

Pupil premium strategy statement – The Stoke Poges School 2025-26

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.

School overview

Detail	Data
Number of pupils in school	423
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Liz Astley
Pupil premium lead	Katie Kennedy
Governor / Trustee lead	Sonia Rai

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,246
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£82,546

Part A: Pupil premium strategy plan

Statement of intent

At The Stoke Poges School, we have high aspirations and ambitions for our children and we believe that all learners should be able to make good progress and achieve high attainment across all subject areas, irrespective of their background or the challenges they face. 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. The activities we have outlined in this statement are 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 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 are 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
- Ensure all teaching staff and support staff are involved in the analysis of data and identification of pupils
- Ensure all staff are aware of who pupil premium and vulnerable children are
- Adopt a 'solution-focused' approach to overcoming barriers

Challenges

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

Challenge number	Detail of challenge
1	<p>Pupils entering with poor language skills as a result of poor stimulation, limited English and lack of reading experiences have resulted in limited oral language and vocabulary. These are evident from Reception through to KS2 in general, however, it is more prevalent among our disadvantaged than their peers.</p> <p>Current baseline Reception data indicates a higher level of pupils entering this academic year with under developed oral language skills and vocabulary gaps.</p>

2	Disadvantaged pupils have greater gaps in their phonic knowledge when compared to their peers. This negatively impacts their ability to read and access the curriculum, as well as their enjoyment as readers.
3	Disadvantaged pupils' attainment in writing is below that of non-disadvantaged pupils and not in line with attainment in reading.
4	Assessments indicate that maths reasoning and fluency skills lack proficiency and understanding and therefore limits progress.
5	Discussions and observations with pupils and families have identified social and emotional issues for many pupils.
6	Attendance for PP children has consistently been lower than that compared to non-pupil premium children. This has resulted in lower attainment in core learning and a lack of readiness to learn.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.
Improved phonics and reading attainment among disadvantaged pupils.	KS1 phonics data for Year 1 and reading attainment across the school in 2026-27 will show that disadvantaged pupil attainment will be in line with National average and with non-disadvantaged pupils.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2026-27 will show that disadvantaged pupil attainment will be in line with National average and with non-disadvantaged pupils. As well as in line with attainment in reading.
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2026/27 will show that disadvantaged pupils' attainment will be in line with National average and with non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing will be demonstrated by qualitative data from pupil voice, pupil parent surveys and teacher observation.
To achieve and sustain improved attendance for all pupils to meet national expectations for attendance / persistent absence.	Disadvantaged pupils will match or exceed National attendance averages for non-disadvantaged pupils. Monitoring of attendance by Attendance Lead will bring about an increase in PP pupils' attendance and a decrease in persistent absence.

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: £10,275.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff engagement in 'in house' CPD and training via The National College and The Key to support Quality First Teaching and curriculum development.	EEF acknowledge that CPD can improve teacher practice and can have a significant effect on pupils' learning outcomes as well as a positive impact on the teacher level outcomes. Every teacher is supported to keep improving the quality of their pedagogical content knowledge through CPD lessons.	1-4
Use of Spelling Shed to support the explicit teaching of spelling, ensuring consistency.	EEF Improving Literacy KS1 and KS2	2-3
SLT and middle leader monitoring of teaching and learning throughout the school, offering coaching and mentoring to measure the impact of that.	Support for teachers can have a positive impact on the teacher level outcomes thus having a positive impact on children's learning and outcomes.	2, 3 and 4
Allocation of funds for reading, writing and maths initiatives, subscriptions and high-quality texts for EYFS, KS1 and KS2.	We believe that high quality resources will support our high-quality teaching. Evidence from EEF – Maximising Learning 1. High-quality teaching. Gov.uk publications on spending funding successfully.	1-4
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. Training for Speech Link Leads.	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. Monitoring Pupil Progress EEF	1-4
Embedding dialogic activities across the school curriculum. These can support pupils to	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are	1-4

<p>articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>On-going teacher training and professional discussion time.</p> <p>Oracy work and moderation across the liaison schools.</p> <p>Effective screening (Speech Link) of all pupils in EYFS and Year 1, and any target children in KS2, to establish any delays or difficulties in speech, language and communication skills.</p>	<p>inexpensive to implement with high impacts on reading.</p> <p>Oral language interventions / Toolkit Strand - EEF</p>	
<p>Purchase further resources for RWI to secure stronger phonics teaching for all pupils. This will include support from RWI consultant.</p> <p>Embedding of Fast Track phonics for Y5/6.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (although not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>'The average impact of the adoption of phonics approaches is about an additional 5 months' progress over the course of a year' - EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Fund teacher release to embed key elements of guidance and to support involvement in Bucks and Berkshire Maths Hub and CPD (including Teaching for Mastery Training).</p> <p>Introduction of Times Table Rockstars and training for staff.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>The EEF guidance is based on a range of the best available evidence.</p>	4
<p>Effective diagnosis of reading difficulties leading to a targeted mix of strategies to mitigate reading difficulties.</p>	<p>'The average impact of reading comprehension strategies is an additional 6 months' progress over the course of the year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, but not overwhelming, challenges' – EEF</p>	1-4

Pre-teaching and retrieval practice alongside collaborative learning techniques that ensure all children are thinking.	<p>'The average impact of metacognition and self-regulation strategies is an additional 7 months' progress over the course of a year.</p> <p>'By implementing retrieval practice in schools and classrooms, scientists and educators can bridge the gap between research and practice, and most importantly, transform students' long-term memory.' - Agarwal et al (2021)</p>	1-4
<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>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>EEF – Social and Emotional Learning.</p>	5

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

Budgeted cost: £44,911.98

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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. - EEF	2
Small group interventions with identified pupils to receive interventions to identify and respond to gaps in learning including phonics.	<p>The average impact of the small group tuition is 4 additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. (EEF)</p>	2-4
<p>Pre-teaching by staff.</p> <p>Pre-teaching of vocabulary / key vocabulary / key concepts.</p>	When schools intervene after a lesson, the child has already struggled and may have negative feelings towards re-visiting work they have already found challenging (Polak, 2017).	2-4

	Pre-teaching is more effective than re-teaching as it can transform the way a child sees themselves (Minkel, 2015).	
Interventions in reading and maths e.g. Reading Eggs, 1-1 RWI tuition, Fresh Start and Number Stacks.	'Interventions should include explicit and systematic instruction' and 'Ensure that pupils develop fluent recall of facts'. Nuffield Foundation/EEF	2 and 4

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

Budgeted cost: £26,957.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approaches with the aim of developing our school ethos.	Both targeted interventions and universal approaches can have positive overall effects - EEF	5
<p>Pupils with low self-esteem, mental health and wellbeing difficulties will access sessions with our school ELSA to support their emotional literacy, resilience and self-confidence.</p> <p>All vulnerable Pupil Premium children are supported by Pupil Premium Lead and their class teacher to help alleviate barriers to learning.</p> <p>Weekly wellbeing check-ins for our high needs children with SENDCo tailored to their interests.</p>	<p>In a recent 2020 evaluation report by Derbyshire County Council, Headteachers reported that ELSA programmes were: '...effective in reintegrating children and young people into the mainstream classroom and reducing barriers to learning.'</p> <p>'Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.' – EEF</p> <p>EEF Social and emotional learning. Moderate impact for low cost.</p>	5
Parents/carers provided with support and strategies from SENDCo, ELSA and outside agencies in order for parents to have the tools to support children with emotional and behavioural needs at home.	The EEF states that parental engagement can add 4 months of progress to a child's learning. They also suggest that the biggest impact is when the children are in EYFS and will be closely associated with children's subsequent academic success.	5

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve releasing the attendance officer to implement new procedures</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Explore the barriers families may have to accessing clubs, trips, residential, arts involvement such as music lessons and remove the barriers through assignment of funding or through support with administration (e.g. signing up).</p> <p>PGL cost Other cost</p>	<p>Outdoor learning experiences especially those involving collaborative learning experiences are shown to have a positive impact on learning. EEF toolkit.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. EEF Teaching and Learning Toolkit.</p>	<p>5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified in this document.</p>	<p>1-6</p>

Total budgeted cost: £82,144.67

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Progress Meetings have been held termly and provide a regular timetabled forum for analysis and discussion. They enable us to identify, collaboratively, actions that overcome barriers to learning. They require teachers to share evidence drawn from their day to day and termly assessments. PP children are tracked carefully using our bespoke system to ensure they are making sufficient progress within reading, writing and maths. The meetings provide a forum for professional discussion and an opportunity to pose questions using the data. They also enable us to move tracking off the page into actions for learning.

Leads in all curriculum subject areas have monitored the development of a consistent approach across the school to ensure metacognitive strategies are explicitly identified and modelled through quality first teaching.

NfER continues to be used for termly summative assessments in maths and English and staff are confidently using and analysing data to identify and address gaps in knowledge and understanding, adapting planning more rapidly to meet needs. In the moment marking and feedback is used daily to ensure misconceptions are addressed quickly and that all groups of children are supported to move on to the next step in their learning as soon as they are ready. English and maths leads monitor regularly.

The bottom 20% of readers in each cohort continue to be identified and further support has been put in place for these children, co-ordinated by the Deputy Headteacher. Staff across the school have been further trained in RWI. Children entering KS2 that still need further phonic intervention are picked up quickly and targeted work has continued for these children across the year.

Additional afternoon LSA support has been put in place to support quality first inclusive practice, to ensure all pupils have access to a full broad and balanced curriculum. The focus of the sessions is directly informed by AfL and Summative Assessment data to compliment in class learning. In addition, this time is utilised to immediately address misconceptions from the day's learning, to pre-teach new learning for the following day or provide specific interventions.

Our ELSA and staff worked closely to monitor and support pupils with SEMH difficulties. The ongoing interventions and drop-ins were key to their emotional wellbeing and helped pupils develop and progress personally and academically.

Eligible pupils received additional tuition in school, enabling them to make progress and also develop their self-esteem.

Disadvantaged pupils were supported to participate in co-curricular events and extra-curricular activities.

School uniform, PE kit and resources were purchased, as required.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

None bought.