Pupil premium strategy statement – Stanwix 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	366
Proportion (%) of pupil premium eligible pupils	9.6%
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)**	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	D Glynn
Pupil premium lead	V Jenner
Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51210
Pupil premium funding carried forward from previous years	£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*	£51210

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that all children are offered an ambitious, inclusive, and progressive curriculum that enables them to make excellent progress from their unique starting points and equips them with the skills and knowledge for future learning and life.

In order to achieve this, the key principles of our Pupil Premium Strategy are:

- To provide a broad and balanced curriculum underpinned by high-quality first teaching, ensuring that learning is accessible and challenging for all pupils.
- To adopt a whole-school approach where every member of staff is committed and responsible for meeting the academic, social, and emotional needs of all pupils, with a particular focus on those who are disadvantaged.
- To work closely with families to offer support and increase engagement, recognising the vital role of parental engagement in improving outcomes.

We acknowledge that not all pupils who receive free school meals will be disadvantaged, and not all disadvantaged pupils are registered or qualify for free school meals. Therefore, our funding is used flexibly to support any pupil or group of pupils identified as needing additional help to close gaps in attainment and progress.

Our intention is that all pupils, irrespective of background or barriers, make strong progress and achieve high attainment across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve this goal, including those who are already high attainers.

We will also consider the challenges faced by vulnerable pupils, such as those with a social worker or young carers, and ensure that the activities outlined in this strategy support their needs.

High-quality teaching is at the heart of our approach, complemented by refined use of assessment and targeted academic support and wider strategies to address attendance and wellbeing. This approach is proven to have the greatest impact on closing the disadvantage attainment gap while benefiting all pupils.

The approaches we have adopted are rooted in robust diagnostic assessment and responsive to individual needs, not assumptions about disadvantage. To ensure effectiveness, we will:

- Challenge disadvantaged pupils in the work they are set to raise expectations and aspirations.
- Act early to intervene at the point need is identified, ensuring timely and precise support.
- Adopt a whole-school approach where all staff take responsibility for disadvantaged pupils' outcomes, fostering a culture of high expectations and shared accountability.

Through this strategy, we aim to remove barriers to learning, improve attendance, enhance wellbeing, and ensure every pupil is equipped for success in the next stage of their education and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Current assessments indicate the need to improve writing attainment and combined RWM outcomes for disadvantaged pupils so they match those of their peers
2	We need to ensure all pupils consistently receive the highest quality teaching, particularly in writing and mathematics, to close attainment gaps and ensure strong progress.
3	We need to refine internal assessment systems to provide accurate data on disadvantaged and SEND pupils, enabling precise interventions and effective monitoring of impact.
4	Attendance data indicates that the need to improve attendance for disadvantaged pupils so it meets national expectations and aligns with their peers.
5	An increased number of pupils demonstrate emotional well-being demonstrates the need to strengthen support for pupils with emotional, social, and behavioural needs to improve readiness to learn and engagement in school.
6	We need to ensure disadvantaged pupils access a broad, balanced curriculum rich in knowledge, vocabulary, and memorable experiences while securing strong basic skills.

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
Attendance of disadvantaged pupils improves to at least match national averages by Year 3.	95% or above attendance for disadvantaged pupils. Persistent absence of disadvantaged pupils to be significantly lower (below 10%)

Wider access to pastoral support for disadvantaged pupils.	Embedded role of new pastoral coordinator. Increased pastoral offer to include wider offer, type and timing of pastoral interventions.
Internal assessment systems refined to provide accurate tracking and analysis of progress for disadvantaged and SEND pupils, enabling timely interventions.	Termly assessments carried out and used to accurately monitor progress of all pupils with a focus on disadvantaged and SEND pupils. Assessment data used to plan, deliver and monitor precise interventions and whole class teaching to narrow the attainment gap. Progress and impact of intervention groups to be monitored.
Improve retention and recall of mathematical facts through a focus on fluency.	Clearly timetabled and effective teaching of mathematical fluency to promote retention. Pupils to accurately and rapidly recall and use mathematical facts. Improved results in Y4 MTC
Improve attainment in writing and mathematics for disadvantaged pupils.	The gap will close in attainment between disadvantaged and non-disadvantaged pupils. Disadvantaged pupils attainment will improve to be closer or in line with national average.
Improve progress in writing and mathematics for disadvantaged pupils.	The gap will close in progress made between disadvantaged and non - disadvantaged pupils. Disadvantaged pupils will make strong academic progress with the aim to accelerate and narrow the gap.

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: £ 20,314

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement CPD for staff on high-quality teaching and formative assessment strategies to improve mathematical fluency	The EEF states that supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit "Great teaching is the most important lever schools have to improve pupil attainment"	1,2
Implement CPD for staff on high-quality teaching and formative assessment strategies to improve writing to include input on modelling and assessment of foundational skills.		1,2,3
Use of external assessment system and analysis program for mathematics and reading. CPD for staff to ensure accurate and consistent use and analysis.	The EEF states that assessment is important because it provides teachers with the information needed to understand students' knowledge gaps, adapt their teaching accordingly, and provide specific feedback to guide learning.	1,2,3
Develop a school-wide Teaching and Learning Policy to ensure a shared vision and implementation of high-quality teaching strategies.	The EEF states that supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2

Targeted academic support

Budgeted cost: £ 7484

NB: further money has been allocated from the main school fund to ensure groups, which include our disadvantaged children, are targeted and implemented effectively.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use assessment data and the Boost Insights system to plan and deliver targeted interventions, specifically within maths and writing.	See above	1,2, 3
Provide one-to-one and small group interventions for pupils identified as falling behind with a focus on our disadvantaged pupils, specifically in English and Maths.	EEF evidence finds that mall group tuition has an average impact of four months' additional progress over the course of a year. One to one tuition and small group tuition are both effective interventions https://educationendowmentfoundation.org.uk	1, 2, 3

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

Budgeted cost: £ 23,412

Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Appoint a dedicated pastoral lead to oversee wellbeing initiatives.	The EEF states that social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4, 5
Expand pastoral offer to include Decider Skills, Lego Therapy, Drawing and Talking and ELSA sessions.		4, 5

Implement robust attendance monitoring systems and work closely with families to reduce persistent absence.	With clear links between poor attendance and poor attainment and behaviour, tackling persistent absence is an important part of improving outcomes for all pupils. Supporting attendance | EEF The DfE document "Working Together to Improve Attendance" states that improving attendance is everyone's business and recommends strong relationships with, and working with families. It also states that the most effective schools consistently promote the benefits of good attendance at school and make schools a place pupils want to be, set high expectations for every pupil, communicate those expectations clearly and consistently to pupils and parents and systematically analyse their data. Working together to improve school attendance - GOV.UK	1,4
Increase engagement and communication with parents and wider staff to raise awareness of the importance of good attendance.		1,4,5,
Increase monitoring and analysis of disadvantaged pupils attending clubs, learning instruments and experiencing visits and residentials. Ensure disadvantaged pupils are given experiences in clubs, music, visits and residentials.	The EEF guidance is based on a range of the best available evidence: The EEF do state that 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. *(NB PP money will not be used to fully fund these costs but cover up to 20% of the individual cost)*	6

Total budgeted cost: £ *51210*

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.

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

Service pupil premium funding (optional)

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.