

# Stoneferry Primary Academy



## Pupil Premium Strategy 2024-25

This statement details our school's use of pupil premium and recovery premium for the 2024 to 2025 academic year 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School Name	Stoneferry Primary School
Number of pupils in school	150
Number and percentage of pupils eligible for PP funding	52 pupils (34.7%)
Number and percentage of pupils eligible for PP funding and are also SEND	18 pupils (34.6%)
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)	2024 – 2025 2025 – 2026 2026 – 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Pupil Premium Lead	Jane Havercroft
Nominated member of LGB	Mrs Amanda Devaney
LGB PP Review dates	Termly

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,960
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£76,960

## Part A Pupil premium strategy plan

### Statement of Intent:

Stoneferry Primary School, a small inner-city school in Hull, serves a community experiencing high levels of national deprivation. The School itself is considered to be located in a quarter of the most deprived areas in the country. Our free school meal eligibility exceeds the national average, with a high pupil turnover and over 27% of children speaking English as an additional language.

Our core aim is to dismantle academic, social, emotional, and cultural barriers, ensuring all pupils achieve their potential and build a strong foundation for future success. We are committed to understanding each child's individual needs and championing their progress. Recognising that disadvantage extends beyond economic factors, we aspire for every child to succeed, feel pride, and develop high aspirations.

At Stoneferry, we will utilise our Pupil Premium funding to empower disadvantaged pupils to catch up, raise their aspirations, and thrive. Specifically, we will:

- Identify and support disadvantaged pupils early.
- Implement evidence-based strategies to enhance learning and achievement.
- Collaborate closely with parents, carers, and relevant professionals.
- Maintain high expectations for all pupils.

We are confident these strategies will narrow achievement gaps and enhance pupil well-being.

While the causes of disadvantage are complex and often beyond our direct control, we are dedicated to making a tangible difference. By combining proven, evidence-based approaches with a stimulating curriculum, we empower every pupil to achieve their full potential and contribute positively to society. Our funding decisions are guided by the Education Endowment Foundation's recommendations for effective Pupil Premium utilisation.

### Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality Attendance of disadvantaged pupils is lower than that of non-disadvantaged. Low attendance would impact on academic achievement. Personal, social and emotional development is lower for pupils eligible for PP than for other pupils.

	<p>This will limit learning overall over-time. Previous attendance data shows that some PP children have a history of very poor attendance and other family issues that need supporting. If left unsupported, many vulnerable pupils eligible for the pupil premium would be in danger of becoming non-attenders, reducing school hours and causing them to fall behind. The percentage of children classed as PA is higher for disadvantaged than for non-disadvantaged. Disadvantaged attendance in the last academic year was 82%. 67% of persistently absent pupils are disadvantaged pupils.</p>
2	<p>Communication &amp; Interaction</p> <p>Language and Literacy skills on entry to EYFS are low and this may potentially affect attainment in reading, writing and phonics in reception and KS1 which in turn impacts on KS2 outcomes. 34.6% of the disadvantaged pupils in the school community have an additional special need. The majority of these pupils identified needs is communication and interaction. 27% of pupils eligible for pupil premium also have English as an additional language</p>
3	<p>Academic Readiness/ Achievement</p> <p>A majority of disadvantaged pupils have low prior attainment and gaps in prior knowledge which means they are often not ready to access the curriculum and can fall behind their peers.</p> <p>Decoding and reading skills, although continually improving, in KS2 there are gaps in phonic knowledge and fluency, meaning that children are finding it more of a challenge to access the wider curriculum. Parental engagement in home reading routines is sporadic for disadvantaged pupils, thus decoding skills may be below age related expectation.</p>
4	<p>Readiness for Learning</p> <p>Analysis of CPOMS demonstrates that some PP children have difficulties with emotional well-being (including self-esteem, self-confidence and behaviour.)</p>
5	<p>Lack of exposure to cultural/ extra-curricular experiences</p> <p>Some children, particularly those who are disadvantaged have narrowed experiences beyond the home or school and do not readily access opportunities to engage in clubs/activities that could enrich their lives</p>
6	<p>Our school is beginning to see an increase in social deprivation in the local community. We now have more children living below the poverty line, having to deal with temporary housing arrangements and living with parents with mental health/domestic violence issues.</p>
7	<p>EAL</p> <p>Internal assessment and observation data show that disadvantaged pupils with English as an Additional Language (EAL) underperform compared to their non-disadvantaged peers. Specifically:</p>

	<ul style="list-style-type: none"> <li>• 27% of EAL pupils in the school are on the Pupil Premium (PP) register, indicating a significant overlap between social economic disadvantage and language barriers.</li> </ul>
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## 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
Improved oral, vocabulary and acquisition of language skills amongst disadvantaged pupils Assessments and observations indicate significantly improved oral and written language in disadvantaged pupils.	This is evident when triangulated with other sources of evidence such as engagement in lessons, book scrutiny, ongoing formative assessment, and pupil voice.
Academic achievement. Improved outcomes for pupils in GLD, Y1 Phonics Screening Check, Y4 Multiplication Check and Reading, Writing, Maths Combined at KS2.	<p>% of disadvantaged pupils achieving GLD is within 10 % of national average for all pupils nationally</p> <p>% of disadvantaged pupils reaching required standard in Phonics Screening Check is within 5% of NA for all pupils nationally</p> <p>% of disadvantaged pupils achieving an average score of 21 in Y4 MTC is in line with all pupils nationally</p> <p>By the end of KS2 pupils, the % of disadvantaged pupils achieving combined RWM is at least in line with the national average for all pupils</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils- gaps between disadvantaged and non-disadvantage closed and PA reduced	<p>The overall absence rate for all pupils is in at least in line with national average</p> <p>The attendance gap between disadvantaged pupils is at least in line with national average</p> <p>The % of all pupils who are persistently absent is lower than the national average</p>

	<p>The gap between disadvantaged pupils and others in school is closing year on year</p> <p>On an annual basis we will aspire to:</p> <p>Narrow the absence gap between disadvantaged pupils and others</p> <p>Narrow the gap between disadvantaged pupils and others in terms of PA and also number of pupils late</p>
Increase access to opportunities for children to be involved in experiences which promote self-regulation, following simple instructions, showing empathy to others	<p>Through teaching, modelling, and practise, children gain an increased capacity to regulate their thoughts, emotions, and actions</p> <p>Children resist their impulses and control how they direct their attention. Children are able to hold information in mind so they can apply it to different situations</p> <p>Increased outcomes for pupils in PSED in EYFS</p>
Increase access to experiences and opportunities beyond the school. Widen pupils' horizons and aspirations.	Children access a wide range of extra-curricular opportunities-this includes trips, visitors, workshops etc.
Developing greater parental engagement with harder to reach PP families. Developing access to external agencies for specific families and support.	All PP will feel engaged in the school environment and will have opportunities to discuss support within the home.

## 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

**Budgeted cost: £14,700**

Challenge number(s) addressed	Activity	Evidence that supports this approach
2, 3, 4,	High quality CPD specifically targeting SEN/disadvantaged pupils to be delivered by members of staff in relation to quality first teaching and curriculum approach to support their wider curriculum. CPD to focus on the use of assessment to accurately pitch and challenge pupils across the curriculum, with a focus on flexible grouping and effective use of checks in learning.	Effective professional development is crucial for improving teaching quality. High quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development and the purposeful use of assessment.  Education Endowment Foundation
2, 3, 4,	<p>Improve the teaching of reading through high quality phonics teaching and high quality reading lessons.</p> <ul style="list-style-type: none"> <li>• Fluency checks across Y3-6 so that all children receive the correct home reading book.</li> <li>• Phonics checks across KS2 in order to identify gaps in learning.</li> <li>• English and phonics leaders are provided with time out of class weekly to support quality of teaching.</li> <li>• Additional TAs in classes to support during phonics and reading teaching.</li> </ul> <p>Purchase of new reading resources.</p>	<p>Provide targeted support, informed by accurate assessment, to address specific barriers to learning. The EEF also highlights the importance of vocabulary development, which is particularly relevant for PP pupils. High-quality reading lessons should include explicit instruction in vocabulary. Creating a reading-rich environment and fostering a love of reading can also be beneficial for PP pupils, as they may have less exposure to books at home.</p> <p>Education Endowment Foundation</p>
	Increased focus on fluency and basic skills – Foundational knowledge	Inspectors found that too often children are asked to complete complex reading and writing tasks before they have been

		<p>taught and practised the knowledge and skills needed to be successful."</p> <p>From Ofsted's "Strong foundations in the first years of school" report.</p>
7	<p>Improve the attainment of PP EAL learners.</p> <p>A focus on clear explanations, scaffolding, and metacognitive strategies helps bridge gaps. Actions:</p> <ul style="list-style-type: none"> <li>• Explicit vocabulary teaching: Ensure regular teaching of subject-specific vocabulary alongside academic language.</li> <li>• Scaffolding techniques: Use sentence starters, structured frames, and visual aids to support language development.</li> <li>• Cognitive and metacognitive approaches: Encourage pupils to think about their own learning strategies, e.g., self-questioning or summarising.</li> </ul>	<p>High-quality teaching benefits all pupils but is particularly impactful for disadvantaged pupils, including those with EAL.</p> <p>Education Endowment Foundation</p>

## Targeted Academic Support

Budgeted cost £40,800

Challenge number(s) addressed	Activity	Evidence that supports this approach
2, 3, 4,	Teacher and support staff led phonics interventions	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months'

		<p>progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. Education Endowment Foundation</p>
2, 3, 4, 6	<p>Embedding our reading for pleasure resources within the school to support reading at home as well as school (Book Corners, Improve and modernise the library. These along with additional resources will ensure the children are exposed to a range of texts, new language and support their progress in reading and its key skills. This will enhance the level of pupil oracy in all children.</p>	<p>Creating a culture that promotes reading for pleasure is likely to support pupils' motivation and engagement with reading. This can be achieved through a range of strategies, including providing access to a wide range of books, creating dedicated reading spaces, and encouraging pupils to talk about books.</p> <p>Education Endowment Foundation - Improving Literacy in Key Stage 1" Guidance Report</p>
2, 3, 4	<p>Pupils with SEND are provided with specific, appropriate provision to meet their needs.</p> <ul style="list-style-type: none"> <li>•SENCO to have increased release time in order to monitor quality of teaching of these pupils and support teachers.</li> <li>•Relevant training in relation to SEND, including bespoke training</li> </ul>	<p>Recognising that 'what teachers do, know and believe matters more to the achievement of students than anything else we can influence.' (Coe et al., 2020:8), a key focus has been on enhancing Quality First Teaching (QFT) practices. By equipping teachers with the knowledge and skills to implement effective pedagogy, such as</p>



	<p>for our SEND Provision 'Stepping Stones'.</p> <ul style="list-style-type: none"> <li>•Educational psychologist to be able to identify specific needs.</li> </ul>	<p>differentiated instruction, assessment for learning, and the creation of engaging and inclusive learning environments, we aim to address the core principle that high-quality teaching is foundational to improving outcomes for all pupils, including those with SEND. This approach is further supported by the understanding that improving teaching can contribute to a reduction in the overall prevalence of identified SEND needs as highlighted by Ofsted (2010).</p>
2	<p>One-to-one speech and language interventions as well as building oracy into teaching.</p>	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, 3 7 including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>Education Endowment Foundation</p>

## Wider Strategies

Budgeted cost £22,000

Challenge number(s) addressed	Activity	Evidence that supports this approach
1	Implement the national attend framework and revised action plan based on the needs of the disadvantaged pupils.	<p>Parental Communication interventions aim to increase awareness of the consequences of absenteeism so that parents take a more active role in ensuring their child attends. One study examined the different impact of communication that encouraged better attendance, informed guardians about their student's absence and comparing students to absence with what is normal – however there was not enough evidence to reliably infer which (if any had a bigger impact).</p> <p>Dunnington Research School 2024</p>
1	Attendance Incentive Program and Sense of Belonging: Establish an attendance incentive program, including rewards for pupils with excellent or improved attendance, such as certificates, prizes, and class based rewards.	<p>Participation in enrichment programmes, peer support systems, and volunteer opportunities help students feel engaged and develop a sense of identity within the school. These activities are particularly beneficial for disadvantaged students, as they provide a platform for building self-worth and social connections</p> <p>N8 Research Partnership 2024</p>
6	Parental Support for PP: Developing greater parental engagement with harder to reach PP families. Developing access to external agencies for specific families and support.	<p>Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions. On average, SEL interventions have an identifiable</p>

		<p>and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>Education Endowment Foundation</p>
5, 6	<p>Subsidized Educational Visits: Provide funding for all pupils, particularly those eligible for Pupil Premium, to attend a wide range of educational trips and cultural experiences (museums, theatres, art galleries, outdoor educational trips) to broaden their horizons and enhance their learning.</p>	<p>Early years and primary school experiences, along with better home learning environments in the early years and up to the age of 7, provide a significant boost in attainment for children at the age of 11 and help to counteract disadvantage</p> <p>Sutton Trust</p>
5, 6	<p>Developing access to extra – curricular and lunchtime clubs for all PP to experience across the year. Tigers Trust, Music (Rocksteady)</p>	<p>Early years and primary school experiences, along with better home learning environments in the early years and up to the age of 7, provide a significant boost in attainment for children at the age of 11 and help to counteract disadvantage.</p> <p>Sutton Trust</p>
4, 6	<p>Enhance the quality of social and emotional (SEL) learning. Therapeutic interventions, mental health and support services, Emotional and Social Support Programs - ELSA</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Education Endowment Foundation</p>

Total budgeted cost: £77,500

## Part B: Review of the previous academic year

### Absence Reporting

#### Three Year Trend

S = School

N - National

Breakdown	2021-2022	2022-2023	2023-2024	
	ALL	ALL	ALL	PP
<b>Overall Absence</b>	S- 5.2% N – 6.3%	S – 6.6% N- 5.9%	S-7.1% N-5.5%	S-7.2% N-8.1%
<b>Persistent Absence</b>	S- 9.9% N- 17.7%	S-21.7% N-16.2%	S-23.9 N-15.2%	S-24.5% N- 28.1%
<b>Severe Absence</b>	S – 0.7% N- 0.6%	S-2.0% N-0.7%	S-1.3% N- 0.7%	S- 3.8% N- 1.3%

#### Outcomes of Previous Academic year (All) 2024

All	EXS	GD
EYFS (GLD)	64.3%	
Key Stage 1 Reading	65%	20%
Key Stage 1 Writing	60%	15%
Key Stage 1 Maths	70%	25%
Key stage 2 Reading	84%	26%
Key stage 2 Writing	84%	21%
Key stage 2 Maths	84%	21%
SPaG	100%	29%

### Pupil Premium outcomes at EYFS 2023-2024

<b>Subject</b>	<b>GLD</b>
EYFS	50%

### Year 1 Phonics Screening Test

2024 National	2024 Stoneferry
All Pupils 80%	All Pupils 66.7%
PP 68%	PP 50%
Gap 12%	Gap -18.2%

### Year 2 Phonics Screening Test

2024 National	2024 Stoneferry
All Pupils 75%	All Pupils 90.5%
PP 62.8%	PP 100%
Gap 15%	Gap 37.2%

### Pupil Premium outcomes at KS1 2023-2024

<b>Subject /</b>	<b>EXS</b>		<b>GD</b>	
<b>Date</b>	<b>2023</b>	<b>2024</b>	<b>2023</b>	<b>2024</b>
Reading	70%	83.3%	20%	16.7%
Writing	60%	60%	20%	16.7%
Maths	11%	67%	20%	16.7%

### Pupil Premium outcomes at KS2 2023-2024

<b>Subject</b>	<b>EXS</b>	<b>GD</b>
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Reading	56%	71%	22%	11%
Writing	67%	71%	22%	18%
Maths	44%	71%	22%	14%
SPaG	78%	100%	22%	29%

Key Stage Two – Average Scaled Scores

Non PP/ PP	Reading			Maths			GPS		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
All	107	102	106	106	104	105	108	104	109
PP	101	100	102	102	100	101	101	101	107