

Stoborough CE Primary Core Principles: Our Approach to Supporting Disadvantaged Learners

We are committed to ensuring the very best outcomes for all of our pupils, but particularly for those who may be 'disadvantaged' due to their socio-economic background. We have developed the following core principles and use these to guide us when deciding how to use the Pupil Premium Grant and in defining our whole school approach.

'Let all that you do be done in Love' 1 Corinthians 16:14

Quality teaching for all:

To ensure all pupils have access to highest quality

1. To empower teachers to know their pupils and do what is best for them.

Evidence for this approach:

John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching'

<https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/>

EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant

<https://educationendowmentfoundation.org.uk/news/introducing-eeef-school-planning-guide-2020-21/>



Targeted support:

To ensure that those that are behind catch up and to remove barriers that stop pupils accessing the curriculum

2. To use evidenced targeted intervention to support pupils who are at risk of falling behind

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning->

3. To empower parents to understand how to best support their child at home

Charles Deforges: parental involvement is a more significant predictor in academic attainment than school

Hattie 2011 extent to which parental involvement affects academic attainment (effect size 0.5)

<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

We do this by developing

- Early academic intervention for those that require it
- Training for parents

We do this by developing:

- Well sequenced curriculums that build knowledge and understanding
- Teacher subject expertise
- Positive relationships with parents and pupils
- Secure transition arrangements to ensure teachers know as much about their pupils as possible

4. To empower children - making sure every child feels successful and valued.

5. To find and nurture each child's passions

(Students' levels of self-esteem are a significant determinant in

Wider Approaches:

Whole school or non-academic

6) To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium or not

- Statistics show that only around 50% of those eligible for EYPP are eligible for the pupil premium grant.
- 'Schools can spend their pupil premium on pupils who do not meet the eligibility criteria but need extra support.'

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

7. To develop support networks around children and their families

While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour EEF A Tiered approach

- Pastoral interventions to support those who need it
- Attendance support for identified families
- Financial support where required to support inclusion and curriculum access
- Developing a culture of aspiration and celebrating successes
- Ensuring all pupils have access to appropriate reading books and enrichment opportunities
- Developing a school approach to oracy

8. To work to develop pupils' communication and language skills

At 5, a child who has a problem with S&L or communication is 10x less likely to be A.R.E in maths and 6x less likely to be A.R.E in English at age 11 CIC Talking About a Generation Study

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

Detail	Data
School name	Stoborough CE Primary School
Number of pupils in school	193 195 (2025-26)
Proportion (%) of pupil premium eligible pupils	12% 11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025 Reviewed November 2025
Statement authorised by	Jemma Murray
Pupil premium lead	Jemma Murray
Governor / Trustee lead	Nathaniel Hobby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38, 940 £33, 529
Recovery premium funding allocation this academic year	£0
School led tutoring grant	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38, 940 £33, 529

Part A: Pupil premium strategy plan

Statement of intent

At Stoborough CE Primary School our Pupil Premium Strategy is based on our whole school vision 'Love for ourselves, for each other and for the world.' We want to ensure all our disadvantaged pupils flourish, including those who are already high attaining, and know they can make a difference in God's world. Every child is recognised as a unique individual and we endeavor to build confidence, compassion and curiosity in all our learners.

Ultimate objectives for disadvantaged pupils

The focus of this plan is to raise the attainment for all disadvantaged pupils. Firstly, to ensure they get off to a flying start with their reading and leave us as proficient readers who find pleasure in the joy of reading. We wish for all pupils to have access to the wider curriculum as proficient readers. They will leave us ready for their next stage in education, having secured a solid grasp of concepts in maths, a high standard of literacy, having good understanding of the world around them by remembering the key concepts they have been taught in Science, RE and the foundation curriculum.

We will work towards these achieving these objectives by:

- High quality CPD for all staff and ongoing support to develop their subject expertise, particularly in reading, writing and maths.
- Ongoing work to develop the curriculum by monitoring its impact and ensuring sequencing and content is thoughtfully and carefully designed, so pupils remember more.
- High-quality, evidence-based interventions to support all pupils to quickly and efficiently 'keep up, not catch up.'
- Pastoral support helps to identify and support the challenges that may stop pupils achieving.

The key principles for the strategy:

The Education Endowment Foundation has provided researched-based strategies on how best to support vulnerable pupils. The guidance has been the starting point for our catch-up strategy.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We have the highest aspirations for our disadvantaged pupils.

1. Quality first teaching is at the heart of our approach. We know that great teaching is the greatest lever schools have to improve outcomes for their pupils' (EEF). Providing opportunities for professional development, for example, to support curriculum planning and delivery will have a direct impact on pupils in the classroom.
2. Targeted support allows early intervention at the point need is identified.
3. Parental Involvement: Parents and the community play a key role in supporting children to achieve the best outcomes. We enjoy learning in our local area; completing outdoor activities at The Arne Nature Reserve and the local town of Wareham. Representatives from the local community are happy to guide our learners in a wide range of subject areas; including supporting after school clubs and visits.
4. Our disadvantaged pupils enjoy being part of the Stoborough Family; God's Family, where everyone is valued and loved. They leave our school as compassionate citizens who care for each other and for the environment. They demonstrate the confidence and curiosity to make their own decisions and pursue their own learning path.
5. We work to develop pupils' communication and language skills.
6. We develop support networks around children and their families.
7. We support pupils we feel are disadvantaged, regardless of whether they receive Pupil Premium funding.

'Equity is not the same as equality. It means schools doing more for some children than others in order to create a more level playing field. Recognising that some children have a very narrow experience outside school and providing them with additional opportunities is an important step in ensuring that they can make of the most of their educational opportunities.' (Sir David Dunford)

Challenges

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

Challenge number	Detail of challenge
1	In all year groups, spelling is a barrier to more pupils achieving ARE in writing
2	In all year groups, automaticity of key facts is a barrier to more pupils achieving ARE in Maths. Multiplication Check Results (MTC) were significantly below national in 2023-24. MTC results were above national in 204-25, including for PP pupils. Despite this improvement in MTC results, the automatic knowledge of key number facts remains a barrier for many pupils.

3	Outcomes for current PP pupils at the end of KS1 in Writing were below national average. There is no longer a national comparison at KS1, however writing outcomes at the end of KS1 in 2024-25 were above previous national levels. However, writing outcomes remain lower than reading and maths at the end of Key Stage 1. End of year 3 writing outcomes showed a good improvement from 62% to 70% but again, writing outcomes remain lower than maths and reading.
4	Reading in Year 3 – End of year 2 outcomes at KS1 were much lower than is typical at Stoborough. End of year 3 outcomes showed a significant improvement from 69% to 78%. There remains a challenge in current Year 4 that many Pupil Premium pupils have co-occurring SEND.
5	Staff understanding and the resourcing of SEMH needs to support pupils to enable them to access learning in the classroom
6	Progress for the 50% of pupils who have co-occurring difficulties with PP across Reading, Writing and Maths

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
All pupil premium children to close the gap in spelling age and chronological age	<p>Overarching aim: Diminish the gap between the spelling age and chronological age by 4 months over 12 months. (16 months progress)</p> <p>Pupil Premium pupils across all year groups are identified</p> <p>Identified pupils will be baselined assessed using HAST.</p> <p>Pupil progress will be reviewed termly and next steps identified</p> <p>Further intervention for pupils who are falling behind will be put in place to support closing the gap.</p> <p>Implement spellings-specific interventions- focusing on high-frequency words and common exception words</p> <p>Parents support pupils at home to learn their spellings</p>
All pupil premium children to achieve in line with non-pupil premium pupils on the Year 4 multiplication check. (MTC)	<p>Overarching aim: To increase the average point score in the MTC to 22.5</p> <p>Pupil Premium in Year 3 and 4 identified</p> <p>Baseline assess with MTC mocks in Year 3 summer term and Year 4 autumn term.</p> <p>Regular times tables sessions for PP pupils will be planned into the weekly timetable with HLTA who is a trained national tutor</p>

	<p>Maths lead to lead parent workshop on MTC</p> <p>Purchase Fluency Bee programme for daily whole-class times table learning and recall</p> <p>Embed the programmes of Fluency Bee and Number sense to develop automaticity with times tables by refining practice and provision</p>
<p>All pupil premium children to achieve in line with non-pupil premium pupils in writing at the end of Key Stage 1.</p>	<p>Overarching aim: To achieve the foundational skills objectives on MAT TAF.</p> <p>See intended outcome 1 with the focus on improving spelling.</p> <p>English leader to refine writing genre for Key Stage 1 to reduce cognitive load and focus on foundational skills</p> <p>Exercise books to be purchased with clear handwriting prompts</p> <p>English leader to work with EYFS and Key Stage 1 team to design sentence progression for this stage</p>
<p>All pupil premium children to close the gap in reading age and chronological age in Year 3.</p>	<p>Overarching aim: Diminish the gap between the reading age and chronological age by 4 months over 12 months. (16 months progress)</p> <p>School to purchase Badger Stoke books and comics for older pupils with lower reading ages.</p> <p>Children attending wrap around care within school will be targeted for additional reading support during these times.</p> <p>YARC assessments completed for all pupils working below ARE.</p> <p>Reading interventions to focus on word reading and fluency.</p> <p>All families eligible for free-school meals will be able to access free books</p>
<p>Pupil Premium pupils with co-occurring SEMH needs will be supported to enable them to access learning.</p>	<p>Overarching Aim- A reduction in higher-level behaviours (red) recorded on Trackit Light</p> <p>Teachers and teaching assistants will complete professional development training focused on SEMH, with a focus on the needs of pupil premium students.</p> <p>A bespoke pathway will be created to support pupils whose needs are not met through the universal behaviour strategy</p> <p>Pupils with SEMH needs will no longer receive suspensions for behaviour related to dysregulation.</p> <p>Teachers will work in close partnership with the SENCo, parents and external agencies to ensure necessary bespoke provision is provided.</p>

Pupil Premium pupils with co-occurring SEND/English as Additional Language will be supported to enable them to access learning.

Overarching Aim: Pupils with EAL to make progress from their Baseline on the Bell Foundation assessment.

Barriers to learning identified for these pupils through diagnostic

Use the Bell Foundation assessment for pupils who have EAL.

Staff training targeted to support identified barriers

Teachers will work in close partnership with the SENCo, parents and external agencies to ensure necessary provision is provided.

Pupil voice, through surveys, will indicate pupils feel they belong and feel safe and included.

Teachers and support staff consistently implement adaptive teaching strategies that remove barriers for these pupils

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: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 3, 4, 6</p>
<p>All pupils with EAL will be assessed using Bell foundation assessment</p>	<p>EAL assessment should aim at ensuring that all learners achieve their full potential, with particular reference to English language development. The assessment and evaluation framework should be primarily formative in purpose. It should indicate what a pupil can do, inform curriculum provision, and enable diagnosis of needs and individualisation of learning, so as to promote potential development. (Bell foundation 2017)</p>	<p>1, 2, 3, 6</p>
<p>Subject leader time. Continue to create and refine knowledge organisers/assessment quizzes to be created to include must have vocabulary.</p>	<p>Communication and language is 'time sensitive.' If these skills are not securely in place by 5 years old, they are more difficult to acquire and their absence may hold children back in many areas. Vocabulary at age 5 is a strong predictor of the qualifications achieved at</p>	<p>1, 3, 4, 6</p>

	<p>leaving school age and beyond. (Feinstein, L and Duckworth (2006).</p> <p>‘Language is a proxy for knowledge.’ Ofsted’s Southwest Region Curriculum Roadshow 24.9.21.</p>	
<p>Planned and comprehensive CPD maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Purchasing Fluency Bee to develop automaticity</p> <p>Write automaticity progression document and assessments to ensure pupils are on track.</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2, 6
<p>Curriculum subject leader development – including English and maths.</p>	<p>Distributive leadership improves learning outcomes.(Harris, A 2004)</p>	1,2,3,4,6

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

Budgeted cost: £18, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional spelling sessions targeted at disadvantaged pupils who require further support with learning high-frequency words and common exception words.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 3
<p>Qualified national tutor (HLTA) to run additional times tables sessions</p>		2

targeted at disadvantaged pupils who require further support with learning times tables.		
HLTA to run ELKLAN intervention for those with identified speech and language needs.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	4, 5
1:1 phonics intervention targeted at pupils who require further phonics support to 'keep up, not catch up'. Read Write Inc –Fresh Start for pupils in Years 5 and 6.	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	4

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

Budgeted cost: £12, 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
PACE training for staff	The use of the PACE Approach (Playfulness, Acceptance, Curiosity and Empathy) overtime by key adults with a child or young person who has experienced relational trauma helps: To overcome blocked trust – developing a relationship in which the child or young person allows the adult to have some influence on him/her rather than trying control the adult. The child or young person to become open and engaged to learning (by helping him/her to feel	3 , 5, 6

	<p>safe) rather than being stuck in a hyper-vigilant state of fight and flight or freeze.</p> <p>The child or young person to build resilience and learn social and emotional skills for success at school and beyond.</p>	
<p>Continuing embedding Dorset's Therapeutic Thinking approach to create a pathway for pupils who need specialist support beyond the universal offer for behaviour</p>	<p>Therapeutic thinking is at the heart of our inclusive practice.</p> <p>We believe that further development of therapeutic understanding and practice amongst our workforce will support in addressing attendance issues, reducing suspensions and exclusions and fostering inclusive learning environments (Dorset Education Strategy 2024-27)</p>	5, 6
<p>Home reading records including home communication section</p>	<p>EEF Toolkit – homework can have positive benefits on disadvantaged pupils.</p>	4
<p>Pupils who receive PP, are given £75 annually to spend on clubs/music lessons/trips and 50% discount on trips and visits.</p>	<p>The Education Endowment Foundation (EEF) states that there is recent evidence from the UK that sports participation can have a more dramatic effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to 10 months' additional progress). This support will have a positive impact on self esteem, participation levels and attendance</p>	5, 6
<p>ELSA support and Training</p>	<p>EEF Toolkit, ELSA impact statements. In-school studies based on entry and exit assessment show impact. Leuvan Scale wellbeing shows impact.</p>	5, 6
<p>Lego Therapy Training provided by Dorset Specialist Teachers. Lego Therapy Group set up.</p> <p>We no longer have a Lego Therapy trained member of staff to run these sessions.</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>	5, 6
<p>Wellbeing Dog Insurance costs.</p>	<p>Ultimate wellbeing in Education</p>	5, 6

Total budgeted cost: £41,800

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 2024-25 academic year.

Aim	Outcome
All pupil premium children to close the gap in spelling age and chronological age	Initially focused on Year 6 pupils with Pupil Premium. 100% of PP pupils met expected standard in writing and met the expected standard in Grammar, Punctuation and Spelling tests. Next steps to purchase and baseline all PP children with HAST.
All pupil premium children to achieve in line with non-pupil premium pupils on the Year 4 multiplication check. (MTC)	44.4% of non-PP pupils achieved 25/25 and 50% of PP pupils achieved 25/25.
All pupil premium children to achieve in line with non-pupil premium pupils in writing at the end of Key Stage 1.	50% pp (2/4) achieved ARE in writing compared to 73%. What progress have they made?
All pupil premium children to close the gap in reading age and chronological age in Year 3.	We have used YARC to assess SEN pupils initially and the gap has been closed between reading age and chronological age in accuracy, reading rate and comprehension.
Pupil Premium pupils with co-occurring SEMH needs will be supported to enable them to access learning in the classroom.	Challenge Partner visit feedback. July 2025: <i>'Strengths in individual sessions seen included: The teacher used a green highlighter in pupils' books to provide a guide for letter placement, pre-written the day of the week in some pupils' books so that these less-able pupils could concentrate on practising the y rather than taking time writing the whole word and potentially being overloaded by the other letters. Less able pupils were supported by a sheet that helped them to start their sentence before using the focus conjunction if, yet still allowed choice of wording. Only the second part of the sentence was unaided to ensure that if was being used correctly.'</i> SIAMs inspection report March 2025: <i>'Leaders are intentional in supporting pupils to have love for themselves, placing high priority on developing confidence and self-esteem.'</i> PACE training for all Teachers and TAs Purchased Widgit to help teachers to scaffold learners Therapeutic Thinking Portal purchased

<p>Pupil Premium pupils with co-occurring SEND/English as Additional Language will be supported to enable them to access learning in the classroom.</p>	<p>We are now using the DfE definition to identify where pupils are EAL.</p> <p>We attended EAL training to better understand the barriers EAL pupils face.</p> <p>Inclusion admin assistant has been hired and training on the Bell assessment is the next step.</p>
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Outcomes for disadvantaged pupils

<p>2024-25 Outcomes</p> <p>Good Level of Development: 50% (1/2)</p> <p>Year 1 Phonics: 100%</p> <p>End of KS1-</p> <p>Reading: 100%</p> <p>Writing:50%</p> <p>Maths: 100%</p> <p>End of KS2 Outcomes:</p> <p>Reading-50%</p> <p>Writing- 100%</p> <p>Maths-100%</p>

Further information (optional)

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