



Stamford Bridge Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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

Detail	Data
School name	Stamford Bridge Primary School
Number of pupils in school	307
	(36 pupils) 11.72%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027 (3 years)
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Local Governing Body
Pupil premium lead	Katy Garland
Governor / Trustee lead	Andrew Young

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,530
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	£50,530

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every pupil at Stamford Bridge Primary School, irrespective of their background, starting point or challenges achieves the very best outcomes in progress and attainment. Each child will have their well-being supported and their lives enhanced by an enrichment of experiences and opportunities within and beyond the classroom. We intend to remove any potential barriers to attendance, participation, and inclusion in the full life of our school community. There will be a culture of belonging where every individual is nurtured and challenged to be a confident learner who can thrive in a changing world. We recognise that each child is unique and will have different needs, which may well vary throughout their time in school.

High quality teaching and learning is at the heart of this approach, with a focus on the specific needs of our disadvantaged cohort. The attainment and progress of our non-disadvantaged pupils will be sustained and improved alongside their disadvantaged peers. Our continuous professional development will aim to ensure that every teacher and member of support staff will be trained with evidence-based approaches which will make the most impact on the positive outcomes of our learners. Our curriculum will be ambitious, broad, and inclusive to meet the needs of all learners.

A high-quality pastoral system will be the foundation of this culture. Excellent relationships will be fostered between school staff, pupils, and their families. Our intention will be shared with all stakeholders, including governors and owned by all who work with our young people. High aspirations will be the core of this approach, where the success of each child will be celebrated by all.

We have planned to spend our pupil premium funding to give children the support that they need to reach their own personal potential. We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Improvement Plan. This enables us to implement a blend of short, medium, and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

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

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 supported and challenged in the work that they're set.
- act proactively in identifying areas of need and potential ways in which to support.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the resources and/or interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes for our PP children are significantly lower than their counterparts in reading, writing and maths
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery/Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Lack of cultural capital /fewer enriching life experiences that results in a lack of stimulus for learning and difficulties in making links in learning across the curriculum.

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- 2024/25 <i>What will success look like?</i>	Success criteria – 2026/27 <i>What will success look like?</i>
1. Secure and embed quality first teaching in all classes.	Provision of high quality CPD linked to reading writing and maths. Individual coaching and modelling in phonics and reading, writing and maths. Ensure teaching and learning is prioritising PP children and building positive relationships, for example verbal feedback, pre-teach where needed, use of QFT+ strategies.	High quality teaching is consistent and evident in all classes.
2. Improved Phonics/ Reading attainment for	EYFS – disadvantaged children achieving ELG for Reading is above	Children are achieving in line with national (all pupils) for GLD, EXS and

disadvantaged pupils	<p>the national average (for PP pupils)</p> <p>Y1 Phonics Screening Check show that disadvantaged pupils are in line with national.</p> <p>Children are achieving in line with national (disadvantaged pupils) for GLD, EXS Key Stage Two</p>	GDS at EYFS, Key Stage One and Two
3. Improved writing attainment for disadvantaged pupils	Children are achieving in line with national (disadvantaged pupils) for GLD, EXS and GDS at EYFS, Key Stage Two	Children are achieving in line with national (all pupils) for GLD, EXS and GDS at EYFS, Key Stage One and Two
4. Improved maths attainment for disadvantaged pupils	Children are achieving in line with national (disadvantaged pupils) for GLD, EXS and GDS at EYFS, Key Stage Two	Children are achieving in line with national(all pupils) for GLD, EXS and GDS at EYFS, Key Stage One and Two
5. Improved oral language skills and vocabulary among disadvantaged pupils.	<p>ELG in communication and language is in line with national disadvantaged.</p> <p>Evidence from reading QLAs show increased scores in vocabulary questions for disadvantaged pupils each term.</p>	<p>ELG in communication and language is in line with national, all.</p> <p>Evidence from reading QLAs show increased scores in vocabulary questions year on year for disadvantaged pupils.</p>
6. Children from disadvantaged backgrounds will have access to rich experiences through trips, visitors and enrichment.	There is a minimum of three trips/ in school visitors/experiences for every class every year.	<p>Children from disadvantaged backgrounds take part in a rich experiences through trips, visitors and enrichment.</p> <p>Pupil and parent voice mirrors the value the school places in these experiences.</p>

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: **£50,530**

- **£35,000** additional teaching assistant support to deliver interventions in the afternoon and RCU Phonics
- **£2,574** One afternoon a week, teacher running handwriting intervention Y3-6 only for PPG and SEND pupils
- **£12,956** tuition and keep up support in Y6
- **Total - £50,530**

Activity	Evidence that supports this approach	Challenge number(s) addressed and impact
High quality CPD linked to reading, writing, maths and adaptive teaching	Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
Introduction of NCETM Maths interventions across the school in the afternoon	Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	4
Development of FS curriculum	EEF Communication and Language (educationendowmentfoundation.org.uk)	1, 5
Additional support for PP children in Y6	One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3,4
1:1 Pupil progress meetings with teachers and the Head teacher & the Assistant Head teacher	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	1, 2, 3, 4, 5
Teaching for mastery introduced at EYFS and KS1	Maths 'Teaching for Mastery' Programme EYFS-Y2 – cost of teacher cover to attend training and work with the Maths Hub	1, 4

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed and impact
Maths interventions are in place throughout the school and are closing the gap.	Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	4
Handwriting Intervention led by a qualified teacher	EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf	3
Maths 'Teaching for	Case studies supporting teaching for	4

Mastery Programme EYFS-Y2 – cost of teacher cover to attend training and work with the Maths Hub	mastery NCETM	
Regular high quality phonics interventions are in place.	Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)	2, 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed and impact
Our Ordinarily Available Provision is embedded in every classroom.	Evidence brief: Using research evidence to support your spending decisions Education Endowment Foundation	1, 2, 3, 4, 5
There is a minimum of three trips/ in school visitors/experiences for every class every year.	All children benefit from cultural capital experiences. Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education.	6

Overarching supporting evidence and documents

[The EEF Guide to the Pupil Premium | EEF \(educationendowmentfoundation.org.uk\)](#)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Analyse School Performance Data 2023/24	Pupil premium pupils	Pupils not eligible for PP	
		School average	National average
Absence (2023/24)	95.17%	96.46%	92.8%
Y1 phonics screening (1 pupil)	100%	92%	80%
Key Stage One			
% making expected standard in reading	29%	78%	68%
% making expected standard in writing	14%	66%	60%
% making expected standard in maths	17%	80%	60%
Key Stage Two			
% making expected standard in RWM	20%	71%	61%
% making expected standard in reading	60%	81%	74%
% making expected standard in writing	40%	77.4%	72%
% making expected standard in maths	40%	81%	73%