

Stanley Grove Primary and Nursery Academy



Pupil Premium Strategy Statement 2026–2027

This statement has been completed in line with:

- Department for Education (DfE) guidance: *Using Pupil Premium Effectively*
 - Education Endowment Foundation (EEF): *A School's Guide to Implementation*
 - EEF Teaching and Learning Toolkit
 - EEF Guide to the Effective Deployment of Teaching Assistants
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Pupil Premium Strategy Statement

This statement details Stanley Grove Primary and Nursery Academy's use of Pupil Premium funding for the **2026–2027 academic year** to improve the educational outcomes of disadvantaged pupils.

It outlines:

- our strategic priorities for disadvantaged pupils;
- how Pupil Premium funding will be allocated;
- the evidence informing our chosen approaches;
- the intended impact of our spending;
- how the impact of previous expenditure has informed future planning.

Our strategy is rooted in evidence-informed practice and reflects our belief that every child, regardless of background or circumstance, deserves an ambitious curriculum, exceptional teaching and the opportunity to achieve highly.

School Overview

Detail (2026–2027)	Information
School Name	Stanley Grove Primary and Nursery Academy
Number on Roll (FTE)	210
Number of Pupil Premium Pupils	17
Percentage of Pupil Premium Pupils	8.1%
Academic Years Covered	2026–2029 (Three-year strategy)
Date Published	September 2026

Detail (2026–2027)	Information
Review Date	July 2027
Statement Authorised By	Local Governing Board
Pupil Premium Lead	Joanne Frost – Headteacher
Governor Lead	P. Patel – Governor for Disadvantaged Pupils

Funding Overview

Detail	Amount
Estimated Pupil Premium Allocation	£35,000 <i>(Estimated – to be updated when final allocation is confirmed)</i>
Recovery Premium	£0
School-Led Tutoring	£0
Carry Forward	£0
Total Budget	£35,000 (Estimated)

Accomplish Trust allocates the full Pupil Premium grant directly to Stanley Grove Primary and Nursery Academy to ensure funding is used exclusively to improve outcomes for eligible disadvantaged pupils.

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Stanley Grove Primary and Nursery Academy, we believe that disadvantage should never determine achievement.

Our ambition is for every disadvantaged pupil to leave our school as a confident, resilient and successful learner who has achieved highly across the curriculum and is fully prepared for the next stage of education.

Our approach is centred on **early identification, high-quality teaching, swift intervention and high expectations for every pupil**. Rather than relying on assumptions about disadvantage, we use robust assessment and ongoing evaluation to identify individual barriers to learning and provide carefully targeted support.

We recognise that barriers faced by disadvantaged pupils are varied and often complex. Whilst academic achievement remains a central priority, we are equally committed to ensuring pupils' emotional wellbeing, communication skills, attendance, confidence and wider personal development enable them to flourish both in school and beyond.

High-quality teaching remains the greatest lever for improving outcomes for disadvantaged pupils. Consequently, the majority of our investment focuses on ensuring all pupils consistently experience excellent classroom practice, supported by high-quality professional development, evidence-informed approaches and carefully deployed teaching assistants.

A distinctive strength of Stanley Grove Primary and Nursery Academy is our sustained investment in **on-site Speech and Language Therapy (SALT)**. For over a decade, our Speech and Language Therapist has enabled children to receive early assessment, timely intervention and personalised programmes without lengthy delays or missed learning caused by external appointments. This proactive approach has significantly improved children's communication, vocabulary, confidence and readiness to learn, particularly within the Early Years, and remains a cornerstone of our strategy.

Reading continues to be at the heart of our curriculum. Building on consistently strong phonics outcomes, our focus has evolved towards developing reading fluency, vocabulary and comprehension so that disadvantaged pupils can successfully access the wider curriculum. High-quality phonics teaching, precision intervention and the use of Fresh Start where appropriate ensure that pupils continue to keep up rather than catch up.

Our curriculum is designed to develop the whole child. Alongside academic achievement, we invest in pupils' wellbeing, resilience and personal development through our Learning Mentor, Outdoor Learning provision, wider enrichment opportunities and carefully planned personal development curriculum. These approaches help pupils develop confidence, independence and positive relationships, enabling them to thrive both academically and socially.

Attendance remains our principal improvement priority. Whilst academic outcomes for disadvantaged pupils continue to be exceptionally strong, attendance data demonstrates that a small number of pupils experience persistent absence, creating unnecessary gaps in learning. During 2026–2027 we will further strengthen our attendance strategy through continued rigorous school systems alongside the support of the **Accomplish Trust Attendance Lead**, enabling earlier intervention, enhanced family support, improved analysis and greater challenge where attendance remains a concern.

We recognise that many disadvantaged pupils also experience additional barriers including SEND, social care involvement, mental health needs or adverse childhood experiences. Our approach therefore integrates safeguarding, SEND, attendance and pastoral support to ensure that pupils receive coordinated, personalised intervention at the earliest opportunity.

The strategies outlined within this statement are intended to support all vulnerable learners where appropriate, regardless of whether they are eligible for Pupil Premium funding.

Throughout this strategy we will:

- maintain consistently high expectations for every disadvantaged pupil;
- ensure Quality First Teaching remains the primary driver of improvement;

- identify need early through robust assessment and ongoing monitoring;
- provide timely, evidence-informed interventions delivered by skilled staff;
- ensure pupils keep up rather than catch up;
- strengthen parental engagement and partnership;
- remove barriers to attendance and engagement;
- continually evaluate the impact of spending to ensure value for money.

Our success will be measured not only by improved attainment, but by ensuring disadvantaged pupils attend well, communicate confidently, enjoy learning, participate fully in school life and leave Stanley Grove equipped with the knowledge, skills and character to succeed in the next stage of their education.

Challenges

This section identifies the key barriers to educational achievement currently experienced by our disadvantaged pupils. These have been identified through robust assessment, pupil progress meetings, attendance analysis, safeguarding information, SEND reviews, parental engagement and ongoing evaluation of previous Pupil Premium strategies.

Challenge Number	Detail of Challenge
1	Speech, language and communication. Although previous investment in our on-site Speech and Language Therapist (SALT) has had a significant positive impact, a growing number of pupils continue to enter Nursery and Reception with delayed speech, language and communication skills. Early language development remains fundamental to future success across the curriculum. Continuing our investment in early assessment, targeted intervention and parental engagement will remain a priority.
2	Reading fluency and comprehension. Consistently high phonics outcomes demonstrate that pupils acquire early decoding skills successfully. The next stage of development is ensuring disadvantaged pupils become fluent, confident readers who can access increasingly complex texts and demonstrate strong comprehension across the curriculum. Reading fluency, vocabulary and reading stamina therefore remain priorities.
3	Attainment for disadvantaged pupils with additional SEND needs. Internal assessment shows that where disadvantage is combined with SEND, pupils often require greater levels of personalised support to access the curriculum successfully. Early identification, adaptive teaching and carefully targeted interventions remain essential to narrowing this gap.
4	Vocabulary, oracy and curriculum knowledge. Some disadvantaged pupils have fewer opportunities to develop rich vocabulary and broader cultural experiences outside school. Continuing to explicitly teach vocabulary, provide high-quality oracy opportunities and enhance curriculum enrichment will support pupils to access learning more successfully across all subjects.

Challenge Number	Detail of Challenge
5	Mental health, wellbeing and emotional regulation. Increasing numbers of pupils require support with anxiety, emotional regulation and wellbeing. Some disadvantaged pupils experience additional social and emotional challenges that impact on readiness to learn. Continued investment in our Learning Mentor, outdoor learning provision and wider pastoral support remains essential.
6	Attendance. Attendance continues to be the school's principal improvement priority. Although the majority of disadvantaged pupils attend regularly, a very small number of pupils account for a disproportionate amount of absence, significantly affecting overall attendance figures. Persistent absence creates gaps in learning and impacts educational outcomes. During 2026–2027 the school will strengthen existing systems through closer partnership with the Accomplish Trust Attendance Lead, enabling earlier intervention, increased family engagement, robust challenge and coordinated multi-agency support where appropriate.
7	Access to wider opportunities. We recognise that disadvantaged pupils may have fewer opportunities to access enrichment experiences beyond school. Continuing to subsidise educational visits, workshops, first aid training, outdoor learning, visitors and curriculum enhancement activities will ensure all pupils benefit from a broad, ambitious curriculum regardless of financial circumstances.

Why these challenges have been prioritised

Evaluation of our previous Pupil Premium strategy demonstrates that the academy's evidence-informed approach has been highly successful in improving academic outcomes. Disadvantaged pupils achieved exceptionally strong results in Reading, Writing, Mathematics and Science, while significant improvements were also evident in speech and language development, phonics and wellbeing.

As a result, this strategy focuses on **sustaining those highly effective approaches** whilst refining provision in response to the remaining barriers identified through evaluation. In particular, attendance, reading fluency and continued early communication support have been identified as the areas most likely to further improve long-term outcomes for disadvantaged pupils.

The academy will continue to evaluate the effectiveness of each strategy throughout the year, ensuring that funding remains responsive to pupils' changing needs and delivers the greatest possible impact.

Intended Outcomes

This section outlines the outcomes we aim to achieve by the end of the 2026–2027 academic year and how success will be measured.

Intended Outcome	Success Criteria
1. Improve speech, language and communication skills through early identification and continued on-site Speech and Language Therapy (SALT).	Assessments, observations and pupil voice demonstrate improved communication skills, vocabulary and confidence among disadvantaged pupils. Pupils requiring Speech and Language support receive timely assessment and intervention. Parents engage with programmes and strategies to support language development at home. Pupils make accelerated progress from their starting points.
2. Improve reading fluency, vocabulary and comprehension for disadvantaged pupils.	Disadvantaged pupils demonstrate increased reading fluency, accuracy and prosody appropriate to their age. Internal assessments and statutory outcomes show disadvantaged pupils achieve at least in line with their peers where SEND is not a significant barrier. Phonics outcomes remain above national averages and pupils who require additional support receive timely intervention through Read Write Inc. and Fresh Start.
3. Sustain high academic achievement across the curriculum.	End of Key Stage outcomes demonstrate that disadvantaged pupils achieve highly across Reading, Writing and Mathematics. Progress measures indicate that pupils make good or better progress from their individual starting points. Gaps between disadvantaged and non-disadvantaged pupils continue to narrow or remain negligible.
4. Improve vocabulary, oracy and confidence across the curriculum.	Pupils confidently articulate their ideas using ambitious vocabulary across all curriculum areas. Lesson observations, book scrutiny and pupil discussions demonstrate improved spoken language, reasoning and presentation skills. Staff consistently embed oracy strategies across teaching.
5. Sustain high levels of wellbeing, resilience and personal development.	Pupil voice, safeguarding information, parent feedback and staff observations demonstrate that disadvantaged pupils feel safe, supported and confident. Pupils access Learning Mentor support, outdoor learning and wider enrichment opportunities where appropriate. Behaviour, engagement and readiness to learn remain strong.
6. Improve attendance for disadvantaged pupils.	Attendance for disadvantaged pupils improves throughout the year. Persistent absence reduces and the attendance gap between disadvantaged and non-disadvantaged pupils narrows. Early intervention, family engagement and Trust Attendance Lead support ensure pupils attend school regularly and barriers are addressed promptly.

Intended Outcome	Success Criteria
7. Ensure disadvantaged pupils fully access the wider curriculum and enrichment opportunities.	All disadvantaged pupils participate in educational visits, workshops, sporting events, performances and wider curriculum opportunities regardless of financial circumstances. Pupil voice demonstrates increased confidence, aspiration and enjoyment of learning.

Activity in this Academic Year (2026–2027)

The following activities detail how Pupil Premium funding will be used to address the barriers identified within this strategy.

Teaching (for example: CPD, recruitment, coaching and curriculum development)

Budgeted Cost: Approximately £13,500

Item	Estimated Cost
Standardised assessments and diagnostic resources	£600
Read Write Inc. and Fresh Start resources	£1,500
Curriculum resources and manipulatives	£2,000
Deputy Headteacher release time for instructional coaching and monitoring	£4,200
Phonics Leader release time for coaching, quality assurance and intervention monitoring	£2,500
Staff CPD including Read Write Inc., Reading Fluency, Oracy and adaptive teaching	£2,700
Total	£13,500

Teaching Priorities

Activity	Evidence that supports this approach	Challenge(s) Addressed
Continue to develop consistently high-quality teaching through instructional coaching, lesson study and ongoing professional development. Staff will receive regular coaching focused on adaptive teaching, explicit instruction, questioning, retrieval practice and responsive teaching.	The EEF identifies high-quality teaching as the single most important factor in improving outcomes for disadvantaged pupils. Effective professional development has a significant impact on classroom practice and pupil outcomes.	1, 2, 3, 4, 5

Activity	Evidence that supports this approach	Challenge(s) Addressed
Use high-quality diagnostic assessment to identify pupils requiring additional support. Standardised assessments will be used alongside teacher assessment to identify strengths, misconceptions and next steps.	Diagnostic assessment enables teachers to target teaching precisely and deploy interventions efficiently, ensuring support is matched to need rather than assumptions about disadvantage.	1, 2, 3
Maintain excellent phonics provision through Read Write Inc. Continue weekly coaching, monitoring and professional development led by the school's Phonics Leader. Fresh Start will continue to support older pupils requiring further phonics development.	Strong evidence demonstrates that systematic synthetic phonics has a positive impact on early reading, particularly for disadvantaged pupils. Stanley Grove has consistently achieved phonics outcomes above national averages through this approach.	2
Develop reading fluency across Key Stage 2. Staff will receive further training in fluency instruction, repeated reading, modelled reading and comprehension strategies to ensure pupils move beyond decoding to fluent understanding.	Evidence shows that fluent readers have greater cognitive capacity available for comprehension. Developing fluency supports understanding across the wider curriculum and improves attainment in all subjects.	2, 4
Further embed high-quality writing through explicit vocabulary instruction, sentence construction and oral rehearsal. Teachers will continue to use scaffolding, modelling and structured practice to secure pupils' writing development.	The EEF Improving Literacy guidance highlights the effectiveness of explicit teaching, modelling, vocabulary development and structured writing instruction in improving outcomes, particularly for disadvantaged learners.	3, 4
Continue to embed oracy across the curriculum. Staff will explicitly teach discussion, reasoning and presentation skills, ensuring pupils regularly articulate their thinking across all subjects.	Oral language interventions typically have a high impact on learning. Strong spoken language underpins reading comprehension, writing and wider academic success.	1, 4
Further develop adaptive teaching to meet the needs of disadvantaged pupils with SEND. Teachers will use assessment information to adapt learning, scaffold appropriately and ensure pupils access ambitious learning alongside their peers.	Adaptive teaching supports all learners whilst maintaining high expectations. Evidence demonstrates that carefully planned scaffolding improves independence without reducing challenge.	3

Activity	Evidence that supports this approach	Challenge(s) Addressed
Continue to strengthen the Personal Development curriculum. Life Lessons, Relationships Education and wider personal development opportunities will continue to promote resilience, wellbeing, aspiration and responsible citizenship.	Social and emotional learning approaches improve attitudes to learning, behaviour and academic outcomes. A strong personal development curriculum supports pupils' wellbeing and readiness to learn.	5, 7

Quality Assurance

To ensure high-quality implementation, leaders will:

- undertake regular lesson observations and instructional coaching;
- monitor pupil progress through termly assessment and pupil progress meetings;
- review intervention impact every half term;
- complete book scrutiny and learning walks focused on disadvantaged pupils;
- gather pupil voice to evaluate engagement and confidence;
- evaluate the impact of professional development on classroom practice;
- report termly to Governors on the progress and attainment of disadvantaged pupils.

Evidence Base

The academy's teaching strategy is informed by evidence from:

- Education Endowment Foundation (EEF) Teaching and Learning Toolkit
- EEF *Putting Evidence to Work: A School's Guide to Implementation*
- EEF *Improving Literacy in Key Stage 1*
- EEF *Improving Literacy in Key Stage 2*
- EEF *Special Educational Needs in Mainstream Schools*
- EEF *Making Best Use of Teaching Assistants*
- Department for Education Reading Framework
- Department for Education Writing Framework
- Read Write Inc. and English Hub and AMAT Trust guidance
- National Professional Qualifications (NPQs) and evidence-informed instructional coaching.

These approaches are complemented by Stanley Grove's own evaluation evidence, which demonstrates sustained improvements in phonics, reading, speech and language, academic attainment and pupil wellbeing through high-quality teaching and carefully targeted intervention.

Targeted Academic Support

(For example: tutoring, one-to-one support and structured interventions)

Budgeted Cost: Approximately £14,500

Targeted academic support at Stanley Grove Primary and Nursery Academy is designed around the principle that pupils should **keep up rather than catch up**. Interventions are carefully selected following diagnostic assessment and are delivered by skilled members of staff who understand pupils' individual needs.

Interventions are:

- evidence-informed;
- precisely targeted;
- time-limited;
- regularly reviewed;
- adapted according to pupil response.

The academy continues to prioritise the effective deployment of teaching assistants and specialist staff, recognising that targeted support has the greatest impact when delivered by trained practitioners using high-quality resources and approaches.

Targeted Academic Support Budget

Intervention / Provision	Estimated Cost
Speech and Language Therapist (SALT) provision	£5,500
1:1 phonics and early reading intervention	£4,500
KS2 reading fluency and comprehension intervention	£2,500
Writing and mathematics precision interventions	£1,500
Additional diagnostic assessment and intervention resources	£500
Total	£14,500

Targeted Support Activities

Activity	Evidence that supports this approach	Challenge(s) Addressed
Continue to employ an on-site Speech and Language Therapist (SALT) to provide early identification, assessment and intervention. The SALT will work	Oral language interventions have a strong evidence base and can have a significant positive impact on vocabulary, communication and academic attainment. Stanley Grove's	1

Activity	Evidence that supports this approach	Challenge(s) Addressed
closely with teachers, teaching assistants, SENDCo and families to provide programmes tailored to individual pupils.	own evaluation demonstrates that on-site SALT provision has improved early identification, reduced missed learning due to external appointments and strengthened parental engagement.	
Use Launchpad for Literacy and other early language assessment approaches in Nursery and Reception to identify communication needs quickly. Staff will use assessment information to plan precise next steps and interventions.	Early identification of speech, language and communication needs enables timely support before gaps become wider. Strong Early Years provision has a significant impact on later educational outcomes.	1
Continue targeted phonics intervention for pupils requiring additional support. Pupils who have not achieved expected phonics outcomes or require further consolidation will receive regular 1:1 or small group support using Read Write Inc. approaches.	Systematic synthetic phonics has strong evidence of impact, particularly for disadvantaged pupils. Targeted phonics interventions are most effective when delivered regularly and over a sustained period.	2
Continue Fresh Start intervention for older pupils requiring further development of decoding skills. This will support pupils who require additional structured reading support beyond Key Stage 1.	Fresh Start is a structured literacy intervention designed to accelerate reading development for older pupils who require further support with phonics and decoding.	2, 3
Develop reading fluency and comprehension interventions across Key Stage 2. Targeted pupils will receive structured support focused on accuracy, pace, expression, vocabulary and comprehension.	Reading fluency is a key bridge between decoding and comprehension. Pupils need automaticity and confidence with reading in order to access increasingly challenging texts across the curriculum.	2, 4
Deliver precision writing interventions for pupils requiring additional support. Support will focus on sentence structure, vocabulary, spelling, grammar, editing and applying taught skills independently.	Explicit instruction, modelling, guided practice and feedback are effective approaches for improving writing outcomes, particularly for pupils who require additional scaffolding.	3, 4
Deliver targeted mathematics interventions where assessment	Evidence supports the use of targeted interventions when they are informed	3

Activity	Evidence that supports this approach	Challenge(s) Addressed
identifies gaps in knowledge. Pupils will receive support focused on misconceptions, mathematical fluency and application of knowledge. Provide targeted support for disadvantaged pupils who also have SEND. Intervention planning will be coordinated through SEND provision mapping to ensure pupils receive appropriate scaffolding, specialist support and ambitious curriculum access.	Pupils by assessment and linked directly to classroom learning. Pupils with SEND and disadvantage often experience compounded barriers. Early identification and effective adaptive teaching are essential to improving outcomes.	3

Speech and Language Therapy (SALT) Provision

Rationale

Stanley Grove Primary and Nursery Academy has invested in its own Speech and Language Therapist for over a decade. This remains one of the academy's strongest examples of strategic Pupil Premium investment.

The provision ensures that:

- pupils receive early assessment rather than waiting for external referrals;
- intervention begins quickly when need is identified;
- staff receive specialist advice and modelling;
- parents are supported to understand and implement strategies;
- pupils avoid missing valuable learning time travelling to appointments;
- communication needs are addressed before they significantly impact literacy and wider learning.

The continued investment in SALT reflects the academy's belief that strong communication skills are fundamental to success in reading, writing, mathematics, relationships and wider personal development.

Monitoring and Evaluation of Targeted Support

Leaders will ensure that targeted interventions remain effective through:

- baseline assessment before intervention begins;

- clear intended outcomes for each intervention;
- regular progress checks;
- half-termly evaluation of impact;
- adaptation or removal of interventions where impact is limited;
- pupil voice and staff feedback;
- reporting progress to Governors.

Interventions will not replace high-quality classroom teaching. Instead, they will complement Quality First Teaching and provide additional support where assessment identifies specific need.

Impact Measures for Targeted Academic Support

By July 2027, we aim to achieve:

Area	Expected Impact
Speech and Language	Pupils receiving SALT support demonstrate improved communication, vocabulary and confidence. Staff and parents report increased ability to support language development.
Phonics	Disadvantaged pupils achieve strong phonics outcomes, with pupils receiving intervention making accelerated progress from their starting points.
Reading	Disadvantaged pupils demonstrate improved fluency, comprehension and confidence as readers.
Writing	Targeted pupils make measurable progress against individual writing targets and apply taught skills independently.
Mathematics	Pupils requiring additional support close gaps in mathematical knowledge and fluency.
SEND and disadvantage	Pupils with additional needs make strong progress through personalised provision and adaptive teaching.

Summary of Targeted Academic Support Investment

Priority	Funding Focus	Impact Intended
Early language development	SALT and language interventions	Improved communication, vocabulary and readiness to learn
Reading development	Phonics, Fresh Start and fluency support	Confident, fluent readers able to access the curriculum
Closing attainment gaps	Precision interventions	Improved attainment and progress

Priority	Funding Focus	Impact Intended
SEND support	Personalised intervention and adaptive teaching	Improved access and achievement
Independent learning	Structured support and feedback	Increased confidence and pupil independence

Wider Strategies

(For example: attendance, behaviour, wellbeing, parental engagement and wider opportunities)

Budgeted Cost: Approximately £7,000

Wider strategies at Stanley Grove Primary and Nursery Academy recognise that educational outcomes are influenced by a range of factors beyond academic teaching alone. Disadvantaged pupils may experience barriers relating to attendance, wellbeing, confidence, family circumstances, access to wider experiences or emotional regulation.

Our approach is therefore holistic. We aim to remove barriers to learning by ensuring pupils are supported to attend regularly, feel safe and valued, develop resilience and participate fully in all aspects of school life.

Wider Strategies Budget

Provision	Estimated Cost
Learning Mentor support and targeted wellbeing interventions	£3,000
Trust Attendance Lead support and attendance improvement work	£1,500
Outdoor learning and wellbeing activities	£1,000
Curriculum enrichment, visits, workshops and visitors	£1,000
Hardship and emergency support fund	£500
Total	£7,000

Wider Strategy Activities

Activity	Evidence that supports this approach	Challenge(s) Addressed
Continue targeted Learning Mentor support for disadvantaged pupils requiring emotional, social or behavioural support. The Learning	Evidence from the EEF highlights that social and emotional learning approaches can improve pupils' attitudes to learning, behaviour,	5

Activity	Evidence that supports this approach	Challenge(s) Addressed
Mentor will provide individual support, small group interventions and early intervention where concerns are identified.	relationships and academic outcomes. Supporting pupils' emotional wellbeing improves readiness to learn.	
Continue to use safeguarding, pastoral and pupil progress systems to identify pupils requiring additional support. Weekly safeguarding meetings and regular pupil discussions will ensure vulnerable pupils receive timely intervention.	Early identification and coordinated support reduce barriers to learning and ensure pupils receive appropriate support before difficulties escalate.	3, 5
Develop attendance improvement through partnership with the Accomplish Trust Attendance Lead. The Attendance Lead will work alongside school leaders to analyse attendance data, identify patterns, support families and challenge persistent absence.	Evidence demonstrates that improving attendance is essential because absence reduces learning time, creates knowledge gaps and can negatively affect educational outcomes. Early intervention and strong attendance systems are key factors in improving attendance.	6
Provide targeted attendance support for disadvantaged pupils at risk of persistent absence. This will include attendance meetings, personalised support plans, parental engagement, barrier identification and signposting to external agencies where appropriate.	Disadvantaged pupils nationally are more likely to experience attendance barriers. Individualised support and strong relationships with families improve engagement and attendance.	6
Maintain robust attendance procedures including first-day response, attendance monitoring, regular communication with families and appropriate use of statutory processes.	Effective attendance systems rely on consistent expectations, rapid response to absence and clear communication with families. Stanley Grove's attendance systems have previously been recognised as a strength through safeguarding review.	6
Develop parental engagement around attendance, reading and learning. School will continue to support families through workshops, communication, meetings and practical guidance.	Strong partnerships between schools and families improve engagement and support pupils' academic success.	1, 2, 6
Continue outdoor learning opportunities to support wellbeing, confidence and resilience.	Outdoor learning approaches are associated with improvements in	5, 7

Activity	Evidence that supports this approach	Challenge(s) Addressed
Disadvantaged pupils will have access to outdoor experiences that promote teamwork, problem solving and positive mental health.	confidence, resilience, social skills and wellbeing.	
Provide enrichment opportunities including educational visits, workshops, visitors, performances and first aid training. Funding will ensure disadvantaged pupils participate fully in the wider curriculum.	Enrichment experiences develop cultural capital, aspiration, vocabulary, confidence and engagement. They support pupils to make meaningful connections across the curriculum.	4, 5, 7
Maintain a contingency fund to respond quickly to individual family circumstances. This may include support with essential resources, educational opportunities or barriers affecting engagement.	Schools require flexibility to respond to emerging needs that cannot always be predicted at the start of the academic year.	All

Attendance Strategy 2026–2027

Rationale

Attendance is a key priority within this Pupil Premium strategy.

Previous evaluation demonstrated that disadvantaged pupils achieved exceptionally strong academic outcomes; however, attendance remains an area where a small number of pupils experience significant barriers.

The academy recognises that every absence represents lost learning and can contribute to widening gaps over time. Therefore, attendance improvement is not viewed as a separate pastoral priority but as a fundamental part of improving educational outcomes.

During 2026–2027 Stanley Grove will strengthen its attendance approach through continued excellent school systems alongside additional Trust support from the **Accomplish Trust Attendance Lead**.

Role of the Trust Attendance Lead

The Trust Attendance Lead will work alongside school leaders to:

- analyse attendance data and identify trends;

- support early identification of pupils at risk of persistent absence;
- review disadvantaged pupil attendance regularly;
- support attendance action plans;
- provide challenge and accountability;
- strengthen parental engagement approaches;
- share effective practice across Trust schools;
- support complex attendance cases;
- work alongside external agencies where appropriate.

This additional expertise will enhance the academy's existing strong attendance procedures and provide further capacity to address the specific needs of disadvantaged pupils.

Attendance Success Measures

By July 2027:

Measure	Intended Impact
Attendance gap	Gap between disadvantaged and non-disadvantaged pupils reduces.
Persistent absence	Reduction in disadvantaged pupils classified as persistently absent.
Early intervention	Pupils causing attendance concern are identified quickly and receive personalised support.
Family engagement	Increased attendance meetings, support plans and positive parental engagement.
School culture	Attendance remains a whole-school priority with high expectations communicated consistently.

Mental Health and Wellbeing Strategy

Stanley Grove recognises that pupils cannot achieve academically unless they feel safe, secure and emotionally ready to learn.

Our approach includes:

- Learning Mentor support;
- early identification of emotional needs;
- wellbeing conversations;
- outdoor learning opportunities;
- strong relationships between staff and pupils;
- personal development curriculum;
- support for vulnerable families.

Disadvantaged pupils will continue to have priority access to support where wellbeing needs create barriers to learning.

Curriculum Enrichment and Wider Opportunities

The academy believes that enrichment opportunities develop knowledge, confidence, aspiration and belonging.

Pupil Premium funding will support disadvantaged pupils to access:

- educational visits;
- visitors and workshops;
- cultural experiences;
- sporting opportunities;
- performances;
- first aid training;
- outdoor learning experiences.

This ensures that financial circumstances do not limit pupils' experiences or opportunities.

Monitoring and Evaluation of Wider Strategies

The impact of wider strategies will be evaluated through:

- attendance analysis;
- pupil and parent voice;
- safeguarding records;
- behaviour information;
- wellbeing assessments;
- participation records;
- staff feedback;
- Governor monitoring.

Leaders will review whether strategies are removing barriers effectively and adapt provision where required.

Summary of Wider Strategy Investment

Priority	Investment	Intended Impact
Attendance	Trust Attendance Lead and targeted support	Improved attendance and reduced persistent absence
Wellbeing	Learning Mentor and pastoral support	Improved emotional regulation, confidence and engagement
Outdoor learning	Wellbeing and resilience activities	Increased confidence and positive mental health
Enrichment	Visits, visitors and workshops	Increased cultural capital and aspiration
Family support	Attendance and hardship support	Reduced barriers to learning

Total Budgeted Cost: £35,000

Strategy Area	Estimated Allocation
Teaching	£13,500
Targeted Academic Support	£14,500
Wider Strategies	£7,000
Total	£35,000

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes 2025–2026

Review of Previous Strategy

Stanley Grove Primary and Nursery Academy's 2025–2026 Pupil Premium Strategy was highly successful in improving outcomes for disadvantaged pupils. The academy's approach focused on early identification, high-quality teaching, targeted intervention and removing barriers to learning through academic, pastoral and wider support.

The impact of the strategy demonstrates that disadvantaged pupils achieved exceptionally well across the curriculum. Strong outcomes were achieved through:

- consistently high-quality teaching;
- effective deployment of teaching assistants;
- evidence-informed intervention;
- sustained investment in Speech and Language Therapy (SALT);
- strong Early Years provision;
- high expectations for all pupils;

- effective reading and phonics strategies;
- targeted wellbeing support;
- enrichment opportunities.

The academy continues to recognise that disadvantage is not a barrier to success when pupils receive the right support at the right time. Evaluation has informed the priorities for 2026–2027, with continued investment in successful approaches alongside a strengthened focus on attendance.

1. Improved Oral Language Skills and Vocabulary Among Disadvantaged Pupils Through Early Identification and On-Site Speech and Language Therapy (SALT)

Evaluation: Achieved

The academy's continued investment in an on-site Speech and Language Therapist has remained one of the most successful elements of the Pupil Premium strategy.

Throughout 2025–2026, disadvantaged pupils benefited from:

- early identification of communication needs;
- specialist assessment;
- targeted intervention programmes;
- staff support and advice;
- parental guidance and involvement.

The availability of SALT within school ensured that pupils received support quickly, reducing delays associated with external referral pathways and minimising disruption to learning caused by attending appointments away from school.

Assessment information, staff observations and pupil progress discussions demonstrated improvements in:

- vocabulary development;
- confidence when speaking;
- ability to articulate ideas;
- participation in classroom discussion;
- understanding and use of subject-specific vocabulary.

The academy's Early Years provision remained a particular strength, with language needs identified early and addressed before they became significant barriers to learning.

Parents were supported to understand their child's needs and were provided with strategies to continue language development beyond school.

Impact

The continued SALT provision has contributed significantly to:

- improved communication skills;
- stronger early literacy development;
- increased confidence;
- improved readiness to learn.

Next Steps

Speech and Language Therapy will continue to be a key element of the 2026–2027 strategy, ensuring that early identification and intervention remain central to improving outcomes.

2. Improved Reading Attainment Among Disadvantaged Pupils

Evaluation: Achieved

Reading outcomes for disadvantaged pupils remained exceptionally strong during 2025–2026.

The academy's sustained focus on early reading, phonics and targeted intervention ensured that disadvantaged pupils developed secure foundations in reading.

Successful strategies included:

- high-quality Read Write Inc. teaching;
- regular phonics coaching and monitoring;
- 1:1 keep-up sessions;
- targeted intervention for pupils requiring additional support;
- increased focus on reading fluency;
- opportunities to read widely across the curriculum.

Outcomes demonstrated that disadvantaged pupils achieved very well:

- **100% of disadvantaged pupils achieved the expected standard in Key Stage 2 Reading.**
- **100% of disadvantaged pupils achieved the expected standard in Year 1 phonics.**

These outcomes demonstrate the effectiveness of the academy's systematic approach to early reading.

The academy recognises that whilst decoding skills are strong, continued focus is required on developing:

- reading fluency;
- expression and prosody;

- vocabulary;
- comprehension;
- reading stamina.

Impact

The academy has successfully prevented reading difficulties from becoming entrenched by ensuring pupils receive support quickly when assessment identifies a need.

Next Steps

During 2026–2027, the strategy will continue to prioritise:

- reading fluency;
- comprehension development;
- vocabulary acquisition;
- access to increasingly challenging texts.

3. Improved Attainment for Disadvantaged Pupils at the End of Key Stage 2

Evaluation: Achieved

Disadvantaged pupils achieved exceptionally well across Key Stage 2 assessments.

Outcomes demonstrated that disadvantaged pupils were able to achieve highly when provided with effective teaching, targeted support and appropriate intervention.

The following outcomes were achieved:

Subject	Percentage of Disadvantaged Pupils Achieving Expected Standard
Reading	100%
Writing	100%
Mathematics	100%
Grammar, Punctuation and Spelling	100%
Science	100%

Combined outcomes were slightly lower due to the small size of the disadvantaged cohort, meaning that individual pupil circumstances have a significant impact on percentages.

Despite this, the overall evidence demonstrates that disadvantaged pupils:

- made strong progress;
- achieved highly from their individual starting points;
- successfully accessed the full curriculum;
- were supported effectively where additional needs were present.

Impact

The academy successfully narrowed attainment gaps and ensured disadvantaged pupils achieved outcomes comparable with, and in many cases stronger than, their peers.

Next Steps

The academy will continue to focus on:

- maintaining high expectations;
- adaptive teaching;
- SEND support;
- ensuring disadvantaged pupils continue to achieve highly across all subjects.

4. Improved Wellbeing and Personal Development Through Learning Mentor Support, Outdoor Learning and Curriculum Opportunities

Evaluation: Achieved

The academy's holistic approach to supporting pupils' wellbeing had a positive impact throughout 2025–2026.

Disadvantaged pupils benefited from:

- Learning Mentor support;
- emotional wellbeing interventions;
- outdoor learning experiences;
- personal development activities;
- enrichment opportunities.

Staff observations, pupil voice and parental feedback indicated that pupils:

- felt safe and valued;
- developed confidence;
- improved emotional regulation;
- demonstrated increased resilience;
- engaged positively with learning.

Outdoor learning continued to provide valuable opportunities for pupils to develop:

- teamwork;
- problem solving;
- independence;
- confidence.

The academy's wider curriculum ensured disadvantaged pupils accessed opportunities that may not otherwise have been available outside school.

Impact

Wellbeing support contributed positively to pupils' readiness to learn and their ability to participate successfully in school life.

Next Steps

The academy will continue to invest in:

- Learning Mentor capacity;
- outdoor learning;
- personal development;
- enrichment opportunities.

5. Improved Attendance for Disadvantaged Pupils

Evaluation: Partially Achieved – Continued Priority

Attendance remained the main area requiring further development within the 2025–2026 Pupil Premium strategy.

The academy maintained strong attendance systems, including:

- first-day response;
- regular attendance monitoring;
- parental meetings;
- attendance support plans;
- safeguarding discussions;
- external agency involvement where appropriate.

These systems ensured concerns were identified quickly and addressed appropriately.

However, attendance data showed that a small number of disadvantaged pupils continued to experience significant absence, creating a gap compared with non-disadvantaged pupils.

Attendance outcomes:

Attendance Measure	Outcome
Disadvantaged pupil attendance	87.2%
Non-disadvantaged pupil attendance	95.7%
Persistent absence among disadvantaged pupils	23.1%
Severe absence among disadvantaged pupils	7.7%

The small disadvantaged cohort means that individual pupils have a significant influence on overall percentages. Nevertheless, the academy recognises the importance of continued action because missed learning time impacts both academic progress and wider development.

Positive impact was evident, with:

- improved attendance patterns for a number of pupils;
- successful family support;
- effective early intervention;
- strong safeguarding oversight.

The academy's attendance procedures were recognised as a strength during safeguarding review.

Next Steps

Attendance remains a key priority for 2026–2027.

The academy will strengthen existing systems through:

- partnership with the **Accomplish Trust Attendance Lead**;
- enhanced attendance analysis;
- earlier identification of attendance concerns;
- targeted family support;
- attendance action plans;
- continued challenge and support for persistent absence.

Overall Evaluation of the 2025–2026 Pupil Premium Strategy

The 2025–2026 Pupil Premium Strategy was highly effective in improving outcomes for disadvantaged pupils.

The strongest areas of impact were:

- exceptional academic outcomes;
- strong reading and phonics achievement;

- improved communication through SALT;
- effective targeted intervention;
- strong wellbeing provision;
- successful access to wider opportunities.

Disadvantaged pupils achieved outcomes that were comparable with, and in many cases exceeded, those of their peers.

The academy has demonstrated that carefully targeted investment, combined with consistently high-quality teaching, can remove barriers associated with disadvantage.

The main area requiring continued improvement is attendance. While systems are strong and support is effective, a small number of disadvantaged pupils continue to experience significant absence. The introduction of the **Trust Attendance Lead** provides additional expertise and capacity to strengthen this aspect of provision.

The 2026–2027 strategy therefore builds upon proven success while responding directly to identified priorities:

- sustaining excellent academic outcomes;
- continuing SALT provision;
- developing reading fluency and comprehension;
- strengthening attendance;
- maintaining wellbeing and enrichment support.

Governance and Accountability

The impact of Pupil Premium spending will be monitored through:

- termly pupil progress reviews;
- analysis of disadvantaged pupil attainment and progress;
- attendance reviews;
- intervention evaluations;
- Governor monitoring;
- pupil and parent voice;
- review of funding impact.

The Headteacher, Pupil Premium Lead and Governor Lead for Disadvantaged Pupils will ensure that funding remains focused on approaches that provide the greatest benefit for pupils.

Compliance Statement

This Pupil Premium Strategy Statement has been developed in accordance with Department for Education guidance and reflects the academy's commitment to evidence-informed decision making.

The academy will publish this strategy on its website and review progress regularly throughout the academic year.

Final Statement

At Stanley Grove Primary and Nursery Academy, our ambition is that every pupil, regardless of background or circumstance, develops the knowledge, skills and confidence needed to succeed.

Our Pupil Premium Strategy is built on the belief that disadvantage should not determine destiny. Through excellent teaching, early intervention, specialist support, strong relationships and ambitious expectations, we will continue to ensure disadvantaged pupils thrive academically, socially and personally.

Approved by: Local Governing Board

Pupil Premium Lead: Joanne Frost, Headteacher

Governor Lead for Disadvantaged Pupils: P. Patel

Review Date: July 2027
