Pupil Premium Strategy Statement 2026/2027

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	99
Proportion (%) of pupil premium eligible pupils	15.15% (15 pupils)
Academic year/years that our current pupil premium strategy plan covers	2026 - 2027
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Daryl Jones
Pupil premium lead	Hannah Cragoe
Governor / Trustee lead	Anna Fielding-O'Farrell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,100
Total budget for this academic year	**£20,100**

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for disadvantaged pupils to achieve as well as possible academically, socially and emotionally, and to participate fully in the life of the school. We recognise that disadvantage does not create a single profile of need. Pupil premium funding will therefore be allocated according to identified barriers rather than as an automatic personal budget for each eligible pupil.

Our strategy is built around the Department for Education menu of approaches and the Education Endowment Foundation (EEF) tiered model: high-quality teaching, targeted academic support and wider strategies. High-quality inclusive teaching is the first priority because it benefits all pupils while being especially important for those who are disadvantaged and/or have additional needs.

The strategy is integral to the School Improvement Development Plan. Disadvantaged pupils' outcomes are considered within priorities for teaching and curriculum, English and numeracy, attendance, SEND/inclusion and personal development and well being. All staff share responsibility for delivering the strategy and are expected to understand the barriers identified, the agreed classroom approaches and their role in evaluating impact.

The current cohort includes pupils whose barriers relate to attainment in reading, writing and mathematics; vocabulary and language; attention, working memory and following instructions; independence and reliance on adult reassurance; anxiety and separation; emotional and sensory regulation; social interaction; and access to wider experiences. Provision is designed around these recurring themes while preserving individual pupils' dignity and confidentiality.

Teaching approaches will emphasise explicit instruction, scaffolding, cognitive and metacognitive strategies, flexible grouping, clear routines and appropriate use of technology. Targeted interventions will be short, structured, closely linked to classroom learning and delivered by staff. Wider provision will focus on readiness to learn, belonging, attendance and transition, wellbeing, sensory regulation and equal access to enrichment.

We will review impact termly using quantitative and qualitative evidence: baseline and termly attainment/progress information, intervention entry and exit assessments, attendance and punctuality (where relevant), behaviour and wellbeing information, participation records and pupil/parent voice. Because the disadvantaged cohort is small, we consider individual pupil trajectories and contextual information alongside cohort percentages, and will use national disadvantaged and non-disadvantaged benchmarks where meaningful. Activities will be adapted, intensified or stopped where evidence shows insufficient impact. Higher-attaining disadvantaged pupils will also be appropriately challenged and extended.

Challenges

The school has identified the following recurring barriers among disadvantaged pupils. These themes are based on individual pupil needs and are reviewed as needs change.

Challenge number	Theme	Detail of challenge
1	Attainment, language, literacy and mathematics	Some disadvantaged pupils are working below age-related expectations in reading, writing and/or mathematics. Identified barriers include difficulty recalling and using key literacy and mathematical vocabulary, grammar and sentence construction, sequencing ideas, reading/spelling difficulties and recording work efficiently. These barriers can limit access across the curriculum.
2	Attention, working memory and independence	Some pupils lose focus, are easily distracted, miss parts of teaching, find multi-step instructions difficult, need tasks broken into smaller chunks, require movement breaks and/or seek frequent adult reassurance. This can reduce learning stamina and independence.
3	Anxiety, confidence and emotional regulation	Some pupils experience low self-esteem, frustration when learning is difficult, reluctance to ask for help, anxiety around separation or transitions and dysregulation after less structured times. This can affect readiness to learn, participation and successful entry into school.
4	SEND, sensory regulation, social communication and inclusion	Some pupils require highly predictable routines, structured transitions, sensory/movement support and carefully scaffolded peer interaction. Busy environments or changes to routine can be overwhelming and may reduce access to learning and participation in the wider life of the school.
5	Cultural capital and wider experiences	Some disadvantaged pupils have fewer opportunities to access clubs, visits, arts, sport and outdoor learning. This can limit background knowledge, confidence, motivation, social experiences and a sense of belonging.

Intended outcomes

These are the outcomes we are aiming for by the end of the current strategy period and the indicators we will use to judge impact.

Intended outcome	Success criteria
Improved attainment and progress in reading, writing and mathematics, including stronger vocabulary and language knowledge.	• Baseline and termly assessment data are tracked at individual and cohort level. • Most disadvantaged pupils make at least expected progress from their individual starting points and targeted pupils show measurable catch-up in identifies gaps. • Phonics, fluency, comprehension, vocabulary, spelling/writing and mathematics assessments improve where these are areas of need. • National disadvantaged and non-disadvantaged comparators are considered. • Individual trajectories are used to show progress.
Greater attention, independence and self-regulated learning.	• A clear baseline is established for engagement, independence and adult prompting for identified pupils. • Pupils sustain engagement for longer, follow chunked instructions more successfully and complete a greater proportion of work independently. The number of adult prompts/reassurance required reduces over time. • Pupil and teacher review shows increased use of planning, checking, help-seeking and reflection strategies.
Improved emotional wellbeing, confidence and readiness to learn.	• Baseline and termly review evidence shows that identified pupils settle more successfully at the start of the day and after transitions or unstructured times. • Pupils increasingly use agreed regulation strategies and are more willing to ask for help before frustration escalates. • Attendance, punctuality and successful transition into school remain strong or improve where anxiety/separation has been a barrier. • Pupil and family voice indicates increased confidence and readiness to learn.
Improved social participation, inclusion and access to the full curriculum.	• Pupils participate more successfully in paired/group learning and demonstrate improved social interaction. • Sensory, movement, communication and recording adaptations enable sustained access to lessons and are reviewed through an assess-plan-do-review cycle. • No disadvantaged pupil is unable to take part in curriculum or enrichment activity because of identified need or financial disadvantage.
Broader cultural capital, motivation and enrichment.	• All disadvantaged pupils are actively supported to access trips, clubs, arts, sport and outdoor/Forest School opportunities.

	• Participation is monitored by disadvantaged status so that emerging access gaps can be identified and addressed promptly. • Participation records show increased or sustained engagement in wider school opportunities. • Pupil voice indicates increased confidence, enjoyment, motivation, belonging and knowledge of the wider world.

Implementation, monitoring and review

Where disadvantaged pupils have additional or emerging needs, the school will use a graduated assess-plan-do-review cycle. Classroom teaching and reasonable adjustments will be reviewed first, targeted support will be precisely matched to assessed need and external specialist advice will be sought and implemented where appropriate. Staff will receive the training, guidance and implementation support needed to deliver agreed approaches consistently.

Disadvantaged pupils will be involved in identifying barriers, agreeing priorities and reviewing impact. Staff will use this information, alongside assessment information and professional judgement, to adapt provision, particularly where anxiety, attendance, transitions, SEND, social participation or access to wider opportunities are barriers.

The pupil premium lead and senior leaders will review implementation and impact at least termly, with appropriate governor scrutiny. Reviews will consider whether agreed approaches are being delivered as intended, whether staff understand their responsibilities and whether the evidence shows a positive difference to pupils' learning, attendance, participation, wellbeing and independence. Where impact is weak or inconsistent, provision will be adjusted promptly.

This Pupil Premium Strategy forms one part of the school's wider approach to inclusion and should be read alongside the School Development Improvement Plan, Inclusive Mainstream Fund, SEND Information Report, Accessibility Plan and Attendance Strategy. These documents form our inclusion strategy and set out how the school's overall funding allocation, including the Inclusive Mainstream Fund where applicable, is used to meet cohort needs and improve inclusive practice across the school.

Activity in this academic year

This section sets out how pupil premium funding will be used during 2026/27. Activities have been selected using the DfE menu of approaches, EEF evidence and the school's knowledge of pupils' needs.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,500

Activity	What this will look like	Evidence that supports this approach	Challenge(s)
Inclusive/adaptive teaching CPD and coaching.	Focus on explicit instruction, modelling, scaffolding, cognitive/metacognitive strategies, flexible grouping, clear routines, chunked instructions and checks for understanding.	EEF SEND "Five-a-day" guidance identifies explicit instruction, cognitive/metacognitive strategies, scaffolding, flexible grouping and technology as evidence-informed approaches for pupils with SEND. EEF metacognition and self-regulation averages +8 months' additional progress when well implemented.	1, 2, 3, 4
Literacy, vocabulary and reading provision.	High-quality and decodable texts; explicit vocabulary teaching; fluency and comprehension practice; writing scaffolds/graphic organisers; pre-teaching and repeated retrieval of key vocabulary.	EEF: oral language interventions +6 months; reading comprehension strategies +7 months; phonics +5 months on average. EEF literacy guidance emphasises explicit vocabulary teaching, high-quality talk, fluency and comprehension.	1, 2, 5
Mathematics mastery, diagnostic assessment and resources.	Small-step teaching, worked examples, manipulatives, frequent checks for understanding and rapid "keep-up" where misconceptions appear.	EEF mastery learning averages +5 months. Evidence highlights diagnostic assessment, carefully sequenced learning and additional support for pupils who need longer to secure key concepts.	1, 2
SEN software subscriptions.	Appropriate typing, speech-to-text/read-aloud tools, alternative recording methods and fine-motor/handwriting supports, with staff training and clear criteria for use.	EEF SEND guidance includes targeted use of technology as part of high-quality inclusive teaching. Technology should remove access barriers and support practice/recording rather than replace strong teaching.	1, 2, 4

Targeted academic support

Budgeted cost: £7,600

Activity	What this will look like	Evidence that supports this approach	Challenge(s)
Structured phonics, reading fluency, comprehension, spelling and precision-teaching interventions.	Early Bird interventions, Nessy, Beat Dyslexia - delivered in short, frequent sessions, closely linked to classroom teaching and reviewed against entry/exit assessments,	EEF teaching assistant interventions average +4 months when TAs deliver structured, well-evidenced programmes. Phonics (+5 months) and reading comprehension (+7 months) are strong evidence-informed approaches when matched to diagnosed need.	1, 2
Targeted small-group tuition in mathematics and writing.	Class based sessions focused on identified gaps, pre-teaching/reteaching and immediate application back in class.	EEF small-group tuition averages +4 months and is most effective when targeted to specific needs, delivered by trained staff and explicitly connected to normal lessons.	1, 2
Oral language and vocabulary intervention.	Early Speech and Language - structured language work, vocabulary retrieval, narrative/sentence work and NELI where age-appropriate and assessment indicates need.	EEF oral language interventions average +6 months, with especially promising evidence for disadvantaged pupils. Effective approaches integrate speaking/listening and vocabulary with the curriculum.	1, 3
Investment in teaching using Maths Mastery approaches (White Rose, Angles Maths Hub programme) including resources and use of Maths Whizz.	Used selectively for pupils who need intensive reinforcement, task planning, help-seeking and transition back to independent classroom learning.	EEF - Improving Mathematics in Key Stages 2 and 3 EEF - Maths-Whizz Intelligent Tutoring (averages +2 months and low cost.	1, 2, 3

Wider strategies: attendance, behaviour, wellbeing and inclusion

Budgeted cost: £8,000

Activity	What this will look like	Evidence that supports this approach	Challenge(s)
ELSA, Lego Therapy, nurture and targeted social-emotional support	Regular check-ins, emotion coaching, anxiety/separation support, confidence building, social problem-solving and planned support around known transition points.	EEF social and emotional learning averages +3 months and can improve attitudes to learning and social relationships. Impact is strongest when approaches are embedded in routine practice and staff are trained.	2, 3, 4
Sensory and movement-regulation provision	Movement breaks, calm/sensory space resources, visual timetables, transition supports and individual regulation tools used according to identified need.	EEF SEND guidance supports inclusive environments, scaffolding, predictable routines and targeted adaptations so pupils can access high-quality teaching. Impact will be evaluated through access, engagement and independence rather than assuming direct attainment gains.	2, 3, 4
Morning transition, breakfast/wraparound and attendance support.	Barrier-specific support for pupils who find separation or entry to school difficult, including breakfast club, predictable meet-and-greet routines and practical support where this improves attendance/readiness.	EEF attendance evidence suggests promise in responsive, individualised approaches that address diagnosed barriers, build belonging and work positively with families. Attendance support will be targeted.	3, 4
Forest School and structured outdoor learning.	Targeted blocks of Forest School/outdoor learning with collaborative problem-solving, managed challenge, reflection, teamwork, learn positive play and links back to classroom regulation/learning behaviours and playtime behaviour.	Wider evidence suggests benefits for self-efficacy, motivation and teamwork and promote positive behaviour in school.	3, 4, 5
Subsidised trips, clubs, arts, sport and cultural experiences.	Remove cost barriers and actively support participation, including transport/equipment where necessary.	EEF arts participation averages +3 months; physical activity +2 months, while both also offer wider benefits. EEF pupil premium guidance supports extracurricular/co-curricular activity where it addresses identified access and engagement barriers.	3, 4, 5

Activity	What this will look like	Evidence that supports this approach	Challenge(s)
Family engagement – learning snapshots, curriculum help sessions.	Positive communication, identification of barriers and priorities; planned review of provision, support around anxiety, routines, attendance/readiness and home-school strategies, practical guidance for supporting learning at home.	EEF parental engagement averages +4 months. Attendance guidance highlights positive, personalised two-way communication and tailored responses to individual barriers. Pupil and parent/carer knowledge is used alongside assessment and professional judgement so provision can be reviewed and adapted when it is not having the intended impact.	1, 2, 3, 4
Uniform, equipment and essential participation costs	Discreet support where financial barriers would otherwise affect belonging, readiness or access to learning and enrichment.	This is a barrier-removal measure rather than a stand-alone attainment intervention. It supports full participation and reduces avoidable practical barriers; impact will be monitored through access and participation.	4, 5

Total budgeted cost: £20,100

Evidence and evaluation notes

EEF effect sizes are average estimates from research studies, not guaranteed outcomes for an individual school or pupil. Implementation quality, diagnosis of need and ongoing monitoring are therefore central to this strategy.

Key evidence sources used: DfE "Using pupil premium: guidance for school leaders" (updated August 2026); DfE "Pupil premium: conditions of grant for the 2026 to 2027 financial year" (updated September 2026); Ofsted "State-funded school inspection toolkit" for use from 7 September 2026; EEF Guide to the Pupil Premium; EEF Teaching and Learning Toolkit; EEF Special Educational Needs in Mainstream Schools/Five-a-day resources; EEF Supporting School Attendance resources.

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 2025 to 2026 academic year.

1. Review of expenditure			
Previous Academic Year		**2025-2026**	
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.	Improved reading resources including restocking the library and shelving Specialist SEN training e.g. ASD and dyslexia. SEN software subscriptions.	Results for PP (% at or above expectation and % progress from starting points): <u>Reading:</u> Year 1 (0 pupils) – N/A Year 2 (1 pupil) – 0% / 100% progress Year 3 (3 pupils) – 33% / 100% progress Year 4 (4 pupils) – 50% / 100% progress Year 5 (2 pupils) – 100% / 100% progress Year 6 (6 pupils) – 33% / 100% progress <u>Writing</u>: Year 1 (0 pupils) – N/A Year 2 (1 pupil) – 0% / 100% progress Year 3 (3 pupils) – 33% / 100% progress Year 4 (4 pupils) – 75% / 100% progress Year 5 (2 pupils) – 50% / 100% progress Year 6 (6 pupils) – 50% / 100% progress	Continue to focus on Writing approach. Continue with class based texts for teaching reading in class. Continue with Early Bird Bug Club Phonics in EYFS and KS1 as an intervention.

		Maths:: Year 1 (0 pupils) – N/A Year 2 (1 pupil) – 100% / 100% progress Year 3 (3 pupils) – 67% / 100% progress Year 4 (4 pupils) – 50% / 100% progress Year 5 (2 pupils) – 50% / 100% progress Year 6 (6 pupils) – 50% / 83% progress Phonics: Year 1 phonics check – x0 PP pupils – N/A Year 2 phonic recheck: (x1 PP pupil) 100% working at.	
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)
1. Children will achieve good academic outcomes.	Keep Up sessions run by TAs e.g. Phonics Bug (Early Bird Intervention), Beat Dyslexia, 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	Results for PP (% at or above expectation and % progress from starting points): Reading: Year 1 (0 pupils) – N/A Year 2 (1 pupil) – 0% / 100% progress Year 3 (3 pupils) – 33% / 100% progress Year 4 (4 pupils) – 50% / 100% progress Year 5 (2 pupils) – 100% / 100% progress Year 6 (6 pupils) – 33% / 100% progress Writing: Year 1 (0 pupils) – N/A Year 2 (1 pupil) – 0% / 100% progress Year 3 (3 pupils) – 33% / 100% progress	Continue with Early Bird Bug Club Phonics in EYFS and KS1 as an intervention. Continue with other interventions. Continue class based texts for teaching reading in class. NELI was successful and subscribe again. Continue working with the Mahs Hub.

		Year 4 (4 pupils) – 75% / 100% progress Year 5 (2 pupils) – 50% / 100% progress Year 6 (6 pupils) – 50% / 100% progress <u>Maths</u>:: Year 1 (0 pupils) – N/A Year 2 (1 pupil) – 100% / 100% progress Year 3 (3 pupils) – 67% / 100% progress Year 4 (4 pupils) – 50% / 100% progress Year 5 (2 pupils) – 50% / 100% progress Year 6 (6 pupils) – 50% / 83% progress <u>Phonics</u>: Year 1 – x0 PP pupils – N/A Year 2 phonic recheck: 100% (x1 PP pupil)	

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	All disadvantaged pupils attended school trips and all attended the Year 4/5 residential and Year 6 residential. All took part in school performances. Greater confidence and higher self-esteem achieved.	Continue to subsidise visits and residential trips so all can attend. Continue with the arts and performances.
3. Children will be confident and boost self-esteem. Lessen their anxiety.	• Access to wraparound care • Play-based (Lego) therapy	Breakfast Club was offered and taken up. Pupils who attended were better prepared for the school	Continue to offer breakfast and after school club in 2026/27.

	• Subsidised trips • Subsidised uniform • Participation in sport including adventurous activities • Forest school holiday clubs • Sensory resources • ELSA training and resources • Participation in the arts	day. After school club allows parents to work, so financially better off. All PP pupils were offered subsidised trips this year and residentials for Year 4/5 and Year 6. This was taken up by all eligible pupils. This allows PP pupils to attend, especially the residentials. Member of staff started ELSA training and has begun working with pupils. Lego Therapy trained TA delivery was successful. 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. Pupils took part in sports clubs provided	Develop ELSA Support in 2026/27 focus on anxiety. Continue to offer subsidised trips and residentials in 2026/27.
4. Children will be involved in all aspects of school. Children will be able to participate in all areas of school life and ex-tracurricular opportunities.	• 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 • Participation in the arts	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. All tool part in the arts and performances. Member of staff started ELSA training and has begun working with pupils. Lego Therapy trained TA delivery was successful.	Continue to provide subsided or free activities. Continue to ensure PP pupils are involved in sport and attend competitions.

5. Self-regulation, behaviour and social awareness. Children will be able to self-regulate and make appropriate choices. Children will be in a positive place to engage with their learning.	• 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	Pupil's behaviour is good and has been observed by representatives of the Trust. The school sensory room is used daily and has been very beneficial to children who require assistance self-regulating their behaviour. 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.	Continue to develop the sensory room. Develop our ELSA offer. Develop the Mental Health Leads role. Continue with Lego Therapy and increase the offer. Develop Therapeutic Thinking in school.