

Pupil premium strategy statement – Stockcross Primary School

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	6.3%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Joanna Lagares, Executive Headteacher
Pupil premium lead	Joanna Lagares, Executive Headteacher
Governor lead	Karen Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,575
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£7,575

Part A: Pupil premium strategy plan

Statement of intent

At Stockcross, the foundations of learning and well-being are based on our visions and values. We strive for all our disadvantaged pupils to make the progress needed to be the best they can be, meet age related expectations and prepare them for education beyond primary school.

High-quality teaching 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 place huge importance on pastoral and mental health support as we understand that children who are not feeling safe and happy will not achieve their full potential. The attendance of these pupils is also vital and we use funding to support whole families within our school community.

We understand the potential barriers faced by pupils and we continually adapted our practice to ensure we address these; including adapting our curriculum offer. We ensure that:

We use evidence-based approaches and measure progress using a range of methods. We primarily use the Education Endowment Foundation (EEF) for as the evidence base to inform our choice of interventions. The EEF is an independent charity that supports schools, colleges, and early years settings to improve teaching and learning through better use of evidence in order to break the link between family income and educational achievement.

All staff are aware of the approaches we use and take responsibility for outcomes.

All staff have high expectations for disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2.
2	Weak spelling and writing skills among many disadvantaged pupils. are evident from Reception through to KS2.
3	There is a high mobility rate for vulnerable pupils.
4	A common vulnerability of these pupils is EAL (often linked to mobility).

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>Disadvantaged pupils develop stronger oral language, communication skills and emotional literacy, enabling them to access learning more confidently across the curriculum.</p>	<p>Success criteria:</p> <ul style="list-style-type: none"> • Disadvantaged pupils demonstrate improved confidence in speaking, listening and articulating ideas, as evidenced through teacher assessment, observations and pupil voice. • Improved emotional regulation and social interaction for disadvantaged pupils receiving ELSA support, resulting in increased engagement in classroom learning. • Reduced incidents of dysregulation or withdrawal from learning for pupils supported by ELSA interventions, including those delivered in class. • Teachers report improved classroom participation and readiness to learn among disadvantaged pupils. <p><i>Links to challenges:</i> 1, 4 <i>Role of ELSA/FSW:</i> Targeted emotional and communication support, small-group and in-class interventions, liaison with families where emotional needs impact learning.</p>
<p>Disadvantaged pupils make stronger progress in writing, particularly spelling and sentence construction, through improved emotional readiness, confidence and targeted in-class support.</p>	<p>Success criteria:</p> <ul style="list-style-type: none"> • An increasing proportion of disadvantaged pupils meet age-related expectations in writing, or make accelerated progress from their starting points. • Improved spelling accuracy and written outcomes for pupils receiving targeted pastoral and emotional support. • Pupils demonstrate increased stamina and confidence in writing tasks, particularly those previously reluctant to engage. • Teachers identify reduced barriers to writing linked to anxiety, confidence or emotional need. <p><i>Links to challenges:</i> 2 <i>Role of ELSA/FSW:</i> Supporting pupils' emotional readiness for learning, reducing anxiety around writing, enabling access to high-quality teaching through in-class and small-group support.</p>
<p>Disadvantaged pupils with high mobility settle quickly into school routines and learning, minimising disruption to progress and emotional well-being.</p>	<p>Success criteria:</p> <ul style="list-style-type: none"> • New disadvantaged pupils integrate quickly into school life, demonstrating secure routines, improved attendance and positive engagement with learning. • Reduced transition time for newly arrived pupils to access learning effectively within their class.

	<ul style="list-style-type: none"> • Positive feedback from pupils and families regarding support during transition periods. • Teachers report quicker establishment of relationships, expectations and learning behaviours for mobile pupils. <p><i>Links to challenges:</i> 3, 4 <i>Role of ELSA/FSW:</i> Intensive transition support, emotional check-ins, family liaison, in-class support to build security and belonging.</p>
Improved attendance, engagement and family engagement for disadvantaged pupils, ensuring pupils are emotionally secure and ready to learn.	<p>Success criteria:</p> <ul style="list-style-type: none"> • Attendance for disadvantaged pupils improves over time and is increasingly in line with non-disadvantaged peers. • Reduction in persistent absence for disadvantaged pupils where pastoral factors are a barrier. • Stronger relationships between school and families, evidenced through engagement with the FSW and improved communication. • Pupils demonstrate increased well-being and resilience, supporting sustained engagement with learning. <p><i>Links to challenges:</i> 3, 4 <i>Role of ELSA/FSW:</i> Whole-family support, attendance monitoring, early intervention, emotional and practical support to remove barriers to learning.</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.

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted emotional and pastoral support delivered by the ELSA to enable disadvantaged pupils to access learning, including in-class support where emotional	The EEF recognises that social and emotional learning can have a positive impact on pupils' attitudes to learning and academic outcomes (+4 months). Pupils who are emotionally	1, 2, 3, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
regulation or anxiety is a barrier to engagement.	regulated are better able to engage with high-quality teaching.	
Small-group and individual ELSA sessions focused on communication, emotional literacy and confidence to support access to reading and writing activities.	EEF evidence highlights the importance of oral language interventions (+6 months) and the link between emotional well-being and academic engagement, particularly for disadvantaged and EAL pupils.	1, 2, 4
In-class ELSA support to reduce barriers to writing, spelling and sustained independent work for disadvantaged pupils who struggle with confidence, anxiety or self-regulation.	Evidence shows that removing emotional barriers increases pupils' capacity to benefit from Quality First Teaching (DfE, Supporting the Attainment of Disadvantaged Pupils).	2
Transition and induction support from the ELSA for new or mobile disadvantaged pupils to enable rapid engagement with classroom learning.	The EEF notes that targeted pastoral support can improve engagement and reduce lost learning time for vulnerable pupils experiencing disruption.	3, 4

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

Budgeted cost: £3,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker (FSW) providing targeted whole-family support to improve attendance,	The DfE highlights attendance and parental engagement as key drivers of pupil outcomes. The EEF recognises that addressing non-academic	3, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
engagement and emotional stability for disadvantaged pupils.	barriers is critical to enabling academic progress.	
Attendance monitoring and early intervention led by the FSW for disadvantaged pupils at risk of persistent absence.	EEF guidance identifies attendance as a critical factor in pupil achievement, with targeted pastoral support reducing barriers linked to family circumstances.	3
Targeted support for families of pupils with EAL, including liaison, communication support and signposting to external services where appropriate.	Evidence shows that strong school–family relationships improve engagement and outcomes for EAL pupils, particularly those experiencing mobility or transition.	4
Transition support for pupils joining or leaving the school mid-year, ensuring continuity of pastoral support and rapid integration into routines.	The EEF notes that effective transition support reduces disruption to learning and emotional well-being for vulnerable pupils.	3, 4

Total budgeted cost

£7,575

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to the very small cohort size and significant in-year mobility, outcomes for disadvantaged pupils must be interpreted with caution. Several disadvantaged pupils joined or left the school during the academic year, limiting the impact of longer-term academic interventions and resulting in variable baseline and progress measures.

Overall attainment outcomes for disadvantaged pupils were below national expectations in some areas. This was influenced by factors including mobility, attendance disruption, additional learning needs and wider vulnerability. In some cases, inconsistent attendance reduced the sustained impact of targeted support and classroom interventions.

Autumn term assessment data (Data 1 – November) indicated that the majority of disadvantaged pupils were working at or close to age-related expectations in reading, mathematics and GPS, with writing remaining a relative area of weakness. This reflects the school's identified priorities and wider national trends, particularly for pupils with EAL, interrupted schooling or attendance challenges.

Attendance was generally strong for most disadvantaged pupils, supporting engagement with learning. Where attendance was lower due to medical or pastoral circumstances, this impacted consistency of progress despite targeted support.

Across the cohort:

- Most disadvantaged pupils were assessed as expected or just below expected in reading, mathematics and GPS.
- Writing outcomes were more variable, with gaps evident in spelling, sentence construction and confidence.
- Pupils with greater stability and higher attendance demonstrated stronger engagement and more secure outcomes.
- Pupils experiencing mobility, EAL needs or attendance disruption made slower academic progress but benefitted from targeted pastoral and emotional support.

The school's use of pupil premium funding to provide ELSA and Family Support Worker provision had a positive impact on pupils' emotional regulation, engagement and readiness to learn. While this did not consistently translate into strong end-of-year attainment outcomes for all disadvantaged pupils, it was effective in reducing barriers to learning, supporting wellbeing, and enabling access to high-quality classroom teaching.