

Pupil premium Strategy statement – Stanhope Primary and Nursery School, Nottingham

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 | 287 (inc. 25 nursery) |
| Proportion (%) of pupil premium eligible pupils | 27.5% (79 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023/24 to 2026/27 |
| Date this statement was published | November 2025 |
| Date on which it will be reviewed | November 2026 |
| Statement authorised by | Nicky Bridges (new HT approval Feb 2026) |
| Pupil premium lead | Nat Wright |
| Governor / Trustee lead | Tom Ali |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £118 800 |
| 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> | £118 800 |

Part A: Pupil premium strategy plan

Statement of intent

At Stanhope Primary and Nursery School, we are committed to ensuring that every pupil thrives academically, socially and emotionally. We recognise the potential in every child and through the effective use of Pupil premium, we aim to break down barriers to learning and empower our pupils to achieve their fullest potential.

Our ethos, **‘To create a “Love of learning for LIFE!”** underpins everything that we do. We strive to instil a passion for learning, foster resilience and provide opportunities that prepare pupils for a successful future. **LIFE** stands for:

Language Driven: Cultivating curiosity and passion for developing new vocabulary equipping the pupils with language that they can use beyond the classroom.

Inclusive & Diverse: Promoting independence in both in learning and beyond the classroom for all children with our focus on refining our universal offer throughout the school. The curriculum is being constructed to reflect the diversity of our demographic.

Fuels Ambition: Closing attainment gaps by addressing inequalities and promoting equity in access to resources and opportunities. Ensuring all children are inspired to attain to the best of their ability and be ambitious in their attainment. Foster aspiration for later careers in life.

Empowered by Knowledge: A well-constructed curriculum which is designed so that children sequentially gain knowledge, are supported in retaining and articulating their knowledge and have opportunities to share thoughts and opinions on their learning.

We aim to ensure that every pupil, regardless of their starting point, experiences a love of learning, follows The Stanhope Way and is equipped with the tools to succeed in life.

Our curriculum is knowledge rich and well balanced. Teachers have considered task and lesson design to ensure all children are engaged in learning. Teachers reflect constantly, with the support of leaders, on the quality of teaching and learning to ensure every child makes good or better progress.

We recognise that our children that are eligible for Pupil Premium may face additional challenges and are determined that school provision gives these children the advantage to close the attainment gap. All members of staff alongside the governing body work together to ensure that all children in the school progress and strive to reach their fullest potential. Everyone in school works together to ensure that the pastoral, social and academic needs of every child are met within a nurturing and caring environment.

We are determined to ensure that each child is given the opportunity to reach their full potential. As a school, we also strive to support and work with our families to increase engagement so that we can champion our pupils eligible for Pupil Premium and their families.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Attendance for children eligible for Pupil Premium is lower than target across school. Children missing sessions regularly puts them at a disadvantage in their learning. Some children that are eligible for Pupil Premium attend school, but arrive after the register is closed, affecting their overall attendance. This can also put them at a disadvantage with their learning. Strategies in school are intended to catch children early and provide support / intervention before barriers become habits. |
| 2 | Children eligible for Pupil Premium at Stanhope are – at present - significantly more likely to have a SEND support plan (x3 more likely). The main area of need associated with this is Communication and Interaction. Visual timetables / 'now and next' boards and other strategies are used throughout school to support learning. Dual coding of all key vocabulary is consistently used throughout school. Stanhope will ensure time is given for the SENDCO to build opportunity in to talk with parents / carers and quality assure SEND provision in each individual case. This links to a key priority within our 2025-2026 SIP. |
| 3 | Children eligible for pupil premium at Stanhope require support / additional explicit strategies to emotionally regulate and co-regulate throughout the day – especially in transitional moments of the timetable. |
| 4 | An increasing number of our children speak English as an additional language, which can make vocabulary a barrier particularly if children are eligible for pupil premium. |
| 5 | Attainment and progress in reading. Some pupils do not read regularly outside of school, and therefore time in school (particularly in KS2) is spent developing reading fluency rather than working on reading skills. This is the second full year since implementing Little Wandle Letters & Sounds phonics scheme and intervention is far more rigorous and targeted but, as there remains gaps in phonics acquisition in lower KS2 and some pupils in KS1, this remains a target to be fully developed and embedded into consistent school practice. |
| 6 | Attainment and progress in writing. Some pupils lack the life experience and background knowledge to write imaginatively or with purpose and vocabulary is often limited and unadventurous. |
| 7 | 8% of our children eligible for pupil premium are PCLA / Adopted and require a sensitive and individual provision to best support them in school. This needs to be well communicated to parent / carers. This also needs to be bespoke to the individual children in order to offer individualised support where required. |

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 |
|---|---|
| <p>1.To improve attendance of pupils eligible for Pupil Premium to ensure that it is in line with pupils not eligible for Pupil Premium and national attendance expectations.</p> | <ul style="list-style-type: none"> • Attendance among those eligible for Pupil Premium will be in line with pupils not eligible, and in line with national target – currently 96%. • Children will arrive punctually and be ready to start the day. • Attendance will be monitored closely by our attendance officer and followed up by calls, letters and, if necessary, an attendance clinic / action plan leading to improved attendance. • Attendance of all pupils is celebrated weekly in Stanhope Stars and annually in end of year events. • ATTEND Framework used to impact positively for our pupils. |
| <p>2. To ensure that parents and all staff are aware of the added barrier of multi-vulnerabilities for our children in receipt of PP and on our SEND register.</p> | <ul style="list-style-type: none"> • CPL will focus on a universal offer at Stanhope and scaffolding to support all learners in the classroom. • SENDCO will prioritise QA of Pupil SEND Support Plans, ensuring that above mentioned daily offer and provision in the classroom is well matched to meet pupil need. • SENDCO will prioritise face to face opportunities for parents to meet with school to discuss SEND support plans / PINS project / early help support as required. |
| <p>3. Pastoral TA led nurture interventions and ELSA provision support children acquiring regulation strategies which support them managing the day effectively.</p> | <ul style="list-style-type: none"> • Our universal offer of One Life each morning supports children acquire and practice techniques to manage emotions • Our universal offer of One Life alongside our Behaviour & Belonging curriculum / Positive Behaviour Policy ensure all children are clear on expectations in school and how school best supports them. • Parents are well supported with access to Early Help offer where needed. • Support planned for Nurture Interventions will be run by pastorally trained TA's to explicitly teach self-regulation strategies and allow time for personal development reflection from children in these sessions. |
| <p>4. Children who speak English as an additional language are well inducted into school and supported quickly to acquire understanding which helps them access whole class teaching.</p> | <ul style="list-style-type: none"> • Dual coding throughout all key language throughout the curriculum • EAL welcome packs supported by the EAL lead ensure children settle quickly into Stanhope. • Responsive approach to acquiring English language planned into intervention support timetable ensure children with EAL catch up with their peers within 24 months of joining. |
| <p>5.To improve attainment and progress in reading to ensure that it is in line with national standards.</p> | <ul style="list-style-type: none"> • Teaching staff are trained (and updated) on the Little Wandle scheme, and implement it consistently in a whole class context in EYFS & KS1, or as intervention in KS2. • Early readers (those from any year group still working on phonics) access timely and rigorous intervention. |

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| | <ul style="list-style-type: none"> • Children eligible for PP acquire phonics in line with those who are not eligible. • Reading attainment of those eligible for PP is in line with that of those not eligible. • Reading attainment as a whole is in line with national standards. • Those children working below their age-related expectation are identified by reading subject leader and share a text with an adult in school a minimum of 3 x per week. • Daily orbital reading lessons support children to develop their confidence and fluency in reading and their knowledge of reading strategies to assist their comprehension skills. • Children to access quality reading materials to develop their own reading for pleasure. |
| <p>6.To improve attainment and progress in writing to ensure that it is in line with national standards.</p> | <ul style="list-style-type: none"> • Shared approach to teaching writing will be used across school to ensure consistency of approach and high standards of teaching and language. • Classrooms will be language-rich environments, where all children are given the same foundation of vocabulary for each concept/topic and encouraged to use quality vocabulary in their own writing. • Children are offered opportunities to broaden their experiences with literature and the writing process, e.g., virtual author visits. • Barriers are removed from PP eligible children accessing paid for After School Clubs and Trips to ensure opportunities are offered. • Robust spelling scheme is used consistently across KS2 to improve standards in spelling. |
| <p>7. To provide opportunities for PCLA children to develop secure attachments in school</p> | <ul style="list-style-type: none"> • One Life – children are given opportunity to journal around their thoughts and feelings on a daily basis as part of the One Life • Behaviour & Belonging Curriculum at Stanhope and relational approach to behaviour. • Nurture sessions to support development of relationships and managing emotions • CPL for all staff on emotion coaching to develop secure attachment and relationships with staff • Training for the Designated Teacher for PCLA children |

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: £52,540

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Little Wandle Phonics program.</p> <p>Continuation of Little Wandle Keep Up and Catch Up programmes to support lowest 20% of pupils in years 2, 3, 4 and 5.</p> | <p>In June 2021, "Little Wandle" became validated by the DFE as a recognised full SSP programme.</p> <p>Research by the Education Endowment Foundation (EEF) suggests implementing phonics has an average impact of five months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</p> | 6,5 |
| <p>Developing and refining our new curriculum (FHP) to enable children to know more and remember more, as well as engaging more with their learning.</p> | <p>Research shows that breaking subject matter down into blocks or units with pre-determined objectives and outcomes can improve outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> | 2, 4, 5, 6, 7 |
| <p>Additional capacity from Lead Practitioners (FHP) to support with teaching and learning for staff.</p> | <p>Research shows that effective and ongoing professional development for teaching staff 'plays a crucial role in improving classroom practice and pupil outcomes.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> | 2, 4, 5, 6, 7 |
| <p>Refining our use of lesson design and structure for quality first teaching.</p> | <p>Rosenshine's principles</p> <p>https://www.teachertoolkit.co.uk/wpcontent/uploads/2018/10/Principles-of-InsructionRosenshine.pdf</p> <p>Research by the Education Endowment Foundation (EEF) suggests metacognition and self-regulation has an average impact of seven months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> | 2, 4, 5, 6, 7 |
| <p>Ensuring consistency of our marking and feedback to 'mark in the moment', personalising responses and more effectively challenging pupil</p> | <p>In the moment marking ensures that misconceptions are addressed quickly and pupils' learning can be challenged.</p> <p>Research by the Education Endowment Foundation (EEF) suggests targeted feedback has an average impact of six months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/feedback</p> | 2, 4, 5, 6, 7 |

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| understanding/misc onceptions and moving learning forward. | | |
| <p>CPD to develop staff skills and understanding in:</p> <ul style="list-style-type: none"> • Reading • Oracy • Emotional literacy <p>National College school membership.</p> | <p>Reading Research by the Education Endowment Foundation (EEF) suggests developing reading comprehension strategies has an average impact of six months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies</p> <p>Research by the Education Endowment Foundation (EEF) suggests smaller working groups has an average impact of four months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p> <p>Oracy: Research by the Education Endowment Foundation (EEF) suggests oral language interventions has an average impact of six months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</p> <p>Wellbeing Research by the Education Endowment Foundation (EEF) suggests metacognition and self-regulation has an average impact of seven months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> | 2, 3, 4, 5, 6, 7 |

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

Budgeted cost: £26,270

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| 1:1 daily reading for targeted pupils to develop fluency in reading | For some of our pupils, reading in school is their only opportunity to access high quality reading material and to apply the skills they have learned in class. Additional reading opportunities will support these pupils in developing their reading fluency. | 2, 4, 5 |

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| 3X per week reading for spotlight children to ensure that they can reach their expectation | <p>Research by the Education Endowment Foundation (EEF) suggests that one to one tuition is very effective in improving pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> | |
| Small group phonics interventions – to close the gaps on missed learning and to allow further opportunities to apply phonic knowledge. This will be carried out using Little Wandle’s Keep up and Catch up programs. | <p>For a number of our pupils, accessing phonics learning may be more challenging in a whole class context.</p> <p>Research by the Education Endowment Foundation suggests that implementing phonics has an average impact of five months’ additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Research also shows that small group tuition is an effective intervention and can be used to target children more closely.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | 2, 4, 5, 6 |
| Little Wandle Nursery strand | See above | |
| Pre and post teaching of core learning delivered by TAs to support pupils in acquisition and retention of new learning, as well as reactivating prior learning. | <p>TAs support and enable pupils to access core lessons more easily by either pre-teaching content or giving further support or challenge after the lesson.</p> <p>Research by the Education Endowment Foundation suggests smaller working groups has an average impact of four months additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | 1, 2, 4, 5, 6, 7 |

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

Budgeted cost: £39,990

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Attendance to be managed and action plan implemented with a focus on reducing persistent absenteeism. | <p>Research consistently shows that ‘attainment declines as absence increases</p> <p>https://fteducationdatalab.org.uk/2023/09/absence-and-attainment-in-primary-schools-in-2023/#:~:text=Attainment%20declines%20as%20absence%20increases,not%20too%20dissimilar%20to%202019.</p> | 1 |

| | | |
|--|---|---------------------|
| <p>Mentoring to be offered to support pupils with their emotional and mental health needs.</p> <p>ELSA (Emotional Language Support Assistant) fully trained and released to support targeted children.</p> | <p>Social and emotion learning can 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | <p>2, 3, 7</p> |
| <p>School-subsidised trips and residential visits for children eligible for Pupil Premium where necessary/possible.</p> <p>Access to after school clubs prioritised and funded for those eligible for Pupil Premium.</p> | <p>Physical activity, outdoor adventure learning and arts participation are all proven to have a positive impact on pupils' progress and attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> | <p>1,2, 5, 6, 7</p> |

Total budgeted cost: £ 118,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| Intended outcome | Success criteria |
|--|--|
| To improve children's oracy and vocabularies | <ul style="list-style-type: none"> All classroom environments now show rich and ambitious dual coded vocabulary in Writing, Learning Journey, Maths and Science All children encouraged to use ambitious vocabulary within writing sequences and in future pieces of writing |
| To improve attendance of pupils eligible for Pupil Premium to ensure that it is in line with pupils not eligible for Pupil Premium and national attendance expectations. | <ul style="list-style-type: none"> Attendance of children in receipt of Pupil Premium is now in line with national and has improved: 2024-25 = 92.2% Autumn Term 2025 -26 academic year shows PP chn attendance is 93.7% (a 1.5% increase on last year) which plots a trajectory of positive impact to be sustained in 2025-26 year. |
| To improve attainment and progress in writing to ensure that it is in line with national standards. | <ul style="list-style-type: none"> Last academic year 67% of children eligible for Pupil Premium achieved the expected standard in Writing compared with 85% who were not eligible for Pupil Premium in KS2 (18% gap in comparison to 19% national PP / Non PP gap) |
| To improve attainment and progress in reading to ensure that it is in line with national standards. | <ul style="list-style-type: none"> Last academic year 78% of children eligible for Pupil Premium achieved the expected standard in Reading compared with 89% who were not eligible for Pupil Premium in KS2 (11% gap in comparison to 18% national PP / Non PP gap) Residential trips enabled children in upper KS2 to access activities and experiences that they may not have previously encountered Trips to enhance the curriculum delivery linked to learning journey After school clubs are free to all children eligible for Pupil Premium |

EYFS

| | |
|------------------------|----------------------|
| PP @ attaining GLD | 71% |
| Non PP @ attaining GLD | 83% |
| PP / Non PP gap | -12% (-22% national) |

KS1 Phonics Screening check

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|-----------------|---------------------|
| PP @ ARE | 78% |
| Non PP @ ARE | 83% |
| PP / Non PP gap | -5% (-17% national) |

KS2

| | |
|-----------------|----------------------|
| PP @ ARE | 55% |
| Non PP @ ARE | 81% |
| PP / Non PP gap | -26% (-22% national) |

Externally provided programmes

| Programme | Provider |
|--|--------------------|
| One Life Personal Development Programme | One Life |
| 1:1 Mentoring / small group nurture activities | Canoville Coaching |