



Pupil Premium Strategy Statement 2025/26

This statement details our school's use of pupil 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	Stockton Wood Primary School
Number of pupils in school	355
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	
Pupil premium lead	Rebecca Costello
Governor / Trustee lead	

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£244,455
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£244,455

Part A: Pupil Premium Strategy Plan

Statement of Intent

We aim to ensure that every child at Stockton Wood Primary School is excited about learning and determined to succeed. We aim to ensure that each child follows our school mission statement of '*Laying the Foundations for Life*' and that each child adheres to the whole school values. It is important that children feel confident and secure within our school setting. The targeted and strategic use of Pupil Premium funding will support us in achieving our aims.

How Pupil Premium Supports Our School Values



1. Respect

Pupil Premium allows us to make sure every pupil is valued and treated with fairness.

- We use the funding to remove barriers to learning so all children can take part fully in school life.
- Offering targeted support shows respect for each pupil's individual needs and circumstances.

2. Inspire

The funding helps us create opportunities that motivate and excite learners.

- We provide enrichment activities, mentoring, educational visits, and high-quality resources that spark curiosity and ambition.
- Staff can give extra academic and emotional support that helps children believe in their abilities.

3. Succeed

Pupil Premium is designed to raise achievement and close gaps.

- We use evidence-based interventions in reading, writing, maths, and wellbeing to help pupils make strong progress.
- Smaller group work, tutoring, and tailored strategies help pupils achieve their personal best.

4. Encourage

The funding strengthens our whole-school culture of encouragement.

- Staff have time and resources to give pupils regular feedback, support and praise.
- Additional pastoral support helps children develop resilience, self-belief, and a positive mindset.

The aims of the school

We pledge to 'Lay the Foundations for Life' for our pupils and are focused on providing an excellent education for all. We strive to create an inclusive and safe environment that guides and stimulates our children to achieve through enjoyment. We value and care for every member of our school community and we work as a team to ensure that our pupils are the best that they can possibly be. We work hard to ensure that all children, regardless of ability, race, gender or disability feel secure and develop confidence and self-esteem.

Stockton Wood is a close community and we value our relationships with parents. The partnership between school and home is an important part of a child's development and we have an open-door policy where parents are encouraged to come into school to talk about their child's progress and development whenever they feel it is necessary.

Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals are socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following annual needs analyses which will identify priority classes and groups. Children's progress is also closely monitored during half termly pupil progress meetings.

Provision

We will be using the EEF's recommended Tiered planning Model to target provision in the following areas:

Quality First Teaching – enhancing the quality of teaching through: high impact staff professional development; curriculum prioritization; well-evidenced high impact teaching approaches including:

Targeted academic support – accurately targeted use of well-evidenced high impact interventions, based on high quality assessments, to support children's learning.

Wider support – mental health and emotional wellbeing; learning behaviours and social and emotional learning; attendance and punctuality; family support.

Challenges

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

Challenge	Detail of challenge
1	Develop early language skills: <i>Observations and assessments (EYFS baseline and ongoing WELLCOMM assessments) identify a low baseline in oral communications, language and literacy.</i>
2	Writing: <i>The number of disadvantaged pupils meeting age related writing levels is lower than their peers, as</i>

	<i>evidenced by ongoing assessments (NFER, end of key stage tests).</i>
3	Range of SEND needs: • Communication and interaction • Cognition and learning 14% of children eligible for pupil premium are also those with SEND, currently 5 of these pupils also have an EHCP.
4	Social, emotional and mental health: We continue to have a steady referral rate for Quiet Place therapy. Children access ELSA sessions. External support agencies (MHST and Seedlings) support both teachers and parents. Support for children with soft starts and sensory breaks.
5	Attendance: Attendance for disadvantaged children is closely monitored.
6	Wider activities and enrichment: Observations and discussions with pupils evidence that a significant number have limited experiences beyond their immediate environment and have fewer, if any, cultural capital experiences in comparison to non-disadvantaged pupils.

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
From Early Years upwards, children will receive appropriate interventions, for both home and school, to develop speech and language skills. *This will be measured through use of WellComm, RWI and ongoing teacher assessments.	Year on year reduction in number of pupils below age appropriate standards for language. The percentage of disadvantaged learners achieving 'age related expectations' by the end of Reception, KS1 and KS2 is at least in line with national comparators.
Children will have increased confidence and outcomes in writing. *This will be evidenced via end of Key Stage assessments.	The percentage of disadvantaged learners achieving Writing 'age related expectations' by the end of Reception, KS1 and KS2 is at least in line with national comparators.
Pupils and families with identified social, emotional or health needs are well supported by school staff so that barriers are removed or alleviated.	Pupils feel happy and safe in school and are able to access a range of strategies to support their mental wellbeing. Pupils are able to regulate emotions in order to manage their mental health and behaviour more positively, therefore enabling them to engage with learning.
Continue to improve attendance of children eligible for pupil premium.	Attendance data to demonstrate impact – increased attendance will positively impact on attainment.
Children will have a greater access to cultural experiences beyond the classroom. Children will increase participation in after school clubs to develop positive mindset and healthy lifestyles.	Cultural capital opportunities to be offered to disadvantaged children: - School trips - After school clubs - Enrichment during the school day through workshops and visitors

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: £244,455

Activity	Evidence that supports this approach	Challenge number (s) addressed	
Everybody Write: 2 Year Writing Impact Project	Evidence from the National Literacy Trust found: “Children and young people’s enjoyment of writing, and frequency of writing in their free time, is at an unprecedented low. Increasing evidence of a long-term downward trend calls for urgent action to reconnect children and young people with writing that promotes connection with creativity, self-expression and mental wellbeing.” The Literacy Counts project provides schools with: • A whole school, sustainable, research-informed approach to writing improvement. • A fully sequenced, ambitious curriculum implementation of writing. • Comprehensive professional development for leaders and teachers. • Access to a wealth of writing resources EYFS-Y6 • Leadership and development of pedagogy & practice. • Improved outcomes for all children • Support all learners’ fluency and stamina for writing. • Increased focus on the needs of the lowest 20% and SEND.	1,2, 3	
	Improve progress in Writing following evidence from Literacy counts:		
	Year 1		Year 2
	Introduction of Everybody Write Project across school to allow for consistency and progression in texts used.		Focus on Grammar skills and knowledge
Individual Year Groups Training Sessions	The Reading Gap: Reading for Writing		
Established Monitoring & Evaluation Cycles	The Vocabulary Gap: Vocabulary for Writing		
Training on Fundamental Pedagogies	Maintaining momentum & sustaining change		
Training on Adaptive Teaching or Editing	Evaluation & Action Plan for the future		

RWI	Evidence from the EEF toolkit shows that effective phonics teaching has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. School Improvement Liverpool approach. https://www.ruthmiskin.com/programmes/phonics/about-read-write-inc-phonics/ Phonics EEF (educationendowmentfoundation.org.uk)	1,2,3
3 rd Teacher in Year 6	EEF Findings Small class sizes to support the needs of the year group. Support SEND needs and give more personalized learning. More support in preparation for Year 6 SATs.	2,3,4
Purchase standardised diagnostic assessments (NTS)	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: NFER	1,2,3

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

Budgeted cost: £244,455

Activity	Evidence that supports this approach	Challenge number (s) addressed
RWI daily intervention Fast Track Coaching R – Y4	EEF research School Improvement Liverpool – city approach Ruth Miskin research Phonics EEF (educationendowmentfoundation.org.uk)	1,2,3
RWI daily intervention Fresh Start Coaching Y5-Y6	EEF research School Improvement Liverpool – city approach Ruth Miskin research Phonics EEF (educationendowmentfoundation.org.uk)	1,2,3

Lowest 20% Readers	Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011) Lowest 20% readers to read with support staff daily.	1,2,3,4
Teaching Assistants from Year 1 to Year 6	Research suggests that targeted interventions matched to specific students with particular academic needs or behavioural issues can be effective. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,4
WellComm Assessment and associated interventions	This programme is an effective and efficient way of assessing early language skills and provides bespoke follow up activities. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1,3

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

Budgeted cost: £244,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Quiet Place Quiet Place Therapist – extra day	Increased emotional wellbeing, self-confidence and social interaction so that children manage feelings, are ready to learn and focus on their work hence barriers to learning are broken down. Pupil massage and mindfulness sessions. Pupil ELSA sessions. Staff training/CPD. https://www.aquietplace.co.uk/about-us/	4

School family Support	School Family Support is a pastoral and safeguarding service that helps families overcome challenges that might impact a child's education.	3,4,5
Learning Mentor	To support children and their families experiencing barriers to learning, promote good attendance and co-ordinate mental health support through school Mental Health Support Team. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	3,4,5,6
OSSME	OSSME's core role is to support autistic children and young people (and those with related social-communication differences) in mainstream education settings.	3,4
EWO support	Research has found that poor attendance is linked to poor academic attainment across all key stages, as well as delinquent activity and negative behavioural outcomes. https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances https://www.researchgate.net/publication/265741470_The_Importance_of_Being_There_A_Report_on_Absenteeism_in_the_Nation%27s_Public_Schools	5
After School Sporting Clubs to be offered, linked to Sports Premium planning	There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides. Physical activity EEF (educationendowmentfoundation.org.uk)	4,6
Residential and curriculum enhancements	Residential visits have a significant impact on the social development of children. The cost can be high, especially for low- income families. Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	1/2/3/4/5

Part B: Review of Outcomes In The Previous Academic Year

Pupil Premium Strategy Outcomes

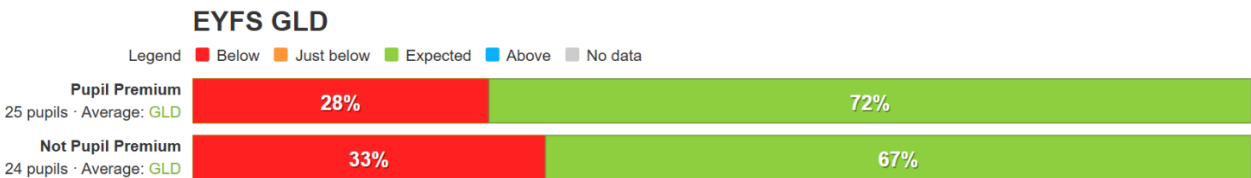
This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year

Intended outcome	Outcome
From Early Years upwards, children will receive appropriate interventions, for both home and school, to develop speech and language skills. *This will be measured through use of WellComm, RWI and ongoing teacher assessments.	Both Welcomm and the RWI daily intervention (Fast Track Coaching) have had a great impact on developing children’s speech and language with GLD increasing by 6% from 23-24.
Children will gain fluency in Reading and comprehension skills will improve. *This will be evidenced via ongoing RWI assessments, Nfer tests and end of Key Stage assessments.	RWI is now taught from Nursery up to Year 6.
Pupils and families with identified social, emotional or health needs are well supported by school staff so that barriers are removed or alleviated.	Quiet Place continues to have a positive impact on our school community resulting in Increased emotional wellbeing, self- confidence and social interaction so that children can manage feelings, are ready to learn and focus on their work hence barriers to learning are broken down. Children’s behaviour, engagement in lessons and positive attitudes to learning are secured.
Continue to improve attendance of children eligible for pupil premium.	EWO, our attendance officer and The School Family Support Service have worked with families to ensure pupils are in school and ready to learn. Our attendance for PP children was 93.4%
Children will have a greater access to cultural experiences beyond the classroom. Children will increase participation in after school clubs to develop positive mindset and healthy lifestyles.	Pupils attended a variety of trips to museums, Liverpool University, churches, the town hall, the local library etc. Within school they were also offered opportunities to learn a musical instrument, take part in sports competitions and welcome authors.

Whole School Outcomes 2024/2025:

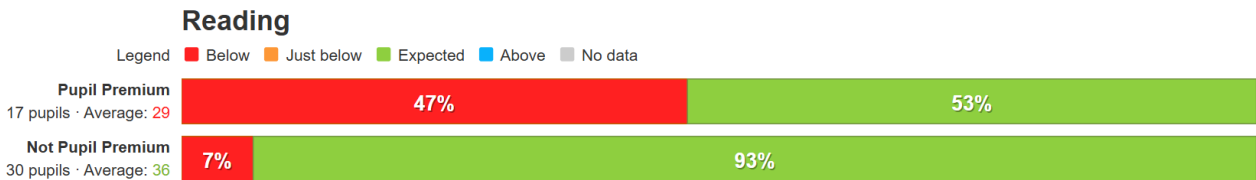
Attainment Overview for Pupils (from 2024-2025) in Reception - 2024-2025 Summer - EYFSP

Print



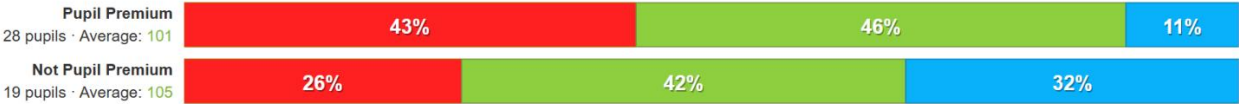
Attainment Overview for Pupils (from 2024-2025) in Year 1 - 2024-2025 Summer - Phonics Score

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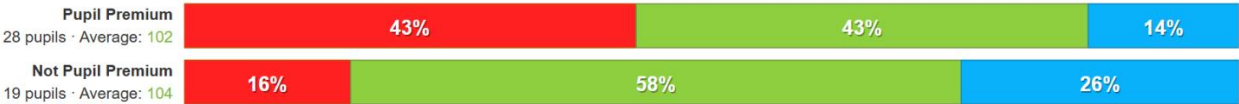
Reading

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Maths

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GPS

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