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Learning Partners
academy trust

Pupil Premium Strategy Statement

Stoughton Infant School
and Northmead Junior School



Northmead
Junior School

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	301 (Stoughton) 358 (Northmead)
Proportion (%) of pupil premium eligible pupils	14% (Stoughton) 21.2% (Northmead)
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)	2024-2025 2025-2026 2026-2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Sarah Carrington
Pupil premium lead	Rebecca Coles, Susie Hanlan and Laura Abdessalam
Governor / Trustee lead	Sophie Lewis

Funding overview

Detail	Northmead and Stoughton
Pupil premium funding allocation this academic year	£175,400

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>	£175,400

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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, such as those who have a social worker and young carers. Outcomes for our vulnerable children, including those who qualify for Pupil Premium Grant, permeate all of the choices we make in school and the allocation of resources to ensure that we can help overcome barriers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and rich experiences to build upon their cultural capital 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.

We strive for all children to develop a love of learning and a strength of character through our school vision and values with the fostering of good relationships being at the heart of this.

Development of Stoughton and Northmead's Pupil Premium pledge so that they have the opportunity to access after school clubs, music lessons, school uniform as well as support from the Home School Link Worker (HSLW) who can refer for support from agencies such as: Food Wise, Community Fridge and Hygiene Bank.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes for our disadvantaged pupils are lower. Many of our disadvantaged children have layered vulnerabilities with either additional support services being involved with their families or having additional educational needs, or both.
2	Appropriate and timely support with specific needs around SEMH which need additional support to develop their emotional literacy skills and regulation strategies.
3	Pupils may have limited experiences beyond their home life and limited access to books and libraries and the communities' wider cultural capital.
4	Our PP families engage well with our HSLW but don't always attend/engage with sessions/events that would help to support their child in school such as attending parents' evenings, parent workshops. Attendance is affected and the level of support at home isn't consistent.

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
Higher numbers of children eligible for PP making age related expectations.	Assessments and observations indicate significantly improved outcomes among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including 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 by 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.
Children eligible for PP to participate in all trips and to have access to enrichment	Pupil premium pledge is established and children/parents are accessing extra-

<p>activities such as music lessons and sporting clubs.</p>	<p>curricular clubs, music lessons, HSLW support, funding for uniform.</p>
<p>Parental engagement from disadvantaged families has improved and they are more confident in supporting their child at home.</p>	<p>Good relationships between school and home are fostered. Trust developed between parents and school and appropriate support provided Attendance at parent consultation evenings. Increased engagement from parents in supporting their child at home with reading and home learning. Parents' confidence is raised in supporting their child at home through engagement with parental workshops/information videos. Child's attendance has improved or has maintained a good level. An increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
<p>Children demonstrating positive and independent learning behaviours</p>	<p>Children can sustain concentration on an activity. Children are visibly engaged with their learning and on task. Children are developing their strength of character - demonstrating the school values and following the 3 simple school rules. Children accessing ELSA support at the right time.</p>

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: **£30,000**

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

[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
<p>Effective Feedback (+6 months) Oral Feedback (+7 months)</p> <p>In house training for all staff on how to provide high quality live feedback using the assess, plan, do, review model.</p> <p>Use weekly planning meetings within year group teams to analyse feedback and its impact.</p> <p>Address misconceptions and plan accordingly.</p>	<p>Teacher feedback to improve pupil learning</p> <p>Feedback may have a positive impact through supporting pupils to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing pupils' motivation to improve.</p>	<p>1</p>
<p>Targeted Professional Development to identify training and development needs.</p> <p>ECT's and SCITT students are provided with experience and supportive mentors. Access to Teach First programme of support.</p>	<p>Effective Professional development</p> <p>Ensuring that any professional development is purposeful, linked to key priorities and is revisited.</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>1, 2</p>

<p>Continued ELSA to support the growing need to support children's mental health.</p> <p>Key staff training in Nurture UK and the Boxall Profile.</p> <p>Key staff training in EBSNA and development of an EBSNA strategy.</p> <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>Improving Social and Emotional Learning in Primary Schools EEF</p> <p>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:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	
<p>Purchase STIPS add on packages as required to meet individual and whole school needs</p>	<p>Access to specialist interventions, access to transition support, focussed workshops, school improvement work, audits, and additional places on STIP courses.</p>	<p>1, 2</p>

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

Budgeted cost: **£72,520**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective</p>	<p>1</p>

<p>support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE’s guide: Tutoring: guidance for education settings</p>	<p>method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1
<p>Targeted SEMH interventions linked to children’s mental health, wellbeing and emotional literacy outcomes. for example ELSA, Play Therapy, “Robins” and “Outdoor Learning Wellbeing group” and “Lego Therapy.”</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Social and Emotional Learning (+4 months)</p> <p>Three broad categories of SEL interventions can be identified:</p> <ul style="list-style-type: none"> ● School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; ● Universal programmes which generally take place in the 	2

	<p>classroom with the whole class; and</p> <ul style="list-style-type: none"> • More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£71,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE’s guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p>	<p>1, 4</p>

<p>appointing attendance/support officers to improve attendance.</p> <p>HSLW building bridges between families and school staff.</p> <p>Newsletters, vlogs and information clips and videos or how to support your child.</p> <p>Parent engagement events e.g. coffee mornings and workshops</p> <p>Friends events</p> <p>Signposting to supportive charities and online resources and groups.</p> <p>Barrier to learning conversations.</p> <p>Attendance meetings.</p>	<ul style="list-style-type: none"> ● approaches and programmes which aim to develop parental skills such as literacy or IT skills; ● general approaches which encourage parents to support their children with, for example reading or homework; ● the involvement of parents in their children’s learning activities; and ● more intensive programmes for families in crisis. 	
<p>PP Pledge:</p> <p>All PP children will have access to: Free School Meals</p> <p>Option to join breakfast club when there is an identified need</p> <p>Option to learn a musical instrument</p>	<p>Guide to Supporting School Planning: A tiered approach to 2021</p> <p>Ensuring that all children have access to the same opportunities can support the removal of non academic barriers to success in school.</p> <p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p>	3

<p>A lunch-time or after school club</p> <p>Holiday clubs and childcare</p> <p>Support with uniform and other staple items</p> <p>Support with costs of school trips/visits</p> <p>Access to friends events</p> <p>Be represented on School Council</p> <p>Receive regular support from the HSLW and the relevant services she can signpost to.</p>	<p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest.</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.</p>	

Total budgeted cost: £173,520

(Plus contingency of £1880 tbc)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended objectives	Outcomes
<p>Higher numbers of children eligible for PP making age related expectations.</p>	<p>Stoughton Ongoing. The greatest success has been demonstrated in those accessing teacher led additional phonics provision (as evidenced in year 1 phonics data)</p> <p>2024/2025 KS1 Year 1 Phonics – 83% Year 2 Phonics – 89% GLD – 71% KS1 Reading EXS+ - 73% KS1 Writing EXS+ - 67% KS1 Maths EXS+ - 70%</p> <p>PP Outcomes 24/25 KS1 Year 1 Phonics - 47% Year 2 Phonics – 33% GLD – 42% KS1 Reading EXS+ - 39% KS1 Writing EXS+ - 39% KS1 Maths EXS+ - 46%</p> <p>1:1 and small group teaching has continued to support individual reading, phonics and number support. These sessions are held in addition to core teaching time to ensure children do not miss teaching inputs. Teacher assessments were moderated within school and across other schools withing Learning Partners Academy Trust.</p> <p>Northmead Children eligible for PP funding were supported through targeted interventions for reading including Project Code X, Literacy for All and additional phonics sessions. Pupils in year 4</p>

	<p>were offered additional support in maths through a times tables intervention.</p> <p>2024/2025 KS2 MTC – 37% Reading EXS+ - 70% Writing EXS+ - 70% SPAG EXS+ - 72% Maths EXS+ - 68%</p> <p>PP Outcomes 24/25 KS2 MTC – 15% Reading EXS+ - 32% Writing EXS+ - 42% SPAG EXS+ - 42% Maths EXS+ - 26%</p> <p>Next Steps: CPD for 25/26 will be focussed on pedagogy and quality first offer. Pupil progress meetings focussed on disadvantaged.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Stoughton</p> <p>Ongoing</p> <p>We have a wide pastoral support offer available across the school including nurture groups, ELSA, Young Carer support, play therapy and Lego therapy.</p> <p>ELSA support is well established within school routines with a clear referral system in place.</p> <p>We are undertaking the Nurturing Schools UK training programme.</p> <p>At Stoughton there are two fully trained Nurture group leaders and two members of staff have completed Nurture UK whole school approach training.</p> <p>All teaching staff have completed Boxall Profile training in the summer term, and we are</p>

focussing on the use of Boxall Profile more widely across both schools starting with two focus classes. Teachers will then be able to implement focussed whole class strategies based on the profile outcomes.

The ELSA and HSLW are part of the Inclusion teams at each school allowing for joint working.

HSLW at Stoughton is the school mental health lead and a DDSL.

The ELSA (who is a very experienced HLTA) continues to lead a learning hub based on the 6 principles of nurture. This has been established so support a small group of children who were overwhelmed by the mainstream classroom environment. This has provided significant support as there is far less disruption top the school day, and all children are able to access learning in an environment better suited to them. There has also been a significant increase in attendance of those attending the provision including one child who has been able to move off a reduced timetable to attend full time.

Emotional wellbeing is embedded within the school, and we have a number of designated days or weeks across the year such as 'Healthy Living Week' and 'Diversity Week'.

We employed an additional SEND specialist TA, with trauma informed training, to support a family who had experienced significant trauma and neglect to enable the children to access school. This support ensured that we could best meet the complex needs of the children in the family and contributed to a significant improvement in their attendance and wellbeing. This led to an overspend in this area last year.

Northmead

	<p>Ongoing</p> <p>We are undertaking the Nurturing Schools UK training programme.</p> <p>ELSA support is very established within the school routines, and ELSA is delivered by two members of staff one of whom is the HSLW and also part of the DSL team. This ensures that there is close joint working between the DSLs, SENCO and HSLW/ELSA to discuss children's needs and curate the right package of support at the right time for children and their families, which can include: ELSA support, 1:1 check-ins, parent support via phone or in person meetings, TAF meetings where needed, homework support, referrals to local play schemes, food bank and voucher schemes.</p> <p>Emotional wellbeing is embedded within the school, and we have a number of designated days or weeks across the year such as 'Healthy Living Week' and 'Diversity Week'.</p> <p>Next Steps: Continue to engage with Nurture UK programme and implement strategies more widely across the schools.</p>
<p>Children eligible for PP to participate in all trips and to have access to enrichment activities such as music lessons and sporting clubs.</p>	<p>Ongoing</p> <p>Stoughton All PP children have access to our PP pledge with all children accessing extra-curricular clubs run in house and external providers. This includes holiday club support, languages, sports and musical instruments. All families will have the opportunity for support with funding for trips and residential.</p> <p>A shared pledge across both schools will be established this academic year to further strengthen this area of support.</p> <p>Northmead</p>

	<p>All children eligible for pupil premium offered the opportunity to attend trips, visits and in-school enrichment activities with reduced price or free spaces managed by the HSLW. All children eligible for pupil premium offered the opportunity to engage in after school clubs or learn a musical instrument free of charge or for a reduced fee. No data on participation is available at this time.</p> <p>All children eligible for pupil premium offered access to support to purchase uniform, or having uniform provided dependent on needs.</p> <p>Next Steps: Establish shared pupil premium pledge across both schools.</p>
<p>Parental engagement from disadvantaged families has improved and they are more confident in supporting their child at home.</p>	<p>Ongoing</p> <p>Stoughton and Northmead have worked together to provide coffee mornings for parents with a range of visiting speakers to offer advice and support. They have been well attended.</p> <p>Parents evenings are well attended across both schools.</p> <p>Both HSLWs offer comprehensive support to families going far beyond the pupil pledge. This is tracked on our pupil premium tracking document (Stoughton only) and includes resource such as food bank, hygiene bank, charity grants etc.</p> <p>This year we will be aligning systems to track this across both schools.</p> <p>This wider offer ensures that the schools have good relationships with families which in turn will support improvement of attendance.</p>

	Next Steps: Attendance to be a focus for parental engagement and workshops this year.
Children demonstrating positive and independent learning behaviours	<p>Ongoing</p> <p>The school rules and values are embedded across the schools. There is a focus on these during assemblies and in the establishing weeks at the start of the school year. Rules and values are shared with parents and carers through the school newsletters.</p> <p>ELSA support is well established within school routines with a clear referral system in place.</p> <p>Next Steps: Continue to embed shared rules and values across both schools.</p>

Externally provided programmes

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

Programme	Provider
Riding for the Disabled	RDA
Nurture provision	Pirbright Nurture Farm
Play therapist	Petra's Play Therapy