



Staplehurst School

Pupil Premium Strategy Statement 2024 2025

Intended Outcomes – EVALUATED

## Evaluation of Intended outcomes 2024-25

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	Evaluation of intended outcome																																														
Disadvantaged pupils achieve at least as well as all pupils nationally in the phonics check, times table check and by the end of KS2 in core subjects.	<p>% of disadvantaged pupils meet or exceed the expected standards in reading, writing, and math by the end of KS2, in line with their non-disadvantaged peers. A reduction in the attainment gap between disadvantaged pupils and their non-disadvantaged peers across school and all pupils nationally in core subjects by the end of KS2.</p> <p><b>PP vs Non PP Reading outcomes 2023 2024</b></p> <table><tr><td>PP</td><td>41%</td></tr><tr><td>Non PP</td><td>62%</td></tr><tr><td>Gap</td><td>20%</td></tr><tr><td>National</td><td>74%</td></tr></table> <p><b>PP vs Non PP Writing outcomes 2023 2024</b></p> <table><tr><td>PP</td><td>33%</td></tr><tr><td>Non PP</td><td>75%</td></tr><tr><td>Gap</td><td>42%</td></tr><tr><td>National</td><td>72%</td></tr></table>	PP	41%	Non PP	62%	Gap	20%	National	74%	PP	33%	Non PP	75%	Gap	42%	National	72%	<p><b>PP vs Non PP Reading outcomes 2024-25</b></p> <p>Reading - SAT Scaled Score</p> <p>Legend Well below Just below Expected Greater Depth No data</p> <p>Pupil Premium 18 pupils - Average: 97</p> <table><tr><td>Well below</td><td>72%</td><td>17%</td><td>11%</td></tr></table> <p>Not Pupil Premium 32 pupils - Average: 102</p> <table><tr><td>Well below</td><td>38%</td><td>34%</td><td>28%</td></tr></table> <table><tr><td>PP</td><td>28%</td></tr><tr><td>Non PP</td><td>62%</td></tr><tr><td>Gap</td><td>34%</td></tr><tr><td>National</td><td>75%</td></tr></table> <p>13/18 PP did not meet expected standard in Reading. 6 had been in targeted groups to promote progress in small, focussed groups., the remainder received Quality First Teaching in class.</p> <p><b>PP vs Non PP Writing outcomes 2024-25</b></p> <p>Writing - SAT TA</p> <p>Legend Well below Just below Expected Greater Depth No data</p> <p>Pupil Premium 18 pupils - Average: EXS</p> <table><tr><td>Well below</td><td>22%</td><td>28%</td><td>39%</td><td>11%</td></tr></table> <p>Not Pupil Premium 32 pupils - Average: EXS</p> <table><tr><td>Well below</td><td>19%</td><td>16%</td><td>59%</td><td>6%</td></tr></table> <table><tr><td>PP</td><td>50%</td></tr><tr><td>Non PP</td><td>65%</td></tr></table>	Well below	72%	17%	11%	Well below	38%	34%	28%	PP	28%	Non PP	62%	Gap	34%	National	75%	Well below	22%	28%	39%	11%	Well below	19%	16%	59%	6%	PP	50%	Non PP	65%
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### PP vs Non PP Maths outcomes 2023 2024

PP	25%
Non PP	70%
Gap	45%
National	73%

% of disadvantaged pupils pass the phonics check in line with their non-disadvantaged peers.

Phonics check data for disadvantaged pupils is in line with that of all pupils nationally.

### PP vs Non PP Phonics Check Outcomes 2023 2024

PP	57%
Non PP	84%
Gap	27%
National	79%

% of disadvantaged pupils pass the times table check, in line with their non-disadvantaged peers.

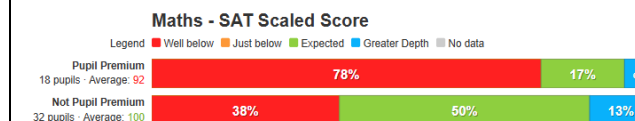
Times Table check data for disadvantaged pupils is in line with that of all pupils nationally.

### PP vs Non PP Multiplication Check Outcomes 2023 2024

Gap	15%
National	72%

9/18 PP met expected standard in Writing. 12 had been targeted for additional writing sessions/focus groups. Writing was area of most strength for Pupil Premium children, with a significant closing of the gap between Pupil Premium pupils and their non-disadvantaged peers, demonstrating the impact of additional catch-up support for disadvantaged groups.

### PP vs Non PP Maths outcomes 2024-25



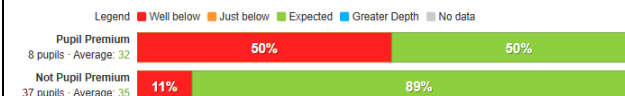
PP	23%
Non PP	63%
Gap	40%
National	74%

16/18 PP did not meet expected standard in Maths. 4 were targeted for focused groups/tutoring, raising attainment and closing the gap on 23/24 outcomes.

PP	<b>0%</b>
Non PP	<b>30%</b>
Gap	30%
National	34%

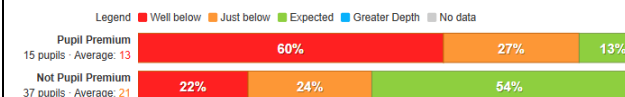
Combined at/above expected 22% for disadvantaged pupils, 53% for non-disadvantaged.

### PP vs Non PP Phonics Check Outcomes 2024-25



PP	<b>50%</b>
Non PP	<b>89%</b>
Gap	39%
National	80%

### PP vs Non PP Multiplication Check Outcomes 2024 2025



PP	<b>13%</b>
Non PP	<b>54%</b>
Gap	31%
National	34%

Significant overall improvement in Multiplication Check outcomes for both

		disadvantaged and non-disadvantaged groups, demonstrating impact of additional catch-up support.
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An increased number of disadvantaged pupils achieving at greater depth in core subjects, indicating accelerated progress and higher attainment.

Data collection shows year-on-year increase in the percentage of disadvantaged pupils achieving greater depth in core subjects.

Year 6 meetings demonstrate progress for key pupils through gap analysis

#### **PP vs Non PP Reading outcomes 2023 2024**

PP	8% GD
Non PP	28% GD
Gap	20%
National	

#### **PP vs Non PP Writing outcomes 2023 2024**

PP	8% GD
Non PP	9% GD
Gap	1%
National	

#### **PP vs Non PP Maths outcomes 2023 2024**

PP	8% GD
Non PP	17% EXP+
Gap	9%

#### **PP vs Non PP Reading outcomes 2024 2025**

PP	11% GD
Non PP	28% GD
Gap	17%
National	

#### **PP vs Non PP Writing outcomes 2024 2025**

PP	6% GD
Non PP	11% GD
Gap	5%
National	

#### **PP vs Non PP Maths outcomes 2024 2025**

PP	6% GD
Non PP	13% GD
Gap	7%
National	

2 children achieved Greater Depth in Reading and Writing, and 1 child in Maths. This child also achieved a combined outcome of Greater Depth.

	<table><tr><td>National</td><td></td></tr></table>	National																		
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Accelerated progress for disadvantaged pupils in core subjects.	<p>Expected or better progress in reading, writing, and math for all disadvantaged pupils between KS1 and KS2, with disadvantaged pupils making accelerated progress to move their attainment in line with their non-disadvantaged peers</p> <p><b>PP vs Non PP progress measures 2023-2024</b> <b>Expected or better progress</b></p>	<p><b>PP vs Non PP progress measures 2024-2025</b></p> <p>Disadvantaged:</p> <div><p>Legend <span style="color: red;">■</span> Below Expected <span style="color: green;">■</span> Expected Progress (0) <span style="color: blue;">■</span> Above Expected</p><table><tr><td>Reading</td><td>14 pupils - Average: -0.7</td><td>64%</td><td>36%</td></tr><tr><td>Writing</td><td>14 pupils - Average: +0.1</td><td>14%</td><td>57%</td><td>29%</td></tr><tr><td>Maths</td><td>14 pupils - Average: -0.9</td><td>71%</td><td>29%</td></tr></table></div> <p>Non-disadvantaged:</p> <div><p>Legend <span style="color: red;">■</span> Below Expected <span style="color: green;">■</span> Expected Progress (0) <span style="color: blue;">■</span> Above Expected</p><table><tr><td>Reading</td><td>24 pupils - Average: -0.3</td><td>33%</td><td>63%</td><td>4%</td></tr></table></div>	Reading	14 pupils - Average: -0.7	64%	36%	Writing	14 pupils - Average: +0.1	14%	57%	29%	Maths	14 pupils - Average: -0.9	71%	29%	Reading	24 pupils - Average: -0.3	33%	63%	4%
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	Reading	Writing	Maths
PP	43%	100%	38%
Non PP	70%	100%	79%
Gap	27%	0%	41%

#### Better than expected progress

	Reading	Writing	Maths
PP	29%	25%	0%
Non PP	21%	53%	28%
Gap	-8%	28%	28%



#### Expected or better progress

	Reading	Writing	Maths
PP	36%	86%	29%
Non PP	67%	62%	54%
Gap	31%	-24%	25%

#### Better than expected progress

	Reading	Writing	Maths
PP	0%	29%	21%
Non PP	4%	4%	0%
Gap	4%	-25%	-21%

Reading – 36% of children made expected or better progress between KS1 and KS2

Writing - 71% children made expected progress between KS1 and KS2


Maths – 29% of children made expected or better progress between KS1 and KS2.

Disadvantaged pupils made higher levels of progress than the non-disadvantaged group in writing and maths over KS2, demonstrating the impact of additional catch-up support for disadvantaged groups, there is however still continued work to do to reduce the gap between disadvantaged and non-disadvantaged groups.



		<p>Progress in reading was stronger for non-disadvantaged groups: reading is a focus area for the school next year.</p> <p>Colour tracking charts shared with all teachers via Insight to support attendance tracking – impact delivered through improved awareness and accountability for individual attendance for class teachers.</p>
Increased parental engagement in school activities, overcoming barriers related to mental health, past school experiences, and cultural differences.	<p>% of PP parents attending consultations is at least in line with Non PP Parents.</p> <p>Parent workshops recorded and sent to parents or made available via school website.</p>	<p>Consultation attendance data – all staff called parents who did not attend to ensure updates were offered, ensuring attendance of PP parents in line with non-PP.</p> <p>Wraparound care – PP families supported through funded places to support attendance, at a cost of approximately £4500.</p> <p>Uniform – PP families supported with school uniform purchases £438.50</p>
Improved early identification of Speech and Language concerns leading to improved oral language skills and vocabulary for all pupils in our school, particularly disadvantaged pupils.	<p>All children in EYFS are screened for speech and language concerns within the first term and all disadvantaged pupils accessing identified necessary support in school.</p> <p>Assessments and observations indicate significantly improved oral language</p>	<p>Robust early identification processes for speech and language needs embedded across EYFS and KS1. All children in EYFS and KS1 were screened within the first term, with timely support provided to disadvantaged pupils, ensuring no child fell through the gaps.</p>

	<p>among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Speech and Language support programmes are identified and impact is recorded on class provision maps.</p>	<p>The deployment of the SaLT HLTA across KS1 strengthened capacity, enabling high-quality assessment, intervention, and staff training, including for support staff in KS2. Evidence shows clear improvements in oral language skills, including among disadvantaged pupils.</p> <p>Staff confidence and expertise have increased, resulting in more targeted and effective classroom provision.</p>
<p>Increased participation of disadvantaged pupils in extracurricular activities, providing broader social, cultural and educational experiences.</p>	<p>All disadvantaged pupils have access to a variety of enrichment activities, fostering personal development and wider learning opportunities through funding for educational visits and experiences, music tuition costs etc.</p> <p>School club places offered to PP children first and attendance recorded and monitored to secure improved % attendance.</p>	<p>64% of our disadvantaged (PP) pupils (54/86) attended PE clubs, a 6% rise on last year, reflecting the impact of our policy to offer club places to PP children first and closely monitor uptake.</p> <p>We invested approximately £650 in subsidised educational visits for PP pupils, and targeted support for GRT families (through parentsupported trip attendance) has not only broken-down barriers to participation but also boosted attendance for that group.</p> <p>Families were invited to be involved in school improvement by inviting them to consultation sessions on updates to our SRE curriculum, broadening parental engagement.</p>

<p>Effective social and emotional wellbeing support for all pupils and families, but particularly those identified as disadvantaged, leading to reduced anxiety levels and improved readiness to learn.</p>	<p>Children and families across the school access Spurgeon's Counsellor and Emotional Wellbeing Practitioner support when needed.</p> <p>Social, Emotional and Mental Health targets and provision incorporated into school provision map and impact recorded, with Boxall Assessment used to measure impact.</p>	<p>14 pupils received counselling support through Spurgeons, with 11 cases successfully closed, indicating that the support had met the children's needs. Notably, five of these pupils were from disadvantaged backgrounds.</p> <p>The Education Wellbeing Practitioner (EWP) provided tailored pastoral advice to families, strengthening the school's capacity to support mental health and emotional wellbeing. Ten families received direct face-to-face support, and others benefited from targeted interventions, such as the Year 6 transition workshop and termly parent wellbeing sessions. The range of provision has led to increased family engagement, reduced anxiety in identified pupils, and improved readiness to learn, particularly for those facing greater disadvantage..</p>															
<p>Sustained improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained improved overall attendance and reduced persistent absenteeism among all students, particularly pupil premium students</p> <p><b>PP vs Non PP Attendance 2022/23 and 2023/24</b></p> <table border="1" data-bbox="813 1310 1395 1390"> <tr> <th></th><th>2022/23</th><th>2023/24</th></tr> <tr> <td>PP</td><td>89.4%</td><td>87.5%</td></tr> </table>		2022/23	2023/24	PP	89.4%	87.5%	<p><b>PP vs Non PP Attendance 2023/24 and 2024/25</b></p>  <table border="1" data-bbox="1440 1262 2022 1390"> <tr> <th></th><th>2023/24</th><th>2024/25</th></tr> <tr> <td>PP</td><td>87.5%</td><td>86.7%</td></tr> <tr> <td>Non PP</td><td><b>94.7%</b></td><td>95.3%</td></tr> </table>		2023/24	2024/25	PP	87.5%	86.7%	Non PP	<b>94.7%</b>	95.3%
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PP	89.4%	87.5%															
	2023/24	2024/25															
PP	87.5%	86.7%															
Non PP	<b>94.7%</b>	95.3%															

	Non PP	95%	94.7%	Gap	7.2%	8.6%
	Gap	5.6%	7.2%			
	<p>The overall whole school attendance to move to 97%.</p> <p>The overall attendance for PP children to move from 87.5% to 95%, reducing the gap between PP and non-PP.</p> <p>The overall persistent absence for whole school to move from 22.4% to X%.</p> <p>The overall percentage of disadvantaged children persistently absent to move from 50.6% to 22%, reducing the gap to 6% between PP and non-PP (current gap is X%)</p>					