

School Overview



Detail	Data
Number of pupils in school	482
Proportion (%) of pupil premium eligible pupils	38.8% (187 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	17 th December 2024
Date on which it will be reviewed	14 th July 2025 November 2025
Statement authorised by	The Governing Body of Stow Heath Primary
Pupil premium lead	Lisa Scoffham
Governor / Trustee lead	Janice Silvester-Hall

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£272,320
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>	£272,320

Our Statement of Intent



At Stow Heath Primary School, we value the abilities and achievements of all our pupils and are committed to providing each child with the best possible learning environment to ensure they make good progress and achieve well, regardless of their background. We recognise that each child is unique and will have different needs throughout their time at school.

Our Pupil Premium funding is dedicated to accelerating progress and moving children to at least age-related expectations. We aim to support all pupils to “Shine like a Star” by utilising a long-term strategy aligned with the School Improvement Plan (SIP). This strategy includes a blend of short, medium, and long-term interventions, aligning Pupil Premium use with broader school improvements and enhancing readiness to learn.

Overcoming barriers to learning is central to our use of the Pupil Premium Grant (PPG). We understand that needs and costs vary depending on the barriers being addressed. Therefore, we do not allocate personal budgets per pupil. Instead, we identify the barriers and required interventions, whether for small groups, large groups, the whole school, or individuals, and allocate budgets accordingly.

Our Priorities:

- High-quality first teaching is at the core of everything at Stow Heath. Our strategy focuses on areas where disadvantaged pupils need the most support, aiming to close the attainment gap while sustaining the progress and attainment of non-disadvantaged pupils.
- Setting priorities is key to maximising the use of the PPG. By implementing a school-wide accountability approach, we ensure the following priorities are embedded in all we do:
 - Ensure pupils have access to high-quality first teaching and are challenged in their learning.
 - Commit to closing the attainment gap between disadvantaged pupils and their peers, rooted in a robust assessment system.
 - Provide targeted academic support for pupils not making expected progress and those who are or have the potential to be high attainers.
 - Address non-academic barriers to attainment, such as attendance, social and emotional needs and behaviour, ensuring a holistic approach to addressing pupils’ needs.

Additionally, we focus on targeted interventions where Teaching Assistants (TAs) have been specifically trained to make an impact. Continuous Professional Development (CPD) opportunities are provided to identify how we can best utilise TAs effectively.

Challenges



This details the key challenges to achievement that school has identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1 Attainment gaps between PP and non-PP in core subjects	<p>In school data shows that there is a gap for those pupils who are in receipt of the PPG in the following areas which will be addressed through targeted funding in 2024-2024:</p> <ul style="list-style-type: none">• 50% of PP children at the end of Reception achieved GLD; this was a -7% decrease on the outcomes previously and meant that there was a 8% gap compared to those not eligible for the PPG. This will have implications as this cohort move into Year 1• In Reading, across the school, there is a gap between the proportion of PP pupils working at age related expectations compared to non-PP pupils. The average gap is 11% between these two groups of pupils.• In Writing for some year groups, a gap in working at age related expectations remains between PP and non-PP pupils. The average gap is 10%• In Maths, the average gap between PP and non-PP pupils in working at age related expectations is 5% <p>This will mean that Reading interventions across school in this academic year will be prioritised to ensure more pupils are reading at their age-related expectations.</p>
2 Phonics	<p>Year 1 phonic outcomes for disadvantaged pupils in 2024 were 68%; this is a -11% difference on previous school outcomes for the same vulnerable group and has led to a 17% gap with non-disadvantaged pupils. This will have implications for the teaching of Phonics in both Years 1 and 2.</p> <p>32% of PP children who did not meet the standard of the Phonic Check in Year 1 and in school analysis would also suggest that the attainment gap has increased by 14% from previous school outcomes for this disadvantaged group</p> <p>This will mean that the provision that is put into Year 1 and Year 2 in the Autumn and Spring Terms will need to be adapted to ensure that the proportion of pupils that reach the expected standard in Phonics by the end of Year 1 improves to be in line or better than those seen nationally.</p> <p>At the end of Year 2, 5 (out of 7) children who did not pass the Phonics resits are PP eligible. At the beginning of the academic year (September 2024) the 2 non-PP children left Stow Heath, consequently 100% of pupils who did not pass the phonics resit are PP eligible. This means that considerations will need to be made for the provision for pupils in Year 3 who have not yet passed the Phonic Screening check will also need to be made so that these pupils receive the targeted interventions they need in order to access the broader Key Stage 2 curriculum.</p>



<p>3 Speech and Language</p>	<p>75% of PP children achieved ELG in Speaking in 2024. This was because of the speech and language interventions that were put into place in Reception during the previous academic year. This was a 15% increase on 2023 outcomes.</p> <p>As a result, due to the high proportion of EAL pupils and PP pupils in the current EYFS cohorts, provision put into place last year can be applied to the current cohort.</p> <p>44% of pupils in school with a SEND need have a speech, language and communication need. 50% of this group are also PP. This indicates that there is a need for targeted speech and language interventions for pupils who are not yet working at their age-related expectations for speaking across school</p>
<p>4 Attendance and Persistent Absence amongst PP pupils</p>	<p>In the last academic year, attendance amongst pupil premium children was 93.68%. This was a 0.89% increase in attendance for this group from the previous year.</p> <p>Persistent absence rates amongst PP last academic year was 16.18%. This was an improvement of 6.86% on the previous year.</p> <p>However, attendance amongst non-PP children last year was 1.49% higher than for those who are PP, suggesting that there is a gap in attendance for our disadvantaged pupils. Likewise, persistent absence rates amongst non-PP pupils is less than it is for PP pupils (3.6% gap)</p>
<p>5 Social and Emotional Support</p>	<p>From in school monitoring and discussions with both staff and pupils, there is a need to continue to seek both internal and external support with social and emotional issues for a number of both our disadvantaged and non-disadvantaged pupils.</p> <p>Monitoring of CPOMS notifications and informal parental discussions would also indicate an increase in the number of parental concerns relating to anxiety and behaviour patterns.</p> <p>The number of children requiring support to emotionally regulate in order to access classroom-based learning is increasing across school.</p> <p>4% of PP children are currently on an Early Help Assessment 1% of PP children are currently on a Child Protection plan. 2% of PP children are currently on a Child in Need plan.</p>

Intended Outcomes



This explains the outcomes that school are aiming for and how we will measure whether they have been achieved

Intended outcome	Success criteria
1 Narrowing the gap between groups in attainment where gaps have been identified through school data	Outcomes for disadvantaged pupils in the areas of school outlined in the Challenges section above will be in line or better than outcomes for non-disadvantaged pupils. This will be as a result of the systems and targeted interventions that have been put into place to ensure that gaps are narrowed wherever possible and the proportion of pupils working at age related expectations improves year on year.
2 Improving Phonic Outcomes for disadvantaged pupils	Outcomes for disadvantaged pupils in Phonics at the end of Year 1 will be in line or better than outcomes for non-disadvantaged pupils because of the systems that have been put into place to ensure that pupils leave KS1 ready to access the full breadth of curriculum in KS2.
3 Improving speech and language outcomes for disadvantaged pupils	Observations and in school assessments indicate that there have been significant improvements in pupils spoken language, particularly amongst the disadvantaged pupils. This is further corroborated through leaders' observations of lessons, pupil interviews and book scrutinies.
4 Attendance and persistent absence rates amongst disadvantage pupils	Attendance systems are clearly communicated to all stakeholders and a clear system for reporting and monitoring absence is shared and understood. As a result, the proportion of PP pupils who are persistently absent decreases.
5 Social & Emotional Support	There are high levels of wellbeing demonstrated amongst pupils. This can be in the form of pupil interviews, reduction in reported behaviour incidences on CPOMS and an increase in participation in enrichment activities across the curriculum.

Activity in this academic year 2024-2025



This details how school intends to spend our pupil premium funding this academic year to address the challenges listed above:

1. Teaching (for example, CPD, recruitment and retention)

Budgeted Cost = £ 171,351.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early Years</p> <ul style="list-style-type: none"> ➤ HLTA deployed specifically in Nursery to enable smaller family group work/targeted support for SEND pupils ➤ HLTA deployed to Early Years to facilitate speech & language focus to take place ➤ CPD for 3 new members of staff deployed to Early Years to develop communication (I Can) Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. ➤ CPD & changes to provision for Early Phonics & Reading – new to phase coaching and support provided by AHT 	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>Oral language interventions EEF</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics EEF</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Effective Professional Development EEF</p>	1 2
<p>Key Stage One</p> <ul style="list-style-type: none"> ➤ Additional TA in KS1 to support the prioritisation of Reading ➤ CPD & changes to provision for Phonics & Reading – new to phase coaching and support provided by AHT x2 	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics EEF</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Effective Professional Development EEF</p>	1 2
<p>Key Stage Two</p> <ul style="list-style-type: none"> ➤ Year 6 additional teacher to provide smaller class sizes for core subjects and interventions for those identified as falling behind. 	<p>High first quality teaching providing pupils with collaborative learning opportunities allows for pupils' with lower attainment to have opportunities with good peer models. Collaborative learning approaches EEF</p>	1



<p>This equates to 50% of the timetable with an additional 10% given to planning, preparation and assessment.</p>		
<p>Whole School Support</p> <ul style="list-style-type: none"> ➤ Every class in school has a designated TA to support high first quality teaching within the classroom and misconception addressing during the day. This may be that the TA or teacher addresses the misconception but having an additional person in the class enables this to happen. ➤ Top Scale Level 3 TA per class with 25% of salary to contribute towards the teaching and learning for PP pupils ➤ CPD opportunities for Teaching Assistants on effective lesson support with a focus on feedback have ensured that high-quality in the moment feedback is being given to improve the outcomes of pupils. 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.</p> <p>High first quality teaching providing pupils with collaborative learning opportunities allows for pupils’ with lower attainment to have opportunities with good peer models. Collaborative learning approaches EEF</p> <p>High first quality teaching providing pupils effective feedback ensures that pupils are receiving intervention and steps to close the gaps addressing in the moment misconceptions. Feedback EEF</p> <p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Effective Professional Development EEF</p>	<p>1 2 3</p>
<p>Leadership</p> <ul style="list-style-type: none"> ➤ Each senior leader to take an active role in target setting, monitoring and reviewing pupil premium attainment across school, including coordinating support and intervention where necessary. This will ensure that PP pupils engage and are represented across the whole spectrum of school life. ➤ 10% of SLT salary contributions to support the above leadership activities 	<p>All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. Teacher Feedback to Improve Pupil Learning EEF</p>	<p>1</p>



2. Targeted academic support (for example tutoring, one-to-one support, structured intervention)

Budgeted Cost = £ 59,894.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS Speech & Language Intervention Additional sessions targeted at disadvantaged pupils who require further phonics support. Specifically deployed staff member to target support for those identified with low language.</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. Oral language interventions EEF</p>	3
<p>KS1 Reading Phonics teaching Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Specifically deployed staff member to target support for focus group pupils (those identified as not on track by assessment data milestones)</p>	<p>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</p>	1 2
<p>KS2 Reading Phonics teaching Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Specifically deployed staff members to target support for identified pupils in KS2 (who did not pass the Phonic Check by the end of Y2)</p>	<p>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</p>	1 2
<p>KS2 Reading fluency and comprehension Reading fluency interventions are targeted at disadvantaged pupils who require further opportunities to improve their reading fluency and comprehension. Staff members were specifically assigned to provide targeted support for identified pupils in Key Stage 2 to improve their speed of reading, accuracy and prosody with age-related texts.</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Reading comprehension strategies EEF</p>	1 2
<p>KS1 Maths Number facts fluency programme Number fluency interventions are targeted at disadvantaged pupils who require</p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. One to one tuition EEF</p>	1



<p>further opportunities to improve their fluency with number facts. Specially trained teaching assistants were specifically assigned to provide one-on-one targeted support for identified pupils in early maths to improve their accuracy and speed with certain number facts.</p>		
<p>KS2 Maths Number facts fluency programme Number fluency interventions are targeted at disadvantaged pupils who require further opportunities to improve their fluency with number facts. Specially trained teaching assistants were specifically assigned to provide one-on-one targeted support for identified pupils in early maths to improve their accuracy and speed with certain number facts.</p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. One to one tuition EEF</p>	1
<p>KS2 Maths Number Sense multiplication fluency programme Number Sense interventions are targeted at disadvantaged pupils who require further opportunities to improve their recall of multiplication and division facts. Specially trained teaching assistants will provide one-on-one targeted support for identified pupils in maths to enhance their fluency in recalling these facts.</p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. One to one tuition EEF</p>	1



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

Budgeted Cost = £ 64,563

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Support</p> <p>A Family Liaison and Pastoral Lead person to support pupils and families with individual or group work</p>	<p>Social and emotional learning (SEL) programs aim to enhance students' abilities to make decisions, interact with others, and manage their emotions, rather than concentrating solely on academic or cognitive aspects. These programs may emphasise how students collaborate with peers, teachers, family, or the community. There is substantial evidence linking social and emotional skills developed in childhood to better outcomes in school and later life, such as improved academic performance, attitudes, behaviour, and peer relationships.</p> <p>Social and emotional learning EEF</p>	5
<p>Educational Enrichment</p> <p>Spending on experience activities in school:</p> <ul style="list-style-type: none"> • Subject Days • Diversity Days • Workshops 	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Arts participation EEF</p>	1
<p>Wider Enrichment</p> <p>School's afterschool clubs have expanded to offer a 2 year rolling programme. Pupils in reception to year 6 are able to participate in after school clubs providing opportunities for personal development.</p>	<p>Outdoor and extra-curricular education often includes collaborative learning activities that are physically and emotionally challenging. These experiences may also involve practical problem-solving, as well as explicit reflection and discussion about thoughts and emotions, similar to metacognition and self-regulation.</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Metacognition and self-regulation EEF</p>	5
<p>Parental Involvement</p> <p>Increase parental engagement to support their child's learning at home so that this impacts on the progress that they make. Provide more opportunities for parents to work alongside their children and understand what they need to be successful with their academic studies. This will also be the DHT and AHT signposting opportunities to further develop the wider opportunities within the community.</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>Parental engagement EEF</p>	1 2 3 4 5



<p>Pastoral Support</p> <p>Through a Family Liaison and Pastoral Lead person to pupils and families will be supported through groups and individual work. The Pastoral lead will support students with the Social and Emotional Learning; they will support parents to mirror strategies to support Social and Emotional Learning within the home.</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. Extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (for example, improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>Social and emotional learning EEF</p>	4 5
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----

Total budgeted cost = £295,808.73



Part B: Impact of the previous year expenditure 2023-2024

Outcomes for disadvantaged pupils 2023-2024

Below shows the gap between PP and Non-PP working at the expected standard at the start and end of the previous academic year:

PP gap with Non PP	Reading		Writing		Maths	
	Entry	Exit	Entry	Exit	Entry	Exit
Year 1	-4.6%	-20.3%	-11.4%	-19.3%	-17.8%	-25.2%
Year 2	-26.7%	-6.6%	-10%	-6.7%	-3.4%	-16.6%
Year 3	-10.9%	+0.8%	-7%	-1.5%	+5.9%	+1.3%
Year 4	-9.3%	-14.7%	-16.1%	-13%	+7.1%	+9%
Year 5	-8.4%	-5.2%	-12.4%	-5.5%	-8.7%	-1.8%
Year 6	-36%	-21.2%	-26%	-30.4%	-30%	-21.2%

The table below shows the increase in the % of PP pupils working at the expected standard or better from the end of the previous academic year:

	Reading	Writing	Maths
Year 1	-15.7%	-7.9%	-7.4%
Year 2	+20%	+3.3%	-13.2%
Year 3	+11.7%	+5.5%	-4.6%
Year 4	-5.4%	+3.1%	+1.9%
Year 5	+3.2%	+6.9%	+6.9%
Year 6	+14.8%	-4.4%	+8.8%