

Pupil Premium Strategy Statement 2025/2026



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Stradbroke Primary School
Number of pupils in school	111 (May 2026)
Proportion (%) of pupil premium eligible pupils	14.41% (May 2026)
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	September 2025 (updated May 2026)
Date on which it will be reviewed	July 2026
Statement authorised by	Daryl Jones
Pupil premium lead	Sam Barlow
Governor / Trustee lead	Anna Fielding-O'Farrell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,820
Total budget for this academic year	£26,820

Part A: Pupil premium strategy plan

Statement of intent

Our philosophy

At Stradbroke Primary School we value the abilities and achievements of all our pupils and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. We have planned to spend our Pupil Premium funding to try to give them all the support that they need to reach their potential.

Overcoming barriers to learning is at the heart of our Pupil Premium use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

We also recognise that pupil premium children may excel academically and funding should be utilised to stretch and challenge pupils.

Providing opportunities for children to experience culture and have experiences to develop their awareness of the wider world is of fundamental importance.

Our priorities

Our priorities are as follows:

1. Ensuring that there is high quality teaching and learning in every class.
2. Closing the attainment gap between disadvantaged pupils and their peers.
3. Providing targeted academic support for pupils who are not making the expected progress.
4. Addressing non-academic barriers to attainment such as low self-esteem and confidence, mental and physical well-being, attendance and behaviour.
5. Ensuring that all disadvantaged pupils are fully included in the life of the school.
6. Providing cultural experiences for pupils to develop their knowledge, experience and understanding of the Curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Children will achieve good academic outcomes – in reading, writing and maths.
2	Limited experiences leading to poor cultural capital
3	Low self-esteem and anxiety
4	Children will be involved in all aspects of school.
5	Self-regulation, behaviour and social awareness.

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
1. Children will achieve good academic outcomes.	<ul style="list-style-type: none"> Children will be fluent readers and have an extensive vocabulary that they can use to express themselves both verbally and in writing. They will be fluent mathematicians.
2. Children will have greater cultural capital.	<ul style="list-style-type: none"> Children will learn about the world around them including their local area, their own country and further afield that include a wider diverse experience. They will have a broad, ambitious, knowledge rich curriculum experience including opportunities to perform and develop their oracy skills.
3. Children will be confident and boost self-esteem. Lessen their anxiety.	<ul style="list-style-type: none"> Children will be able to communicate their feelings and emotions in a productive manner. Children will come into school and be in school with less anxiety so that they may be more successful in their learning.
4. Children will be involved in all aspects of school.	<ul style="list-style-type: none"> Children will be able to participate in all areas of school life and extracurricular opportunities.
5. Self-regulation, behaviour and social awareness.	<ul style="list-style-type: none"> Children will be able to self-regulate and make appropriate choices. Children will be in a positive place to engage with their learning.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved reading resources including restocking the library and shelving (£2,000)	Phonics has a positive impact overall (+5 months) EEF	1

Specialist SEN training e.g. ASD and dyslexia. (£1,000)	Individualised instruction: Moderate impact for very low cost based on limited evidence (+4 months) EEF	1
SEN software subscriptions. (£1,500)	Individualised instruction: Moderate impact for very low cost based on limited evidence (+4 months) EEF	1

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

Budgeted cost: £10,004

Activity	Evidence that supports this approach	Challenge number(s) addressed
Keep Up sessions run by TAs e.g. Phonics Bug (Early Bird Intervention), Beat Dyslexia, Nessy and precision teaching. (£7,854)	Teaching Assistant Interventions: Moderate impact for moderate cost based on moderate evidence (+4 months) EEF	1
Class-based interventions e.g. Reading Comprehension, Guided Reading texts (£1,000)	Reading comprehension strategies: Very high impact for very low cost based on extensive evidence (+6 months) EEF	1
Renewal of NELI subscription – Early Speech and Language intervention (£400)	Oral language interventions: Very high impact for very low cost based on extensive evidence (+6 months) EEF	1
Investment in teaching using Maths Mastery approaches e.g. White Rose, Angles Maths Hub programme including resources. (£750)	Mastery learning: High impact for very low cost based on limited evidence (+5 months) EEF	1

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

Budgeted cost: £12,316

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Access to wraparound care (£2800)	Extending school time: Moderate impact for moderate cost based on limited evidence (+3 months) EEF	1, 4, 5,
Subsidised clubs (£1926)	Extending school time: Moderate impact for moderate cost based on limited evidence (+3 months) EEF	2, 3, 4
Play-based (Lego) therapy (£2,590)	Social and emotional learning: Moderate impact for very low cost based on very limited evidence (+5 months) EEF	1, 3, 5
Subsidised trips (£2,000)	Social and emotional learning: Moderate impact for very low cost based on very limited evidence (+4 months) EEF	1, 2, 4
Subsidised uniform (£300)	Can lead to low pupil self-esteem if not seen to fit.	3,4
Participation in sport including adventurous activities (£700)	Physical Low impact for very low cost based on moderate evidence (+1 month) EEF	3, 4
Forest school holiday clubs (£500)	Outdoor adventure learning: Unclear impact for moderate cost based on insufficient evidence	2,3,4,5
Sensory resources (£500)	Social and emotional learning: Moderate impact for very low cost based on very limited evidence (+4 months) EEF	1, 3, 5
ELSA training and resources (£600)	Behaviour Interventions: Moderate impact for low cost based on limited evidence (+4 months) EEF	1, 3, 4, 5
Participation in the arts. (£400)	Arts participation: Moderate impact for very low cost based on moderate evidence (+3 months) EEF	2, 3, 4,

Total budgeted cost: £26,820

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

1. Review of expenditure			
Previous Academic Year		2024-2025	
Teaching			
Challenge (number)	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)
1. Children will achieve good academic outcomes.	<p>Invest in 'The Write Stuff' subscription to improve writing outcomes for pupils. The scheme uses a small-step approach to help children develop a deeper understanding of the writing process (mastery approach).</p> <p>Improved reading resources including purchasing additional phonics books and books to promote reading for pleasure.</p> <p>Specialist SEN training e.g. ASD and dyslexia.</p> <p>SEN software subscriptions.</p>	<p><u>Reading</u>: results for PP (% at or above expectation and progress from starting points): Year 1 (0 pupils) – N/A Year 2 (1 pupil) – 100% (100% progress) Year 3 (3 pupils) – 67% (67% progress) Year 4 (2 pupil) – 50% (50% progress) Year 5 (5 pupils) – 40% (100% progress) Year 6 (5 pupils) – 80% (100% progress)</p> <p><u>Writing</u> results for PP (% at or above expectation): Year 1 (0 pupils) – N/A Year 2 (1 pupil) – 100% (100% progress) Year 3 (3 pupils) – 100% (100% progress) Year 4 (2 pupil) – 50% (50% progress) Year 5 (5 pupils) – 20% (60% progress) Year 6 (5 pupils) – 40% (100% progress)</p>	<p>Writing is a school focus with a focus on the DfE Writing Framework - We will adapt our writing teaching as a result of this guidance.</p> <p>Continue with class based texts for teaching reading in class.</p> <p>Continue with Bug Club Phonics in EYFS and KS1.</p>

	<p>Training in assistive technologies e.g. Clicker.</p>	<p><u>Maths:</u> results for PP (% at or above expectation): Year 1 (0 pupils) – N/A Year 2 (1 pupil) – 100% (100% progress) Year 3 (3 pupils) – 67% (67% progress) Year 4 (2 pupil) – 50% (50% progress) Year 5 (5 pupils) – 80% (60% progress) Year 6 (5 pupils) – 20% (60% progress)</p> <p><u>Phonics:</u> Year 1 – x0 PP pupils – N/A Year 2 phonic recheck: x0 PP pupils – N/A</p>	
--	---	--	--

Targeted academic support

Challenge (number)	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)
<p>1. Children will achieve good academic outcomes.</p>	<p>Catch-up TAs e.g. Rapid Readers, Dyslexia Screener, Nessy and precision teaching. Class-based interventions e.g. Reading Comprehension, Guided Reading texts. Renewal of NELI subscription – Early Speech and Language intervention. Investment in teaching using Maths Mastery approaches e.g. White Rose, Angles Maths Hub programme</p>	<p><u>Reading:</u> results for PP (% at or above expectation and progress from starting points): Year 1 (0 pupils) – N/A Year 2 (1 pupil) – 100% (100% progress) Year 3 (3 pupils) – 67% (67% progress) Year 4 (2 pupil) – 50% (50% progress) Year 5 (5 pupils) – 40% (100% progress) Year 6 (5 pupils) – 80% (100% progress)</p> <p><u>Writing</u> results for PP (% at or above expectation): Year 1 (0 pupils) – N/A Year 2 (1 pupil) – 100% (100% progress) Year 3 (3 pupils) – 100% (100% progress) Year 4 (2 pupil) – 50% (50% progress) Year 5 (5 pupils) – 20% (60% progress) Year 6 (5 pupils) – 40% (100% progress)</p>	<p>Continue class based texts for teaching reading in class.</p> <p>NELI was successful and subscribe again.</p> <p>Continue working with the Mahs Hub.</p>

		<p><u>Maths:</u> results for PP (% at or above expectation): Year 1 (0 pupils) – N/A Year 2 (1 pupil) – 100% (100% progress) Year 3 (3 pupils) – 67% (67% progress) Year 4 (2 pupil) – 50% (50% progress) Year 5 (5 pupils) – 80% (60% progress) Year 6 (5 pupils) – 20% (60% progress)</p> <p><u>Phonics:</u> Year 1 – x0 PP pupils – N/A Year 2 phonic recheck: x0 PP pupils – N/A</p>	
Wider strategies			
Challenge (number)	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)
2. Children will have greater cultural capital.	Subsidised trips	<p>All disadvantaged pupils attended school trips and all attended the Year 4/5 residential and Year 6 residential.</p> <p>All took part in school performances.</p> <p>Greater confidence and higher self-esteem achieved.</p>	<p>Continue to subsidise visits and residential trips so all can attend.</p> <p>Continue with arts and performances.</p>
3. Children will be confident and boost self-esteem	<ul style="list-style-type: none"> • Access to wraparound care • Play-based (Lego) therapy • Subsidised trips • Subsidised uniform 	<p>Breakfast Club was offered and taken up. Pupils who attended were better prepared for the school day. After school club allows parents to work, so financially better off.</p>	<p>Continue to offer breakfast and after school club in 2025/26.</p> <p>Develop ELSA Support in 2025/26.</p>

	<ul style="list-style-type: none"> • Participation in sport including adventurous activities • Forest school holiday clubs • Sensory resources • ELSA training and resources 	<p>All PP pupils were offered subsidised trips this year and residential for Year 4/5 and Year 6. This was taken up by all eligible pupils. This allows PP pupils to attend, especially the residential.</p> <p>Member of staff started ELSA training and has begun working with pupils. Lego Therapy was successful.</p> <p>This support has helped to improve integration, self-esteem, behaviour in and out of the classroom, including learning behaviours and it has also helped parents/carers.</p> <p>Pupils took part in sports clubs provided</p>	<p>Continue to offer subsidised trips and residential in 2025/26.</p>
<p>4. Children will have maximum time in their educational environment.</p> <p>Attendance and punctuality rates for pupils eligible for PP are consistent and high.</p>	<ul style="list-style-type: none"> • Access to wraparound care • Free clubs • Play-based (Lego) therapy • Participation in sport including adventurous activities • Sensory resources • ELSA training and resources • Monitor daily attendance and work with the EWO 	<p>Attendance for PP: 95.5%</p> <p>Reasons for absence were due to illness.</p>	<p>Continue to work with parents on attendance and the help we can offer.</p>
<p>5. Children will be mentally and physically healthy.</p> <p>Children will understand the importance of mental and physical health and understand some strategies to support both of these areas.</p>	<ul style="list-style-type: none"> • Access to wraparound care • Play-based (Lego) therapy • Subsidised clubs • Subsidised trips • Subsidised uniform • Participation in sport including adventurous activities • Forest school holiday clubs • Sensory resources 	<p>Children are active members of the school community and are very involved in the life of the school. They have benefited from attending wrap around school care, clubs, trips and visits.</p> <p>The resighting and redevelopment of the sensory room has been successful and is used by those who require time out or a place to go to help self-regulate.</p>	<p>Develop our ELSA offer.</p> <p>Develop the Mental Health Leads role.</p> <p>Continue with Lego Therapy and increase the offer.</p> <p>Continue to develop the sensory room.</p>

	<ul style="list-style-type: none"> • ELSA training and resources 	<p>A member of staff has been attending ELSA training and Lego therapy sessions has been successful.</p> <p>School is training a member of staff to be the Mental Health Lead.</p>	
<p>6. Children will be involved in all aspects of school.</p> <p>Children will be able to participate in all areas of school life and extracurricular opportunities.</p>	<ul style="list-style-type: none"> • Access to wraparound care • Play-based (Lego) therapy • Subsidised clubs • Subsidised trips • Subsidised uniform • Participation in sport including adventurous activities • Forest school holiday clubs • Sensory resources • ELSA training and resources 	<p>Children are active members of the school community and are very involved in the life of the school. They have benefited from attending wrap around school care, clubs, trips and visits.</p>	<p>Continue to provide subsidised or free activities.</p> <p>Ensure PP pupils are involved in sport and attend competitions.</p>
<p>7. Self-regulation, behaviour and social awareness.</p> <p>Children will be able to self-regulate and make appropriate choices.</p>	<ul style="list-style-type: none"> • Access to wraparound care • Play-based (Lego) therapy • Subsidised clubs • Subsidised trips • Subsidised uniform • Participation in sport including adventurous activities • Forest school holiday clubs • Sensory resources • ELSA training and resources 	<p>Pupil's behaviour is extremely good and has been observed by representatives of the Trust and SIAMS inspector.</p> <p>The resighting and development of the school sensory room has been very beneficial to children who require assistance self-regulating their behaviour.</p> <p>A member of staff has attended ELSA training and is beginning to offer support. Lego Therapy has been a successful intervention and the demand for sessions has increased over the course of the year.</p>	<p>Continue to develop the sensory room.</p> <p>Develop our ELSA offer.</p> <p>Develop the Mental Health Leads role.</p> <p>Continue with Lego Therapy and increase the offer.</p>