

Pupil premium strategy statement – Stuart Road Primary Academy



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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	09.12.25
Date on which it will be reviewed	08.07.26
Statement authorised by	Britta Nicholls
Pupil premium lead	Michelle Riley
Governor / Trustee lead	Daniel Swabey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 93,480.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 1,655
Total budget for this academic year	£95,135.00

Part A: Pupil premium strategy plan

Statement of intent

Background Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. Our overarching intent is to secure the best possible outcomes for our disadvantaged pupils.

- Provide Quality First Teaching for all children through Stuart Road's Adapt and Adopt principles for all our pupils through our curriculum offer.
- To close gap between disadvantaged and non-disadvantaged pupils' outcomes at all key outcomes
- To ensure prompt identification of pupils with additional needs and to promote early intervention programmes.
- To offer opportunities for disadvantaged children to attend extra-curricular clubs and trips.

Challenges

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

Challenge number	Detail of challenge
1	That all disadvantaged pupils achieve in line with non-disadvantaged pupils, in reading, writing and maths. Early intervention and identification for oracy skills and disadvantaged children entering Early Years with low language skills and lack of vocabulary.
2	High number of disadvantaged children requiring emotional or welfare support to positively engage with their learning and to attend school regular.
3	Class teachers identify early intervention to ensure targeted support given to close the attainment gap.
4	Attendance for disadvantaged pupils are 95% or above.
5	Disadvantaged pupils benefit from consistently attending extra-curricular opportunities.

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	Review
1. Disadvantaged pupils achieve in-line with non-disadvantaged.	Data shows DIS pupils in line with non-dis in reading, writing and maths. End of key stage data shows improved outcomes in English, however there is still a gap with maths outcomes.	
2. Attendance is in-line with national of 95%	Attendance tracking shows DIS pupils identified are attending school and achieving 95% and above.	26.3% of DIS pupils are PA though PA overall has fallen this year and attendance has been in line or just below national. This will continue to be a target area delivered by all staff.
3. Disadvantaged pupils benefit from extra-curricular opportunities.	DIS lead tracking opportunities and can evidence greater involvement in non-academic opportunities.	27% of DIS pupils have had the opportunity to attend extra-curricular clubs.

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: £ 40,973.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
That all disadvantaged pupils achieve in line with non-disadvantaged pupils, in reading, writing and maths.	Cover Supervisor to provide intervention and tutoring Purchase of curriculum resources (RWI, GPAs, Maths)	1, 2

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

Budgeted cost: £ 50,305.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
MAST involvement	Emotional support and wellbeing	1, 2
Speech and language support	Speech and Language for targeted intervention	1
Targeted intervention	Teachers and support staff supporting learning to close the gap	1

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

Budgeted cost: £ 3856

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance is in-line with national of 95%	Support for attendance	2
Emotional Coaching	Support given for emotional wellbeing and welfare to enable pupils to engage with learning and attend school regularly.	2
Disadvantaged pupils benefit from consistently attending extra-curricular opportunities.	Attendance at off-site sporting events, inclusion event, residentials, RockSteady concerts. That all children learn to play an instrument in a specific year group with Plymouth Youth Music Service including the purchase of instruments	3

Total budgeted cost: £ 95,135.00

Part B: Review of 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.

Quality of teaching:

- Pupil premium strategy was monitored by the Senior Leadership Team, Chair of Governors and the Multi Academy Trust.
- The school continues to deliver a high-quality curriculum with an adapt and adopt approach.
- Leaders ensured that the curriculum is distinctive to Stuart Road and is progressive, coherent and strongly rooted in our universal offer.
- There is planned, bespoke CPD in place to support teachers in acquiring necessary knowledge and skills to maximise the learning success of all pupils.
- Progress and attainment of disadvantaged children tracked termly through Pupil Progress Meetings when impact and next steps are discussed.

Targeted Support:

- Academic interventions including Early Birds for Year 6, catch up and pre-teach sessions where needed and an increase in outcomes for PP children for 2025 are:

Data for July 2025:

KS2 Outcomes for disadvantaged pupils in Year 6 – EXS/GDS

Reading 78%/0%, Writing 78%/0%, Maths 50%/14%, Combined 50%, 0%

Y4 MTC – 54% pass for disadvantaged

Y1 PSC – 94.1% disadvantaged

EYFS GLD – 63% disadvantaged

Wider Strategies review:

- Weekly attendance meetings attended by headteacher and SENDCo to review 'alert' families for PA (persistently absent) and severely PA (persistently absent).
- Fortnightly meetings with Trust's EWO to support attendance, meetings with parents and agree actions and next steps.
- Emotion coaching sessions to support wellbeing to increase regular attendance and resilience in learning.
- Bursary for RockSteady membership, financial support given to attend trips.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Rock Steady Music	RockSteady
Ukelele	Plymouth Youth Music Service
Read Write Inc	Ruth Miskin
Maths Mastery	NCTEM