

Pupil premium strategy statement – Stanningley Primary School

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	199 (Rec-Y6)
Proportion (%) of pupil premium eligible pupils	31%
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)	2024/25, 2025/26 2026/27
Date this statement was published	4 th December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Ben Farrar
Pupil premium lead	Ben Farrar
Governor / Trustee lead	Louise Travis Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,720
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>	£88,720

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium Strategy Overview

At Stanningley, we hold the belief that all children, regardless of their background or starting points, can achieve their full potential. We are equally committed to the principle that every child can demonstrate positive learning behaviours within our school community. These beliefs underpin everything we do and guide our approach to supporting our pupils.

Our use of Pupil Premium funding is firmly grounded in research from the Education Endowment Foundation (EEF). This evidence-based approach ensures that our strategy is not only well-informed but also targeted to make the greatest difference.

Our strategy is built on three core principles:

- 1. Promoting High-Quality Teaching**

We invest in developing excellent teaching across the school to ensure every child receives a rich and engaging educational experience.

- 2. Targeted Academic Support**

Tailored interventions are provided to support pupils in overcoming specific barriers to their learning and progress.

- 3. Wider Strategies**

We address the non-academic challenges that our Pupil Premium children may face, such as social and emotional development, attendance, and readiness to learn.

By combining high expectations with a thoughtful and systematic approach, our strategy ensures that all children at Stanningley are given the opportunities and support they need to thrive.

Challenges

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

Challenge number	Detail of challenge
1	Language and Communication Skills Disadvantaged pupils may have limited exposure to rich vocabulary and oral language development at home, which can impact reading comprehension, writing ability, and overall learning.
2	Parental Engagement A lack of parental involvement or understanding of how to support learning at home may hinder a child's academic progress. This can stem from parents' work commitments, limited literacy skills, or a lack of confidence in engaging with the school.
3	Attendance and Punctuality Poor attendance or persistent lateness can disrupt a child's education and limit their ability to fully access the curriculum. Research shows that regular attendance is a key factor in academic success.
4	Access to Resources and Opportunities Disadvantaged pupils often lack access to books, technology, or enrichment activities such as extracurricular programs, reducing their ability to engage fully with learning and develop cultural capital.
5	Social, Emotional, and Mental Health Needs Stress, anxiety, trauma, or unmet emotional needs can impact focus, behaviour, and readiness to learn, making social and emotional support essential.
6	Unmet Basic Needs Challenges such as hunger, inadequate clothing, or poor housing conditions can affect physical well-being, self-esteem, and capacity to concentrate in class.
7	Low Aspirations and Motivation A lack of exposure to role models or experiences that promote ambition can result in lower self-expectations and engagement with learning.
8	Gaps in Prior Learning and Transitions Disadvantaged pupils may start school with a narrower knowledge base or fall behind during key transitions (e.g., EYFS to KS1 or KS2), making it harder to close attainment gaps.

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
<p>Improved Language and Communication Skills</p> <p>Pupils, including disadvantaged pupils, demonstrate age-appropriate language and communication skills, enabling them to access the full curriculum.</p>	<ul style="list-style-type: none"> At least 80% of disadvantaged pupils meet age-related expectations in language and communication by the end of the strategy period. Pupils receiving targeted speech and language interventions show measurable progress against baseline assessments. Evidence of improved vocabulary usage in written and verbal work as seen in teacher assessments and moderated work samples
<p>Higher Rates of Attendance and Punctuality</p> <p>Attendance and punctuality for disadvantaged pupils improve and are in line with or above national averages. Persistent absence is reduced.</p>	<ul style="list-style-type: none"> Overall attendance for disadvantaged pupils increases to at least 96%. Persistent absence for disadvantaged pupils reduces to below 10%. Monthly attendance monitoring shows consistent improvement across the year.
<p>Enhanced Academic Progress and Attainment</p> <p>Disadvantaged pupils make at least expected progress and achieve high attainment in reading, writing, and maths, with gaps between disadvantaged and non-disadvantaged pupils closing over time.</p>	<ul style="list-style-type: none"> The proportion of children achieving a Good Level Development (GLD) is at least in line with the national average. Pupil attainment in all years in reading, writing and mathematics is at least in line with the national average. Termly progress tracking shows that disadvantaged pupils consistently make progress in line with, or exceeding, their non-disadvantaged peers.
<p>Improved Social, Emotional, and Mental Health Outcomes</p> <p>Pupils demonstrate improved</p>	<ul style="list-style-type: none"> Pupil voice surveys report that disadvantaged pupils feel happy, safe, and supported in school.

self-regulation, resilience, and readiness to learn, leading to better engagement in lessons and reduced behavioural incidents.	<ul style="list-style-type: none"> • Behaviour logs show a reduction in incidents involving disadvantaged pupils • Teachers report noticeable improvements in resilience and engagement among disadvantaged pupils, evidenced through classroom observations.
<p>Strengthened Home-School Partnerships</p> <p>Parents and carers of disadvantaged pupils work collaboratively with the school to support their child's education, fostering a consistent approach to learning, behaviour, and well-being.</p>	<ul style="list-style-type: none"> • High attendance at school events, such as Henry Parenting workshops and parent-teacher meetings. • Positive feedback from parent surveys indicates improved communication and stronger relationships with the school. • Evidence of improved outcomes for disadvantaged pupils where parental engagement strategies, such as behaviour support plans, or cluster early help support plans are in place.

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: £ [£25,000]

Evidence that supports this approach:

[The EEF Guide to the Pupil Premium](#)

[EEF Evidence brief: Using research evidence to support your spending decisions](#)

[The tiered approach to Pupil Premium spending](#)

Activity	Challenge number(s) addressed
Salary contribution to to release DHT/SEND0 to ensure disadvantaged pupils with SEND needs are well supported	1,2,5, 8
<i>Continued purchase of Little Wandle Phonics programmes to secure stronger phonics teaching and develop reading for understanding for all pupils.</i>	1,4,7,8
<i>Continued purchase Power Maths programmes to secure stronger mathematics teaching and develop number fluency and problem solving skill for all pupils.</i>	1,4, 7,8

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

Budgeted cost: £ 40,000

Evidence that supports this approach:

[The EEF Guide to the Pupil Premium](#)

[EEF Evidence brief: Using research evidence to support your spending decisions](#)

[The tiered approach to Pupil Premium spending](#)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>The Pupil Premium grant will contribute towards TA salaries, including behaviour support, across school in providing targeted intervention and support based on need.</i>		1,5, 8
<i>Employ a NHS Speech and Language specialist to deliver targeted interventions.</i>		1

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

Budgeted cost: £ 23,720

Evidence that supports this approach:

[The EEF Guide to the Pupil Premium](#)

[EEF Evidence brief: Using research evidence to support your spending decisions](#)

[The tiered approach to Pupil Premium spending](#)

Activity	Challenge number(s) addressed
<i>The Pupil Premium grant will contribute towards a teacher from the Artforms music service to provide weekly high-quality music and instrument lessons</i>	4,7
<i>Subsidy to pay for guitar lessons for Pupil premium children across Key Stage 2</i>	4,7
<i>Subsidy to pay for weekly chess lessons and weekly chess club in Key Stage 2</i>	4,7
<i>Pay for some PP children to attend after school clubs</i>	4,7
<i>The Pupil Premium grant will contribute towards the Family Support Worker's salary</i>	2,3,5,6
<i>The Pupil Premium grant will contribute towards accessing the Bramley Cluster support services, who provide a range of attendance, family support and counselling services.</i>	2,3,5,6
<i>Provide funding for all Pupil Premium children to have breakfast at school every day.</i>	6

Total budgeted cost: £ 88,720

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Performance outcomes from the 2023/24 Academic Year:

Year 1 Phonics Performance Summary for Disadvantaged Pupils (2023/24)

Overview:

85.7% of the Year 1 disadvantaged cohort (6 out of 7 pupils) achieved the expected standard in phonics. This is 2.0% higher than the national non-disadvantaged cohort (83.7%). While outcomes have decreased from last year's exceptional 100%, the performance remains strong and above national benchmarks.

- The disadvantaged cohort's phonics attainment ranks in the 26th percentile nationally, indicating solid performance compared to other schools.
- Although the cohort's attainment dropped by 14.3% from the previous year, this remains a strong outcome that exceeds national averages for non-disadvantaged pupils.

The school's disadvantaged pupils continue to achieve well above national benchmarks for phonics. Sustaining this success will require ongoing focus on high-quality phonics instruction and targeted support to mitigate any fluctuations in future cohorts.

Key Stage 2 Disadvantaged Pupils Performance Summary (2023/24)

70.0% of disadvantaged pupils achieved the expected standard in Reading, Writing, and Maths (RWM), up 8.5% from last year and 2.3% higher than the national non-disadvantaged average (67.7%). This improvement reflects strong progress across key subjects.

- **Reading:** 70.0% achieved the expected standard, a small increase from 69.2% in 2022/23. However, outcomes remain 10.1% below the national non-disadvantaged average.
- **Writing:** 80.0% met the expected standard, a decrease of 4.6% from last year, though still 2.0% higher than the national non-disadvantaged cohort.
- **Maths:** 90.0% of pupils achieved the expected standard, a significant improvement of 20.8% from last year and 10.3% above the national non-disadvantaged average.
- **Grammar, Punctuation, and Spelling (GPS):** 90.0% met the standard, a 5.4% increase on 2022/23 and 11.5% above the national non-disadvantaged average.

Overall, disadvantaged pupils in the school are performing well, particularly in maths and GPS, where outcomes significantly exceed national benchmarks.

While reading performance has improved slightly, it remains an area for further focus to close the gap with national non-disadvantaged pupils.

Disadvantaged Attendance Summary

Disadvantaged pupils in our school have significantly better attendance compared to national averages:

- **Overall Absence:** 6.4% of sessions were recorded as absent, which is 4.2% lower than the national figure of 10.6%.
- **Persistent Absence:** 15.1% of disadvantaged pupils were persistently absent, 18.2% lower than the national average of 33.3%.
- **Severe Persistent Absence:** No pupils (0.0%) were severely persistently absent, compared to 4.0% nationally.

While absence has increased slightly from last year (5.7% to 6.4%), our disadvantaged pupils continue to perform well above national attendance levels.

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.

Programme	Provider
NA	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
NA
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Wider School Strategies Impacting Disadvantaged Children

At Stanningley Primary, we address wider challenges faced by disadvantaged pupils through various strategies to support their development and well-being:

Deployment of Sports Premium Funding

We use sports premium funding to ensure disadvantaged pupils access high-quality PE and extracurricular activities. Our Bradford City coach provides PE lessons and after-school clubs, offering a positive male role model.

- **Challenge 5 (Social, Emotional, and Mental Health Needs):** Positive role models support emotional well-being.
- **Challenge 7 (Low Aspirations and Motivation):** Participation in sports boosts confidence and motivation.

Reading Bears Project

The Bradford City coach also runs the Reading Bears project for lower Key Stage 2 pupils, promoting reading habits and literacy development among disadvantaged children.

- **Challenge 1 (Language and Communication Skills):** The project improves vocabulary and reading comprehension.

Sporting Cluster Participation

We contribute to sporting clusters, providing disadvantaged pupils with opportunities to participate in competitions and experiences, fostering teamwork and confidence.

- **Challenge 4 (Access to Resources and Opportunities):** Disadvantaged children access extracurricular activities they may not otherwise have.

Subsidy for Residential and School Trips

We offer pupil premium subsidies for residential and school trips, enhancing social skills, independence, and cultural capital.

- **Challenge 6 (Unmet Basic Needs):** Subsidies ensure all pupils can access enriching experiences.
- **Challenge 4 (Access to Resources and Opportunities):** Trips broaden pupils' horizons and support academic progress.