

Pupil premium strategy statement – Stanley Road Primary School 2025 - 26

This statement details our school's use of pupil premium (and recovery 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	238 Compulsory school age
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers 1	2025 - 2026 2023 – 2026
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Summer 2026
Statement authorised by	Darryl Asbury (Executive Head responsible for PP)
Pupil premium lead	Claire Alviti (Deputy Headteacher and Strategic Lead for PP)
Governor / Trustee lead	Andrea Southall and Louise Griffiths (Co-chairs of Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,835
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£134,835

Part A: Pupil premium strategy plan

Statement of intent

Stanley Road Primary School has a dedicated hardworking staff who are passionate about ensuring all children have access to a high-quality education and that children from disadvantaged backgrounds have the same opportunities as their peers. Our 'Reach for the Stars' attitude, demonstrates this drive and our values of Success, Respect, Perseverance and Strength in Community are focused on helping all learners achieve their potential.

The school serves a diverse area in the shadow of the historic Worcester cathedral. The school opened in 1915 and has long served the newest residents to the city. Stanley Road and Wyld's Lane are traditional Victorian terraces, but in the wider community there is mixed housing stock, which promote social inclusion and enhances community resilience.

We are a one and half form entry primary school in Worcester, in an area of comparative deprivation and children can start school with us from 3 years of age. 80% of our pupils speak English as an additional language and the vast majority of our children start school with a significant need to develop their language and communication skills.

For us, early intervention is key, and we are focusing on language development in all its forms with a clear emphasis on vocabulary, oracy/speaking and reading. We are constantly looking to refine and improve practice in this area whilst also providing targeted interventions to struggling learners both prior to, and at the end of, the school day. We strongly believe our curriculum *is* our children's opportunity and we aim to provide the knowledge, skills, and opportunities to create a level playing field and improve the life chances for all our educationally disadvantaged pupils.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for all our pupils and they all fully understand the part they play in addressing educational disadvantage.

Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. They devote time

to our staff for collaborative team planning, teaching, and modelling by spending time in classrooms to provide on the spot coaching, training, and immediate feedback to develop practice.

Challenges

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

Challenge number	Detail of challenge
1	An attainment gap exists nationally and within our school, demonstrating that at the end of Early Years and by the end of Key stage 2, non-pupil premium outperform their pupil premium peers. This is significant as it limits life opportunities and social mobility for our disadvantaged children.
2	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils from entry through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers in the Early Years and KS1.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teachers and parents refer for support with the mental health and wellbeing and allow us to support children so they can come to school ready to learn. Trauma Informed strategies are part of our Wave 1 interventions across the school.
4	Assessments, observations and discussions with pupils have identified that many of our educationally disadvantaged pupils experience several challenges which potentially impact on their learning, wider school life and their experiences beyond the school gate. These pupils may be at greater risk of poor attendance because of the impact of socio-economic (and other) disadvantages on their lives over time. Our latest attendance data shows that our disadvantaged pupil's attendance is lower than other pupils which includes proportions of children who are late for school.
5	Our assessments, observations and discussions with pupils and families have identified significant cultural capital gaps particularly for our disadvantaged learners. Many of our children rarely leave the city and many have had limited experiences of visiting the cathedral, cinema, museums and theatre etc. Not only does this negatively affect the general knowledge, talk opportunities and making links across the curriculum, it has a significant effect on attainment as children struggle to contextualise learning. Our assessments, observations and discussions with pupils and families (particularly as part of home visit) have identified a need in how to support children in social interactions such as play activities particularly for our disadvantaged learners. This need impacts

	children's interactions at playtime; this then negatively impacts on wasted learning time and children not being regulated to access learning immediately after playtimes.
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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 reading and writing attainment and progress for disadvantaged pupils at the end of KS2. Improved maths attainment and progress for disadvantaged pupils at the end of KS2. Improved numbers of disadvantaged children achieving in R/W/M at the end of KS2.	Key stage 2 reading, writing and maths outcomes in 2025/26 show disadvantaged pupils attainment is moving in line with non-disadvantaged pupils.
Improve the number of disadvantaged children leaving EYFS with GLD.	GLD outcomes in 2025/26 show disadvantaged pupils attainment is moving in line with non-disadvantaged pupils.
Improved oral and language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: • The overall absence rate for all pupils showing an upward trend and there will be no gap in attendance for our disadvantaged pupils.

	• The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no lower than their peers.
To enhance enrichment experiences for all pupils, particularly our disadvantaged pupils.	Sustained high levels of engagement in enrichment experiences demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. ◦ Fewer lunchtime behaviour issues and improved focus in the afternoons.

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: £85000

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will partially fund the reading, writing and maths leads out of class role and provide weekly opportunities for internal skills sharing and modelling/ coaching/collaborative planning with subject leads, experienced teachers and our literacy lead.	There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial. https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children	1 and 2

Utilise members of the senior leadership team and teaching and learning team to develop pedagogy, planning and assessment through effective mentoring and coaching opportunities. Recruit and retain high performing staff members through an effective CPD programme that is delivered by SLT and experts from across the MAT. Embed high quality adult/child interactions in the early years and across the school. Continue to enhance our language rich learning environments. Introduce well targeted team teaching to enhance inclusive practice and participation for all in lessons – cold calling, questioning, vocabulary. Visit other excellent schools/MATs to look at best practice. Keep up to date with all relevant research.	https://educationendowmentfoundation.org.uk/public/files/Law et al Early Language Development final.pdf Teaching by Listening: The Importance of Adult-Child Conversations to Language Development Frederick J. Zimmerman, Jill Gilkerson, Jeffrey A. Richards, Dimitri A. Christakis, Dongxin Xu, Sharmistha Gray and Umit Yapanel https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1/ https://educationendowmentfoundation.org.uk/measures-database/wellcomm-the-complete-speech-language-tool-kit Closing the Vocabulary Gap Alex Quigley	
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Provide weekly opportunities for internal skills sharing and modelling/ coaching/collaborative planning with English leads, experienced teachers and our maths lead. Enhance our maths teaching and curriculum planning in line with DfE and EEF guidance. Fund teacher release time to embed key elements of guidance in school and to access CPD related to White Rose Maths and Talk 4 Writing.	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: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf The EEF guidance is based on a range of the best available evidence https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf	1
Improve the quality of social and emotional learning (SEL). SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff (PSHE Curriculum, E- Safety, RSE) Continue to develop attachment strategies (Trauma Informed Schools) to enable learners to access learning. Continue to train any staff who are new to school with trauma informed approaches. Ensure leaders of trauma informed practices are up to date with ongoing CPD and qualifications.	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). EEF research shows Social and emotional learning has an impact of +4 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional (Little Wandle) catch up phonics sessions are targeted at educationally disadvantaged pupils who require further phonics support. Reading leader, Early Years & KS1 leads provide weekly coaching and training for staff at all levels.	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 of weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 and 2
Additional Mathematics sessions targeted at educationally disadvantaged pupils who require further maths support. Maths leader, Early Years & KS1 leads provide weekly coaching and training for staff at all levels.	The EEF recommend using structured interventions to provide additional support. Interventions should start early, be evidence-based and be carefully planned. Interventions should include explicit and systematic instruction. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1
Establish small group speech and language interventions for disadvantaged pupils falling behind age-related expectations. (ECAT, Wellcomm) Work alongside MAT and LA SALT specialists to deliver recommended strategies.	EEF research shows Oral language interventions have an impact of 6 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2

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

Budgeted cost: £24,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide 1:1 and group counselling & therapy sessions for vulnerable pupils led by skilled and experienced professionals (School counsellor, WEST, Dog Mentor) Provide high quality in-school mentoring/support for identified pupils in KS1 and 2.	There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014) Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3
Embed the principles of good practice set out in the DfE's advice. This involves training and release time for staff to develop and implement new procedures. Continue to make the best use of our highly skilled Trust Inclusion team, LA Attendance Officer and MAT EWO to	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	4

work with our vulnerable families to improve attendance.		
Provide children with real-life opportunities and experiences through - Ensuring PP children have access to extra-curricular clubs. - Supporting families to allow PP children to attend trips and residential. - Support PP learners to have regular music tuition and participate in other arts activities - Widening the curriculum to allow children first hand experiences eg. artefacts, trips, visitors, VR. - Providing children with structured play opportunities at play times to develop turn taking, collaboration and oracy	Children who are exposed to cultural capital are better prepared to master academic material and develop a greater taste for learning abstract and intellectual concepts. A lack of cultural capital can affect attainment and can affect life chances. Race, cultural capital, and schooling: An analysis of trends M Kalmijn, G Kraaykamp <i>Reproduction in education, society and culture</i> Bourdieu and Passeron https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	5

Total budgeted cost: £134,835

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Evaluation of 2024 – 2025 PP Strategy

Intended outcome	Success criteria	Evaluation
Improved reading and writing attainment for disadvantaged pupils at the end of KS2. Improved maths attainment for disadvantaged pupils at the end of KS2.	Key stage 2 reading, writing and maths outcomes in 2024/25 show disadvantaged pupils attainment gap has closed when compared to with non-disadvantaged pupils.	Reading, writing and maths show an improving picture for disadvantaged attainment moving closer to national figures for children in receipt of PP, however, the gap between PP and non-PP needs to continue to be addressed as a priority.
Improved oral and language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.	Across school vocabulary acquisition and oracy opportunities are now embedded into all subjects. Strategies such as Concept Cat are having a positive impact in Early Years. This strategy needs to continue into the next academic year.
To achieve and sustain improved wellbeing for our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils	In 2024/25, our disadvantaged children have been offered a range of strategies to support wellbeing. - Children have successfully completed courses with our play therapist and WEST teams. - As a result, children, attend more often and are better prepared to access learning opportunities.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • The overall absence rate for all pupils showing an upward trend and there will be no gap in attendance for our disadvantaged pupils.	For the academic year 2024/25, there has been a great improvement in disadvantaged pupils attendance. - 95% for disadvantaged children in school, compared to 92.6% nationally.

	• The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no lower than their peers.	- Disadvantaged persistent attendance is 11% better than national.
To enhance enrichment experiences for all disadvantaged pupils.	Sustained high levels of engagement in enrichment experiences demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils	With the support of PP funding, school trips have regularly happened and have enriched the curriculum offer for our children. In addition, attendance of extra-curricular clubs and opportunities has continued to grow.

Externally provided programmes

Programme	Provider
White Rose Maths	White Rose Hub
Little Wandle	Little Wandle Letters and Sounds Revised
Primary Knowledge Curriculum	The Knowledge Schools Trust
Ready Steady Comprehension	Literacy Counts
PE Passport	PE Passport
SCARF PHSE	Coram Life Education
RE Today Primary RE Curriculum	National Association of Teachers of RE
Language Angels	Language Angels
Teach Computing	National Centre for Computing Education
Concept Cat	Better Communication CIC
WELLCOMM	GL Assessment
Trauma Informed Schools	Trauma Informed Schools UK
OPAL	OPAL
The Dog Mentor	The Dog Mentor