Pupil premium strategy statement for Stalbridge Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. **This is year 2 of our 3 year plan running from September 2024- June 2027**

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	2024=184 2025= 190
Proportion (%) of pupil premium eligible pupils	2024=21% 2025= 26%
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)**	Sept 2024- July 2027
Date this statement was published	July 2025 (first published June 24)
Date on which it will be reviewed	July 2027
Statement authorised by	Simon Elledge
Pupil premium lead	Simon Elledge
Governor / Trustee lead	Debbie Chant

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 60,870
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£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*	£

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to build self esteem in our disadvantaged children. This links to our vision of building each other up. We have seen a large increase in pupil premium children from 2020-2025. We have identified that most need self esteem building opportunities. We aim to increase self esteem by using outdoor sports provision, Music tuition, ELSA (emotional learning support) and small school led tuition - which supports the idea of pre-teaching- to build children's confidence and self esteem., *We aim to increase attendance figures among all of our children but particularly our disadvantaged children.* *We are focussing on reading and developing how we share online resources to help reading at home for these children. This is being done through vertically streaming children and following the Read, Write Inc phonics programme.*

Challenges

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

Challenge number	Detail of challenge
1	Lack of self esteem
2	Closing gaps in learning
3	Attitude to learning.
4	Attendance
5	Lack of wider opportunities

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
Progress in RWM	Achieve national average progress scores in KS2 RWM 61% (2024)
Progress in Reading	Achieve national average progress scores in KS2 Reading 74% (2024)
Progress in Writing	Achieve national average progress

	scores in KS2 Writing 72% (2024)
Phonics	Achieve national average expected standard in PSC at 80% (2026)

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: £ 10,000 (one upper pay scale teacher)

£ 30,000 (TA classroom support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit more experienced teachers	EEF, 2021 – 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils"	All PP children are impacted by this experienced teacher.
All staff with PP children receive specific support and CPD in QFT. Amount dependant on assessment of children in relation to ARE and teacher experience.	EEF –Metacognition and Self regulation	All
Enable support for wider curriculum through the use of TAs in classes	According to the Education Endowment Foundation (EEF), when TAs are used to deliver **structured, small-group or one-to-one interventions**, pupils—often lower-attaining or disadvantaged—make on average "an additional four months' progress over the course of a year". EEF+3EEF+3EEF+3	all

	• The effect is higher for primary age pupils (e.g., +5 months) than secondary (~+4 months) in many studies.	

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

Budgeted cost: £ *14000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group phonics (Read, Write Inc.	Oxford/ Ruth Miskin	all

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

Budgeted cost: below

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group or individual swimming lessons	Research confirms that swimming improves self-esteem by fostering calmness, a sense of freedom, and accomplishment through physical activity and skill mastery, aligning with Albert Bandura's self-efficacy theory which suggests that achieving goals through effort and practice builds confidence in one's abilities. Studies show that the rhythmic motions of swimming act as a meditative practice, inducing relaxation and reducing stress, while the physical challenges and mastery of strokes provide a tangible sense of achievement that translates to increased self-esteem and a positive self-concept.	All – specific pupil premium targeted approach £1000

Individual music lessons for the drums and keyboard or guitar	Research indicates that learning drums can enhance self-esteem by providing an outlet for emotional expression, reducing stress and anxiety, and fostering a sense of accomplishment through skill development. Studies have shown that drumming can lead to improved mood, reduced stress levels, and increased feelings of confidence and competence, creating a meditative and empowering experience that can improve overall wellbeing	15ch £3000
Focussed sporting support from professional coaches.	Research, including reviews by Eime et al. (2013) and reports like the one from Sport England, consistently supports that sports participation improves self-esteem through enhanced feelings of competence, mastery, and accomplishment, which are gained from developing skills and achieving goals in a physical context.This psychological process is further reinforced by the positive mood regulation and stress reduction experienced through physical activity, creating a cycle where confidence and mastery in sport translate to overall mental well-being.	All £2000
Equipment including instruments and enrichment activities		£870 (this figure as actually been exceeded.

Total budgeted cost: £ *60,870*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

See published national data - not available in July when this document was edited but this will be on the school website. *Internal data on disadvantaged children also submitted to Governing Body Curriculum and Standards committee in November 2025 for discussion and minuted.*

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
Digital music tuition	Gigajam – delivered by a member of our staff

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**
Service Pupil premium money was spent on the children above year 2 receiving time with or ELSA (Emotional learning Support Assistant).
The impact of that spending on service pupil premium eligible pupils
Developing self and self-confidence

Further information (optional)

Stalbridge is a growing community and significant work continues to be needed integrating new children into this community.

Developing links with outside organisations is a part of this and working with The British Lions, local singing groups and the Stalbridge Gardening Club are all examples of our wider strategy to use all available means to bring our children and our town together.