the remainer of the current plan.

Attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1 - 2% lower than for non-disadvantaged pupils. At the end of 2025/2026 attendance data amongst disadvantaged pupils was higher (95.9%) than non-disadvantaged pupils (95.8%) – this improving trend continued at the end of autumn term 1 2026 with growing percentages for both disadvantaged pupils (97.2%) and non-disadvantaged pupils (97.8%). PA for our disadvantaged pupils remains an area for support and improvement.

Our monitoring has also shown us that attendance for disadvantaged pupils who attend Wrap Around Care and additional clubs after school clubs is significantly higher than in previous years. We therefore extend the funded offer and target those pupil's not yet accessing WAC or other aspects of the extended offer.

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider

Service Pupil Premium Funding (Optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further Information (Optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium.