Stoneferry Primary School

Pupil Premium Strategy 2025-26

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 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 2025
Date on which it will be reviewed	December 2026
Pupil Premium Lead	Jane Havercroft
Nominated member of LGB	Rachael Uney
LGB PP Review dates	Termly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,850
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£72,850

Part A Pupil premium strategy plan

Statement of Intent

Stoneferry Primary School is a small inner-city school in Hull, serving a community experiencing high levels of deprivation. The school is located within one of the most deprived quartiles nationally, with 47% of pupils eligible for Pupil Premium funding.

The challenges faced by our vulnerable and disadvantaged pupils are at the heart of this strategy, including those supported by social workers, pupils with additional needs, and young carers. We are committed to addressing barriers to learning and ensuring that social disadvantage does not limit opportunities for success.

Our core aim is to remove academic, social, emotional, and cultural barriers so that all pupils can achieve their full potential and build strong foundations 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 experience success, develop pride in their achievements, and maintain high aspirations for their future.

At Stoneferry Primary School, quality first teaching is at the heart of our approach. We recognise that high-quality teaching has the greatest impact on improving outcomes and narrowing attainment gaps for disadvantaged pupils, while also benefiting all learners. We are committed to ensuring that every pupil accesses a broad, ambitious and inclusive curriculum, delivered through high-quality classroom practice that is responsive to individual needs and enables children to build knowledge, skills and understanding over time.

Our approach is rooted in a whole-school commitment to disadvantaged pupils. Every member of staff takes responsibility for understanding the barriers our pupils face and maintains high expectations for their achievement, attendance, behaviour and personal development. Through high-quality, research-informed professional development, we continually develop staff expertise to ensure effective teaching, timely intervention and meaningful support. We believe that every child can succeed when provided with the right opportunities, challenge and encouragement.

- At Stoneferry, we will utilise our Pupil Premium funding to enable disadvantaged pupils to catch up, raise their aspirations, and thrive. Specifically, we will:
- Identify and support disadvantaged pupils at the earliest opportunity.
- Ensure early intervention addresses educational, social, emotional and pastoral needs before barriers become entrenched.
- Implement evidence-informed strategies to improve learning and achievement.
- Deliver high-quality teaching that provides appropriate challenge, clear learning goals and opportunities to build knowledge and understanding over time.

- Invest in staff development to strengthen classroom practice and intervention delivery.
- Work closely with parents, carers and relevant professionals.
- Maintain high expectations for all pupils.

Our strategy forms part of our wider commitment to school improvement and educational recovery. This is a three-year plan which provides a clear framework for sustained improvement whilst remaining responsive to the changing needs of our pupils and community. We recognise that the barriers faced by disadvantaged pupils are varied and can evolve over time. Therefore, the strategy will be reviewed regularly to evaluate its impact, adapt provision where necessary and ensure funding continues to be targeted effectively. Rather than relying on assumptions about disadvantage, we will use robust assessment, professional knowledge and strong relationships with families to ensure support is personalised and responsive to individual need.

We are confident that these strategies will help to narrow attainment gaps, improve outcomes and enhance pupil wellbeing. While the causes of disadvantage are complex and often beyond our direct control, we are committed to making a meaningful difference. By combining evidence-based approaches, effective teaching and a rich, engaging curriculum, we aim to empower every pupil to reach their full potential, become resilient learners and make a positive contribution to society. Our funding decisions are informed by the Education Endowment Foundation's recommendations on effective Pupil Premium spending.

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. 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.
2	Communication & Interaction

	Language and literacy skills on entry to EYFS are below those typically expected for children of this age. This can have a significant impact on early attainment in reading, writing and phonics across Reception and Key Stage 1, which may in turn affect outcomes at Key Stage 2.
3	Academic Readiness/ Achievement 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. 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.
4	Readiness for Learning Analysis of CPOMS records, alongside discussions with pupils, families and staff, highlights that some disadvantaged pupils face social, emotional and mental health challenges, including low self-esteem, reduced self-confidence and difficulties with emotional regulation. These issues, which have been exacerbated for some pupils following the Covid-19 pandemic, can impact attendance, readiness for learning and ultimately academic attainment and progress
5	Lack of exposure to cultural/ extra-curricular experiences 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
6	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.
7	EAL Internal assessment and observation data show that disadvantaged pupils with English as an Additional Language (EAL) underperform compared to their non-disadvantaged peers. Specifically: • 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.

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.
Improve academic achievement and attainment for disadvantaged pupils, particularly in the early years and core subjects, through the development of strong early reading, writing and mathematical foundations. This will be evidenced by improved outcomes in EYFS, including Good Level of Development (GLD), enhanced writing attainment through the development of fine motor skills and increased opportunities for purposeful writing, improved attainment in the Year 1 Phonics Screening Check and Year 4 Multiplication Tables Check, and higher attainment in Reading, Writing and Mathematics Combined at the end of Key Stage 2.	The percentage of disadvantaged pupils achieving a **GLD** at the end of EYFS is in line with or exceeds national figures. Improved outcomes in the EYFS Early Learning Goals, particularly in **Communication and Language, Literacy and Mathematics**, with gaps between disadvantaged and non-disadvantaged pupils diminishing. Disadvantaged pupils demonstrate improved fine motor control and writing skills, resulting in increased attainment in EYFS writing outcomes. The percentage of disadvantaged pupils meeting the expected standard in the **Year 1 Phonics Screening Check** is in line with or above national averages. The percentage of disadvantaged pupils achieving the expected standard in the **Year 4 Multiplication Tables Check** increases year-on-year and moves closer to or exceeds national outcomes. Disadvantaged pupils' attainment in **reading** improves across the school, with end of KS2

	outcomes in line with or above national figures. Disadvantaged pupils' attainment in **writing and mathematics** improves across the school, with a greater proportion achieving age-related expectations. The percentage of disadvantaged pupils achieving the expected standard in **Reading, Writing and Mathematics Combined** at the end of KS2 is in line with or above national figures. Internal assessment data demonstrates that disadvantaged pupils make good progress from their starting points in reading, writing and mathematics, with attainment gaps continuing to narrow.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils- gaps between disadvantaged and non-disadvantage closed and PA reduced	The overall absence rate for all pupils is in at least in line with national average The attendance gap between disadvantaged pupils is at least in line with national average The % of all pupils who are persistently absent is lower than the national average The gap between disadvantaged pupils and others in school is closing year on year On an annual basis we will aspire to: Narrow the absence gap between disadvantaged pupils and others Narrow the gap between disadvantaged pupils and others in terms of PA and also number of pupils late
Increase access to opportunities for children to be involved in experiences which promote	Through teaching, modelling, and practise, children gain an increased capacity to regulate their thoughts, emotions, and actions

self-regulation, following simple instructions, showing empathy to others	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 Increased outcomes for pupils in PSED in EYFS
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: £32,500

Challenge number(s) addressed	Activity	Evidence that supports this approach
3,4	Deliver high-quality CPD focused on quality first teaching and curriculum implementation through coaching, collaboration and Trust-wide networking opportunities. Leaders will be provided with dedicated time to monitor, evaluate and refine curriculum provision, ensuring consistently strong teaching and improved outcomes for all pupils,	High-quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Effective professional development strengthens teacher knowledge, pedagogical expertise and curriculum delivery, leading to improved pupil attainment. Effective Professional Development | EEF

	particularly those who are disadvantaged.	High-Quality Teaching | EEF
2, 3, 4,	Targeted teaching of reading, writing and maths will be provided through small group support in Year 6, supported by an additional Teaching Assistant. High-quality CPD will also be delivered by school staff to strengthen provision for SEND and disadvantaged pupils, focusing on quality first teaching and curriculum delivery. Training will develop staff expertise in using assessment effectively to accurately pitch learning and provide appropriate challenge, alongside the use of flexible grouping and effective checks for understanding to support pupils' progress across the wider curriculum.	Targeted teaching and effective Teaching Assistant interventions can improve pupil outcomes when support is carefully planned and based on identified need. Alongside this, high-quality professional development strengthens teacher expertise, curriculum delivery and the effective use of assessment, helping to improve outcomes, particularly for disadvantaged pupils. Teaching Assistant Interventions | EEF Effective Professional Development | EEF Small group tuition EEF
2, 3, 4,	To improve reading outcomes for disadvantaged pupils, we will continue to develop the quality of phonics and reading provision through the effective implementation RWI programme. Funding will be used to provide ongoing training, coaching and release time for staff, enabling leaders to monitor provision, support teaching and ensure consistency across the school. Additional adults will be deployed during phonics and reading lessons to provide targeted support and intervention. Regular phonics	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. Vocabulary EEF Phonics teaching and learning EEF

	assessments, including in Key Stage 2, will identify gaps in learning and inform timely intervention. Fluency checks in Years 3–6 will ensure pupils access appropriately matched reading books and receive the support needed to develop reading accuracy, fluency and comprehension. Funding will also support the purchase of high-quality reading resources and RWI materials to strengthen teaching and improve outcomes for all pupils, particularly those who are disadvantaged.	
2,3,4	Implement and embed a progressive approach to the teaching of core mathematical skills, including opportunities to develop fluency, recall and conceptual understanding. This will be supported through high-quality curriculum resources and CPD for staff.	Developing pupils' fluent recall of mathematical facts alongside secure conceptual understanding can improve attainment in mathematics. Effective teaching should build on pupils' prior knowledge and use assessment to inform learning. Improving Mathematics in Key Stages 2 and 3 | EEF
2,3,4	Deliver high-quality CPD for leaders and teachers on the effective use of a range of Means of Participation strategies to increase pupil participation, engagement and attainment. Staff will develop a consistent approach to promoting active involvement, checking understanding and ensuring all pupils can contribute successfully to learning.	Research suggests that participatory teaching approaches can increase cognitive, behavioural and emotional engagement. Regular opportunities for all pupils to participate can improve attention, motivation, confidence and learning outcomes, particularly when participation is structured and inclusive. Student engagement / Edutopia Metacognition and Self-Regulated Learning | EEF

2, 3, 4	Purchase a range of high-quality, engaging texts representing a variety of genres, authors and cultures to support the teaching of reading, comprehension and vocabulary development. Texts will be used to enhance guided reading and whole-class reading lessons, promote reading for pleasure. Resources will be carefully selected to broaden pupils' experiences, improve reading fluency and comprehension skills, and foster a lifelong love of reading.	Reading high-quality texts and explicitly developing vocabulary, reading fluency and comprehension can improve literacy outcomes. Exposure to a wide range of texts also supports language development and engagement with reading, particularly for disadvantaged pupils. Improving Literacy in Key Stage 2 | EEF
7	Improve the attainment of disadvantaged pupils who speak English as an Additional Language (EAL). A focus on explicit vocabulary instruction, scaffolding and metacognitive strategies will support pupils to access the curriculum and develop language proficiency. Teach subject-specific vocabulary and academic language explicitly. Use scaffolding strategies, including sentence stems, writing frames and visual supports. Develop pupils' metacognitive skills through opportunities for reflection, self-questioning and discussion. Purchase and implement FlashAcademy to accelerate English	Explicit teaching of vocabulary and spoken language has been shown to improve learning and literacy outcomes, particularly for disadvantaged pupils, by helping them access and articulate curriculum knowledge. Oral Language Interventions | EEF

	language acquisition and provide personalised support for EAL learners. Provide training for teaching and support staff to ensure the effective use of FlashAcademy and strengthen classroom practice for EAL pupils. Monitor pupil progress through assessment and FlashAcademy data to ensure support is targeted and effective.	

Targeted Academic Support

Budgeted cost £25,500

Challenge number(s) addressed	Activity	Evidence that supports this approach
	Provide targeted small-group interventions in reading, writing and mathematics for Year 6 pupils, delivered by qualified teachers and trained support staff, to address identified gaps in learning and accelerate progress.	Small-group tuition is most effective when it is targeted at pupils' specific needs and delivered by skilled adults. Evidence suggests it can provide around four months' additional progress over the course of a year. Teaching Assistant Interventions | EEF Small group tuition EEF
2, 3, 4,	Teacher and support staff led phonics interventions for disadvantaged pupils.	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' 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. Phonics teaching and learning EEF
2,3,4	A whole-school approach to identifying and addressing gaps in foundational knowledge through targeted intervention, enabling pupils to develop fluency, confidence and automaticity in key skills.	Securing foundational knowledge and developing fluency are essential for future success. Pupils who have mastered key knowledge and skills are better able to access more complex learning across the curriculum. Strong foundations in the first years of school - GOV.UK. Improving Literacy in Key Stage 2 | EEF
2, 3, 4, 6	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.	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. Improving Literacy in Key Stage 1 | EEF
2, 3, 4	Fresh Start sessions to target KS2 pupils who require further support	There is a good evidence base to show that Fresh Start enhances progress for

	with reading. TA to deliver Fresh Start sessions & intervention weekly.	children in years 5-8. Phonics teaching and learning EEF
2, 3, 4	Pupils with SEND are provided with specific, appropriate provision to meet their needs. •SENCO to have increased release time in order to monitor quality of teaching of these pupils and support teachers. •Relevant training in relation to SEND, including bespoke training for our SEND Provision 'Stepping Stones'. •Educational psychologist to be able to identify specific needs.	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 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). Effective Professional Development | EEF
2	One-to-one speech and language interventions as well as building oracy into teaching and purchasing the WELCOMM speech and language screening and intervention programme.	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. Oral Language Interventions | EEF

Wider Strategies

Budgeted cost £14,850

Challenge number(s) addressed	Activity	Evidence that supports this approach
1	Maintain a full-time Wellbeing and Attendance Officer to implement the school's attendance strategy in line with the national attendance framework. The officer will work closely with disadvantaged pupils and their families to promote good attendance and punctuality, identify barriers to attendance, provide early intervention and targeted support, and build positive relationships with families to improve engagement and attendance outcomes.	The DfE's guidance *Improving School Attendance* highlights the importance of building strong, respectful relationships with families and providing timely support to remove barriers to attendance. Having a dedicated member of staff with responsibility for attendance enables rapid intervention, consistent communication and coordinated support for vulnerable pupils and their families. Research suggests that parental communication interventions can improve attendance by increasing parents' awareness of absence patterns and the educational impact of missed learning. Regular engagement with families can encourage greater parental involvement and support improved attendance outcomes.

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.	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 N8 Research Partnership 2024
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.	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 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. Parental Engagement | EEF
5, 6	Subsidised 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.	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 Sutton Trust
5, 6	Developing access to extra – curricular and lunchtime clubs for all	Early years and primary school experiences, along with better home

	PP to experience across the year. Tigers Trust, HKR, Music (Rocksteady)	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. Sutton Trust
4, 6	Enhance the quality of social and emotional (SEL) learning. Therapeutic interventions, mental health and support services, Emotional and Social Support Programs - ELSA	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): Education Endowment Foundation
	OPAL play- To improve the quality of play during break and lunchtimes with a focus on children's (non-cognitive skills- motivation, resilience, creativity, social competencies)	In a wide range of studies from a variety of disciplines, researchers have established an association between non cognitive skills and academic outcomes (Bowles & Gintis, 2002; Farkas, 2003; Heckman et al., 2006; Jencks, 1979; Lleras, 2008). Furthermore, these researchers have suggested that investing in the development of these non-cognitive factors would yield high returns in future educational and employment outcomes, and help close the attainment gap between advantaged and disadvantaged young people (e.g., Heckman et al., 2006).
1	Children have their teeth varnished and inspected in school. Teeth checked by dentist annually.	Poor dental health impacts on attendance in school as outlined in the DfE guidance, Health Matters: Child Dental Health.
2, 3, 4, 5	Purchase SLAs for library and museum services, including access to	Research shows that enrichment opportunities such as author visits,

	artefacts, workshops and enrichment opportunities, alongside author visits and literary events. These experiences will broaden pupils' knowledge, vocabulary and cultural capital, providing meaningful contexts for speaking, reading and writing, particularly for disadvantaged pupils.	museums, libraries and the use of artefacts help to develop vocabulary, background knowledge and cultural capital. The DfE's *Reading Framework* (2021) highlights the importance of reading fluency and comprehension in enabling pupils to access a wide range of texts and curriculum knowledge. These experiences provide meaningful contexts for reading, discussion and writing and are particularly beneficial for disadvantaged pupils who may have fewer opportunities to access them outside of school.
	Purchase SLA for music: wider opportunities and extra music lessons. (all year 4 children to play an instrument in addition to offer 1:1 sessions for UKS2). To broader children's experiences and foster talent. To ensure equality of access to music lessons regardless of disadvantage.	Disadvantaged children take part in extra music lessons to foster talent and increase aspirations. This will enhance cultural capital and provide opportunities for raising aspirations and finding new interests for the children that they may not have been offered previously.

Total budgeted cost: £72,850

Part B: Review of the previous academic year 2024 2025

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Intended outcome	Success Criteria

Improved oral, vocabulary and acquisition of language skills amongst disadvantaged pupils	Assessments and observations indicate significantly improved oral language for disadvantaged pupils

- By the end of EYFS, disadvantaged pupils show positive progress in communication and language; however, attainment remains below local and national averages, and further work is needed to close the gap, particularly in speaking, listening and understanding.

FSM	LA&U	Speaking	Self-Reg	Managing Self	Building Rel'ships	Gross Motor Skills	Fine Motor Skills	Compr'n	Word Reading	Writing	Numbers	Numerical Patterns	Past & Present	People, Culture & Comm's	The Natural World	Creating with Materials	Being Imag've & Expressive
School	60.0	60.0	60.0	60.0	60.0	60.0	40.0	60.0	40.0	40.0	40.0	40.0	60.0	40.0	60.0	60.0	60.0
Local Authority Average	74.3	74.6	76.7	80.4	81.4	86.2	75.2	70.4	62.8	58.7	68.8	67.2	69.4	69.3	76.4	78.3	77.0
England Average	70.4	71.9	75.1	78.3	80.2	85.8	75.1	67.3	60.2	54.7	64.7	63.7	69.9	69.4	74.6	78.5	78.0
Gap	-10.4	-11.9	-15.1	-18.3	-20.2	-25.8	-35.1	-7.3	-20.2	-14.7	-24.7	-23.7	-9.9	-29.4	-14.6	-18.5	-18.0

- Speech and Language Therapy interventions were delivered effectively and informed classroom practice. Staff training increased capacity to support pupils' speech, language and communication development across the school.
- Oracy was increasingly embedded across the curriculum through high-quality teaching strategies, including echo reading, performance reading and structured talk opportunities.
- Reader's Theatre was implemented across KS2 to develop reading fluency, expression, confidence and comprehension, contributing to increased engagement in reading and improved oral communication skills.
- Oracy-focused CPD and monitoring supported greater consistency in classroom practice, ensuring purposeful opportunities for talk and discussion were planned across the curriculum.
- Whole-school teaching and learning strategies, including approaches that promote equitable participation, increased pupil engagement and enabled more pupils to contribute confidently to classroom discussions and learning activities.
- Pupils demonstrated improved confidence when explaining their thinking, responding to questions and participating in collaborative learning activities.
- The school's focus on communication and oracy strengthened pupils' language development and supported access to learning across the wider curriculum.

Intended outcome	Success Criteria
Academic achievement. Improve outcomes for pupils in GLD, Y1 Phonics Screening Check, Y4	• 40% of disadvantaged pupils achieved a Good Level of Development (GLD). Although this is below the previous year's

Multiplication Check and Reading, Writing, Maths Combined at KS2.

outcome, it reflects the needs of the cohort and remains a key area for continued focus. Over the three-year trend, the attainment gap between disadvantaged pupils and their peers has narrowed significantly from 2023 levels, although further work remains to secure sustained improvement.

- Disadvantaged pupils achieved an average score of 16 in the Year 4 Multiplication Tables Check, compared with a whole-cohort average of 17.9. Additionally, 50% of disadvantaged pupils achieved a score of 21 or above, demonstrating that a significant proportion of disadvantaged pupils secured strong recall of multiplication facts despite the cohort attaining below the national average overall.

Year 6 expected standard

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	24	38%	46%	Close to average (non-sig)	68%	-30	Not applicable	Not applicable
2025	8	0%	47%	Below (sig-)	69%	-69	Widening	Low - Stability
2024	7	71%	46%	Above (non-sig)	67%	4	Positive gap	-
2023	9	44%	44%	Close to average (non-sig)	66%	-22	Not available	-

- Outcomes for disadvantaged pupils in Reading, Writing and Mathematics combined were variable across the three-year period due to small cohort sizes. Over the three-year trend, 38% of disadvantaged pupils achieved the expected standard, compared with 46% nationally for disadvantaged pupils, placing the school close to the national average. In 2024, outcomes were particularly strong, with 71% of disadvantaged pupils achieving the expected standard, exceeding the national

disadvantaged figure of 46%. However, in 2025, no disadvantaged pupils achieved the expected standard. This reflects the significant impact that individual pupils can have on outcomes within a very small cohort of eight pupils, particularly where barriers to learning and challenges relating to low academic stability are present.

- Despite year-on-year fluctuations, the three-year trend demonstrates that disadvantaged pupils can achieve outcomes in line with, or above, national averages when support is effectively targeted. Closing the attainment gap in Reading, Writing and Mathematics combined remains a priority, with continued emphasis on high-quality teaching, targeted intervention and early identification of need to improve outcomes for disadvantaged pupils.

Year 6 expected standard – Reading

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	24	63%	62%	Close to average (non-sig)	80%	-17	Not applicable	Not applicable
2025	8	63%	63%	Close to average (non-sig)	81%	-18	Widening	Low - Stability
2024	7	71%	62%	Close to average (non-sig)	80%	-8	Narrowing	-
2023	9	56%	60%	Close to average (non-sig)	78%	-23	Not available	-

- Over the three-year period, 63% of disadvantaged pupils achieved the expected standard in reading, which is broadly in line with the national disadvantaged average of 62%. This indicates that the school's disadvantaged pupils have consistently achieved outcomes comparable to disadvantaged pupils nationally.
- In 2025, 63% of disadvantaged pupils achieved the expected standard in reading, matching the national disadvantaged figure. Whilst the gap between disadvantaged pupils and national non-disadvantaged pupils remained at 18 percentage points, disadvantaged pupils continued to perform in line with their disadvantaged peers nationally. Given the identified issues relating to pupil stability, these outcomes demonstrate sustained attainment in reading and provide a secure foundation for further improvement.

Year 6 expected standard – Writing

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	24	67%	59%	Above (non-sig)	78%	-11	Not applicable	Not applicable
2025	8	63%	59%	Close to average (non-sig)	78%	-16	Widening	Low - Stability
2024	7	71%	58%	Above (non-sig)	78%	-6	Narrowing	-
2023	9	67%	58%	Close to average (non-sig)	77%	-11	Not available	-

- Over the three-year period, 67% of disadvantaged pupils achieved the expected standard in writing, compared with 59% nationally for disadvantaged pupils. This places the school above the national disadvantaged average and indicates that disadvantaged pupils have consistently achieved strong outcomes in writing.
- In 2025, 63% of disadvantaged pupils achieved the expected standard in writing, compared with 59% nationally for disadvantaged pupils. Despite the challenges presented by a small cohort of eight pupils and issues relating to pupil stability, disadvantaged pupils continued to outperform their disadvantaged peers nationally. The three-year trend demonstrates that writing is a relative strength for disadvantaged pupils and reflects the positive impact of the school's focus on high-quality teaching, vocabulary development and writing across the curriculum.

Year 6 expected standard – Maths

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	24	38%	60%	Below (sig-)	80%	-42	Not applicable	Not applicable
2025	8	0%	61%	Below (sig-)	81%	-81	Widening	Low - Stability
2024	7	71%	59%	Above (non-sig)	79%	-8	Narrowing	-
2023	9	44%	59%	Below (non-sig)	79%	-35	Not available	-

- Over the three-year period, 38% of disadvantaged pupils achieved the expected standard in mathematics, compared with 60% nationally for disadvantaged pupils. This places the school significantly below the national disadvantaged average and highlights mathematics as a key area for continued improvement.
- In 2025, no disadvantaged pupils achieved the expected standard in mathematics, compared with 61% nationally for disadvantaged pupils. Whilst this outcome

reflects the significant challenges, including issues relating to pupil stability, it contributed to a widening attainment gap. The 2025 outcomes reinforce the need for continued focus on securing foundational mathematical knowledge, developing fluency and recall, and providing targeted support to address gaps in learning and improve outcomes for disadvantaged pupils.

EGPS

Disadvantaged pupils - EGPS expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	24	79%	59%	Above (sig+)	78%	1	Not applicable	Not applicable
2025	8	63%	60%	Close to average (non-sig)	79%	-16	Widening	Low - Stability
2024	7	100%	59%	Above (sig+)	78%	22	Positive gap	-
2023	9	78%	59%	Above (non-sig)	78%	0	No gap	-

- *Over the three-year period, 79% of disadvantaged pupils achieved the expected standard in EGPS, compared with 59% nationally for disadvantaged pupils. This places the school significantly above the national disadvantaged average and demonstrates strong outcomes for disadvantaged pupils in English grammar, punctuation and spelling.*
- *In 2025, 63% of disadvantaged pupils achieved the expected standard in EGPS, compared with 60% nationally for disadvantaged pupils. Despite the challenges presented by issues relating to pupil stability, disadvantaged pupils continued to perform in line with, and slightly above, disadvantaged pupils nationally. The three-year trend highlights EGPS as a relative strength within the curriculum and reflects the positive impact of the school's focus on vocabulary development, explicit teaching and high-quality literacy provision.*

Year 1 phonics

Disadvantaged	Year 1 Pupils Meeting the Required Standard					
	2023		2024		2025	
	Number	Percentage	Number	Percentage	Number	Percentage
School	7	87.5	2	50.0	2	50.0
Local Authority	731	74.0	691	74.0	638	71.4
England		66.0		68.0		66.8
Gap		21.5		-18.0		-16.8

Other	Year 1 Pupils Meeting the Required Standard					
	2023		2024		2025	
	Number	Percentage	Number	Percentage	Number	Percentage
School	10	100.0	10	71.4	10	76.9
Local Authority	855	82.0	1913	83.0	1812	82.8
England		82.0		84.0		83.4
Gap		18.0		-12.6		-6.5

- Over the three-year period, outcomes for disadvantaged pupils in the Year 1 Phonics Screening Check have been variable due to the small cohort sizes. In 2023, disadvantaged pupils performed exceptionally well, with 87.5% meeting the expected standard, significantly above both local and national averages. However, outcomes fell to 50% in both 2024 and 2025, resulting in disadvantaged pupils performing below local authority and national figures.
- In 2025, 50% of disadvantaged pupils met the required standard, compared with 71.4% across the local authority and 66.8% nationally. Whilst this represents a significant attainment gap, the outcome is based on a cohort of only four disadvantaged pupils, with two pupils achieving the expected standard. The consistency of the 2024 and 2025 outcomes highlights the need for continued focus on the early identification of pupils requiring phonics support, alongside targeted intervention and high-quality phonics teaching to improve outcomes for disadvantaged pupils.

Year 2 phonics

Disadvantaged	Percentage of Pupils Achieving the Required Level by the End of Year 2 *					
	2023		2024		2025	
	Number	Percentage	Number	Percentage	Number	Percentage
School	9	100.0	7	100.0	3	60.0
Local Authority	1008	87.0	992	87.0	1096	85.1
England		81.0		82.0		82.0
Gap		19.0		18.0		-22.0

Other	Percentage of Pupils Achieving the Required Level by the End of Year 2 *					
	2023		2024		2025	
	Number	Percentage	Number	Percentage	Number	Percentage
School	15	78.9	12	85.7	10	90.9
Local Authority	2084	91.0	2014	91.0	2216	90.3
England		91.0		91.0		91.0
Gap		-12.1		-5.3		-0.1

- In 2025, 60% of disadvantaged pupils achieved the required standard by the end of Year 2, compared with 85.1% across the local authority and 82% nationally. While this represents a decline from previous years, the outcome is based on a very small cohort of five disadvantaged pupils, with three pupils achieving the expected standard. Despite the 2025 outcome, the three-year picture indicates that disadvantaged pupils have historically achieved strong outcomes in phonics when targeted support and intervention have been successfully embedded. Continued focus on early identification, targeted intervention and high-quality phonics teaching remains a priority to ensure all pupils secure the foundational reading skills needed for future success.

Intended outcome	Success Criteria
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils- gaps between disadvantaged and non-disadvantage closed and PA reduced	• Attendance for disadvantaged pupils has improved over the last three years. In 2024/25, attendance for disadvantaged pupils was 91.9%, compared with 92.4% nationally, placing the school close to the national average. This represents an improvement from 90.2% in 2022/23 and 91.3% in 2023/24, demonstrating a positive trend and relative improvement against national figures. • For disadvantaged pupils, overall absence was 7.8%, compared with 8.0% nationally, indicating

	that disadvantaged pupils attended school more regularly than disadvantaged pupils nationally. • Persistent absence for disadvantaged pupils was 27.7%, which is broadly in line with the national figure of 27.1%, although above the local authority average of 22.0%. Encouragingly, there were no disadvantaged pupils classed as severely absent, compared with 1.5% nationally. • Whilst attendance for disadvantaged pupils remains close to national averages, reducing persistent absence and further narrowing the attendance gap between disadvantaged pupils and their peers remains a priority. The school's attendance strategy has contributed to gradual improvement over time, and continued targeted work with families will be required to improve attendance, reduce persistent absence and minimise lateness among disadvantaged pupils

Absence Reporting

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	52	91.9%	92.4%	Close to average	Relative improvement	-
2023/24 (3 term)	53	91.3%	92.0%	Close to average	Relative improvement	-
2022/23 (3 term)	58	90.2%	91.6%	Below	Relative decline	-

Breakdown	Overall Absence				Persistent Absence				Severe Absence			
	No. of Pupils	School %	LA %	England %	No. of Pupils	School %	LA %	England %	No. of Pupils	School %	LA %	England %
Disadvantaged	47	7.8	7.0	8.0	13	27.7	22.0	27.1	0	0.0	1.5	1.5

Intended outcome	Success Criteria
To improve pupils' self-regulation, emotional wellbeing and readiness to learn	Through teaching, modelling and practice, pupils demonstrate an increased ability to

through increased opportunities to develop resilience, empathy, independence and positive learning behaviours.	regulate their thoughts, emotions and actions. Pupils show improved attention, impulse control and the ability to follow instructions independently. Pupils are able to retain and apply information in different contexts. Improved outcomes for pupils in Personal, Social and Emotional Development (PSED) in EYFS.

- The school successfully achieved re-accreditation of the Wellbeing Award for Schools, demonstrating the positive impact of our work to support the wellbeing of pupils, staff and families.
- Emotion Coaching training has been delivered to staff and is embedded across the school, strengthening support for pupils' social, emotional and mental health needs, particularly those who are disadvantaged.
- Through explicit teaching, modelling and practice, pupils have developed greater self-regulation skills, demonstrating improved emotional awareness, impulse control and readiness to learn.
- The school's investment in trauma-informed practice and the implementation of a relational behaviour policy have contributed to sustaining high levels of wellbeing across the school.
- Outcomes in Personal, Social and Emotional Development (PSED) remained strong, with 84% of children achieving the expected level of development in 2025, exceeding both the local authority average (80.5%) and national average (83.1%). Children demonstrated positive outcomes in self-regulation, managing self and building relationships, reflecting growing confidence, independence and resilience. This suggests that the school's focus on emotional wellbeing, positive learning behaviours and readiness to learn has had a positive impact, enabling children to engage successfully in learning and develop positive relationships with others.

Stoneferry Primary School	% Achieving the Expected Level of Development in all ELG's of Personal, Social & Emotional Development								
	All Pupils			Boys			Girls		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
School	100.0	78.6	84.0	100.0	62.5	63.6	100.0	100.0	100.0
Local Authority Average	82.4	81.7	80.5	75.8	75.0	74.8	89.0	88.8	86.5
England Average	83.2	82.9	83.1	77.4	76.9	77.4	89.3	89.2	89.0
Gap	16.8	-4.3	0.9	22.6	-14.4	-13.8	10.7	10.8	11.0

- Pupil voice and staff observations indicate improved wellbeing, engagement and confidence in learning.

Intended outcome	Success Criteria
To increase access to enrichment opportunities and experiences beyond the classroom, widening pupils' horizons, developing cultural capital and raising aspirations, particularly for disadvantaged pupils.	Pupils access a wide range of enrichment opportunities, including educational visits, visitors, workshops and extra-curricular activities. Increased participation in enrichment activities, particularly among disadvantaged pupils. Pupil voice demonstrates increased aspirations, confidence and engagement with learning.

- An increased number of disadvantaged pupils now participate in extracurricular activities, educational visits, workshops and enrichment experiences through targeted support and funding.
- Pupils have benefitted from a wide range of opportunities beyond the classroom, helping to develop cultural capital and broaden their understanding of the wider world.
- Educational visits, visitors and enrichment activities have provided pupils with meaningful experiences to support learning across the curriculum including residential visits, local visits and London visits.
- Pupil voice demonstrates increased confidence, engagement and enthusiasm for learning as a result of these opportunities.
- Pupils are able to draw upon a wider range of experiences in their speaking, reading and writing, contributing to improved engagement and aspirations for the future.

Intended outcome	Success Criteria
To strengthen parental engagement, particularly with harder-to-reach disadvantaged families, and ensure appropriate support is accessed through external agencies where needed.	Increased parental engagement with school through meetings, workshops and communication.

	Families are supported to access appropriate external services and interventions. Disadvantaged pupils and their families feel well supported and engaged within the school community. Pupils have opportunities to discuss and access support relating to their wellbeing and home circumstances where appropriate.

- Parental engagement has increased significantly, with high attendance at parents' evenings, SEND coffee mornings, workshops and a range of school events throughout the year.
- Stronger relationships between home and school have enabled earlier identification of need and more effective support for pupils and families.
- Families have been successfully supported to access external agencies and specialist services where appropriate.
- Disadvantaged pupils and their families report feeling well supported and valued within the school community.
- Improved communication and engagement with families have contributed to increased pupil participation, wellbeing and positive engagement with school.