



Pupil premium and recovery premium strategy statement for Stowford School 2025-2026

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	Stowford School
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	R Pepper
Pupil premium lead	R Pepper
Governor / Trustee lead	I Grafton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,143
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£60,143

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive school our intention is to provide an inspirational and inclusive teaching and learning environment of high quality. Our ultimate goal is that no child is left behind socially, or academically, because of disadvantage. We have high expectations of all and strive to raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, where needed, to provide all children the access and opportunities to enjoy academic success and happy, well-rounded lives enriched by a range of wonderful experiences.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children joining the school are coming in at low starting points, with limited phonic knowledge and vocabulary and often working below the expected standard for their age.
2	Oral language skills in Foundation Stage upon entry are lower for our disadvantaged pupils compared to other pupils. This slows reading and writing progress in subsequent years.
3	Limited vocabulary that leads to reduced ability to comprehend reading and reduced attainment in Writing
4	Disadvantaged pupils currently not achieving in line with peers in Writing. Barriers around spelling coming up from KS1 and developing accurate, consistent sentence construction.
5	Disadvantaged pupils currently not achieving in line with peers in Writing. Barriers around handwriting coming up from KS1 and developing accurate transcription.
6	Disadvantaged pupils not achieving in line with peers in Maths. Secure a grounding of number in KS1 and build on in KS2 through developing relational understanding through mastery approach.
7	Disadvantaged pupils not achieving in line with peers in Reading. Secure a grounding of phonics into fluency in KS1 and build on fluency in KS2 through effective teaching and intervention.
8	Social and emotional difficulties, including attendance for FSM eligible children. Lack of resilience, self-confidence and co-operation when approaching work, which is affecting children's academic progress. Low levels of support and engagement in learning outside of school.
9	Attendance for a small group of children leads to missed learning time

Intended outcomes for teaching priorities

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
<p>All staff are clear about the expectations for each subject they are teaching, and consistent approaches are seen in all classrooms leading to high quality provision. (SIP link 1.1, 1.2, 1.3, 1.5, 1.6)</p>	<p>Staff meeting time dedicated to sharing expectations from subject leads to ensure consistent, high quality teaching. Regular release time by core subject leads providing effective monitoring of subjects.</p>
<p>More opportunities for sharing high quality texts in Writing and strengthening language and vocabulary in the EYFS. (SIP link 1.2, 1.6)</p>	<p>Budget is allocated towards sourcing a growing variety of high quality texts alongside the new Devon book writes scheme across school. Spoken language has a high priority within the EYFS. Children are taught and encouraged to talk in full sentences and with appropriate vocabulary. Ambitious vocabulary is discretely taught and reinforced to up level the language skills of pupils.</p>
<p>Little Wandle is well led. Good quality teaching is in place in all lessons and all children are making at least expected progress over time. The number of disadvantaged pupils passing the Phonics Screening Check is increased and consistently above national levels. The number of disadvantaged pupils achieving below the expected level in a cohort decreases year on year. (SIP link 1.2, 1.5)</p>	<p>Little Wandle continues to have a high priority within the school. The Little Wandle lead is provided with release time to monitor the provision of the subject and support programmes are put in place where required. Accurate assessment ensures that children who are not making progress are identified. Additional support is put in place for children who are not making the expected progress and/or working below the expected level. Resources are replaced as appropriate to ensure all children and staff have access to the resources they need.</p>
<p>All children, including PP children, are engaged in reading for pleasure and achieve well in reading throughout the school. Those who need it are given additional support to develop reading fluency. (SIP link 1.2, 1.5)</p>	<p>Accelerated Reader is well-led and has a high priority in the school. Children read regularly both in school and out of school for pleasure and are motivated to read. Reading targets and regular quizzing ensure that motivation and engagement remains high. Reading engagement is tracked carefully and support is put in place for children who are not reading frequently. Those children identified as needing support receive focused reading fluency support in addition to the whole class reading lessons.</p>
<p>Enhance vocabulary to increase comprehension and attainment in Writing (SIP link 1.1, 1.2, 1.5)</p>	<p>Children will develop a wide range of vocabulary.</p>
<p>Secure handwriting, spelling and grammar expectations in KS1 to ensure children move into KS2 more able to develop writing content without having key gaps in foundational writing knowledge. (SP link 1.1, 1.2, 1.5)</p>	<p>Increased focus across the school. Raised expectation across school and targeted focus for those children with identified gaps.</p>

Intended outcomes for targeted academic support priorities

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
<p>Pupils who are at risk of not making expected progress, make accelerated progress to catch up to age related attainment levels. (SIP link 1.2, 1.5)</p>	<p>Highly skilled staff provide intervention support for any pupil identified not to be on track. Teaching assistants are used effectively to run intervention programs Thorough analysis of termly assessment data is completed to identify pupils in need of catch-up intervention and to pinpoint gaps in learning. Evidence based intervention programmes are used to accelerate progress.</p>
<p>Pupils who are already behind in the Nursery are given targeted support to enable them to enter the EYFS in line with their peers. (SIP link 1.2, 1.6)</p>	<p>Early identification of children needing support. Targeted support to target any of the prime areas where there is an identified delay</p>
<p>Children who entered EYFS with poor speech and language have made accelerated progress due to intervention programs received. (SIP link 1.2, 1.6)</p>	<p>Early identification of children requiring SALT ensures that children receive support quickly. Speech and Language support is maintained to provide daily SALT intervention to children in EYFS and KS1. Follow-up programmes are provided for school and parents. The Baseline assessment is used to identify children who would benefit from additional speech and language support.</p>
<p>Pupils at risk of not making expected progress in phonics are quickly identified and support is put in place. (SIP link 1.1, 1.2, 1.6)</p>	<p>Accurate assessment procedures are in place to quickly identify children who are not making the expected progress. Clear communication strategies are in place to ensure that all reading teachers know which children have not made progress each term and who the Pupil Premium children are in their group. If required, 1:1 and small group tutoring is provided for children working below the expected level or who are not making expected progress.</p>
<p>Pupils who are performing below age related expectation in Writing because of deficiencies in handwriting and spelling make accelerated progress to catch up and achieve in line with peers. (SIP link 1.1, 1.2, 1.5)</p>	<p>Highly skilled staff provide intervention support for any pupil identified not to be on track. Teaching assistants are used effectively to run intervention programs Rigorous monitoring of writing and effective formative assessment / moderation Evidence based intervention programmes are used to accelerate progress.</p>
<p>Pupils who are not reading with fluency make accelerated progress to catch up and achieve in line with peers in reading (SIP link 1.2, 1.5)</p>	<p>Highly skilled staff provide intervention support for any pupil identified not to be on track. Teaching assistants are used effectively to run intervention programs Rigorous monitoring of writing and effective formative assessment / moderation Evidence based intervention programmes are used to accelerate progress.</p>

<p>Pupils who are not secure in number and calculation make accelerated progress to catch up and achieve in line with peers in Maths (SIP link 1.2, 1.5)</p>	<p>Highly skilled staff provide intervention support for any pupil identified not to be on track. Teaching assistants are used effectively to run intervention programs</p>
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Intended outcomes for wider strategy priorities

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
Support is in place for children who are from Service families and feel part of a community. (SIP link 1.2)	Services lunch club runs each week Staff running the club are a point of contact for children whose parents/ carers are away on deployment. Field gun after school club for services children and other children.
Pupil Premium children attend school, are punctual and are ready to learn upon arrival. (SIP link 1.2, 1.4)	Regular and effective attendance reviews take place to ensure that children have strong attendance and attend school on time. When required, Supportive Attendance Meetings are completed with families as part of the trusts Attendance strategy. PSA works with identified families to put procedures in place to ensure that children arrive at school on time and ready to learn.
Pupil Premium children are considered each term for Thrive to improve emotional development and mental resilience. (SIP link 1.2)	Class teachers liaise with PSA to identify children in need of support. Children who receive Thrive show improved emotional development and mental resilience.
Close work with the MHST Mental Health Support Team - access a wider range of external support services, including Mental Health Ambassadors, whole class workshops and consultations and support for individuals and families. (SIP link 1.2)	Children in need of support are referred to MHST accessing external services – counselling, following parental consent. MHST work with child and family to improve mental wellbeing. Increase profile of Mental Health with introduction of Mental Health Ambassadors. MHST whole class workshops – improve mental wellbeing in class – impact on learning
More Pupil Premium children access enriching experiences including residential visits and music tuition leading to improved life experiences, self-confidence and motivation back in the classroom. (SIP link 1.2)	Eligible pupils receive a subsidy towards the cost of residential visits. Pupil premium pupils are offered music tuition
Pupil Premium children benefit from a positive lunchtime experience. (SIP link 1.2)	Lunchtime chill zone for those PP children who benefit from having a quieter, less busy lunchtime. Enabling a positive experience so all PP children can find success in the afternoon alongside the morning.
Pupil Premium children are able to make the most of wider opportunities- residential, music tuition, class visits, sports events etc (SIP link 1.2)	Funding dedicated to supporting PP children to ensure money is not a barrier to enriched experiences.
Pupil Premium children are able to take on key roles and responsibilities in school. (SIP link 1.2)	School Parliament, school values ambassadors, house captains, role models in school.

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: £ 2,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Prioritise high quality instruction in the classroom through CPD, coaching and feedback for teachers including the EEF 'Five a day	Based on Rosenshine's Principles of Instruction we are focusing on improving the most impactful methods of quality first teaching which will make a difference to ALL children by: Supporting retrieval and reviews of learning Giving explicit instruction Ensuring all learning is in small steps and well scaffolded Using cognitive and metacognitive strategies Using effective questioning and techniques to enable maximum participation by all Using flexible grouping flexible technology	1,2,3,4,5 ,6
Implementation and embedding of Direct Instruction approach	Focus on consistency of approach and CFU (Check For Understanding) to ensure all children move up through school without gaps in understanding and misconceptions not identified	1, 2, 3, 4, 5, 6
Provide professional development for teachers on what they teach and how they teach it. Access training through the Trust's Lead Practitioners and subject networks and other professional bodies.	EEF Feedback EEF Metacognition EEF Individualised instruction Kate Jones 'Retrieval'	2, 3, 4, 5, 6
All staff are clear about the expectations for each subject and consistency of approach is seen across school. Continued training in the delivery of a high quality Maths Mastery curriculum.	EEF Mastery Teaching	6

<p>Improve the use of diagnostic assessment to address learning gaps</p>	<p>EEF research shows that effective feedback whether written or verbal can improve children's performance.</p> <p>Ensure that gaps analyses from the previous end of year assessment are discussed and that teachers have a clear plan in place for addressing gaps or revisiting prior learning, use a pre-topic mind map, low stakes quizzing and hinge questions.</p>	<p>1,2,3,4,5,6 and 7</p>
<p>Review the teaching of reading and writing to enable more success.</p>	<p>This approach focusses on reinforced learning, comprehension and prosody and directly complements the 'LittleWandle' phonics scheme outlined below.</p> <p>EEF 'Improving Literacy'</p> <p>Embed new Devon Book Writes writing scheme. Fully utilize Accelerated reader as a means to track progress and grow love of reading</p>	<p>2, 3, 4, 5, 7</p>
<p>Embed the 'Little Wandle' phonics scheme to ensure all children keep up not catch up. Ensure new staff are trained and that the implementation of the scheme is monitored tightly.</p>	<p>Ensure new members of staff in EYFS and KS1 receive the appropriate training.</p> <p>Regular in house training for all KS1 practitioners to sharpen teaching and impact of Little Wandle</p> <p>Monitoring to ensure 100% fidelity to the scheme will be necessary.</p> <p>EEF 'Improving Literacy'</p> <p>DFE Reading Framework</p>	<p>2, 3, 7</p>
<p>Effective CPD for staff around development of Writing</p>	<p>Plan staff training to support teaching of Writing. Regular moderation of Writing. Focus on developing transcription in KS1. Build year group expectations for spelling and handwriting, into sentence composition. Modelling and timetabling support.</p> <p>EEF 'Improving Literacy'</p>	<p>4, 5</p>
<p>Widen children's vocabulary knowledge</p>	<p>Explicitly teaching vocabulary from all tiers in lessons.</p> <p>Opening Worlds language rich teaching in Y2-6.</p> <p>Language development focus in EYFS – oral language skills</p> <p>EEF 'Improving Literacy'</p>	<p>1,2,3,4,5,6 and 7</p>
<p>Embed the work started through the oracy project throughout the school which will benefit all children.</p> <p>Ensure all curriculum areas have a progressive and clear system of teaching vocabulary</p>	<p>Not all children speak in full sentences or use correct grammar in their speaking.</p> <p>This will show in children's writing, and in their reasoning, especially in maths.</p> <p>This follows EEF research that shows that boosting oral language can boost progress by 5 months.</p> <p>EEF 'Improving Literacy'</p>	<p>1,2,3,4,5,6 and 7</p>

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

Budgeted cost: £ 25,804

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics keep up sessions daily (scripted Little Wandle)	Children keeping up is more effective than letting a gap emerge. EEF 'Improving Literacy' EEF 'Selecting interventions'	1,2,3,7
Maths Champions program to secure early maths development in the Nursery	EEF Maths Champions program	1, 2
Nursery Plus interventions – to support inclusion and progress in the Nursery, to promote inclusive practice in order to meet targeted needs of a child within a specific prime area	Devon LA	1, 2
Promote fluent transcription skills with extensive and purposeful practice and explicit teaching of spelling in KS1	EEF – Improving Literacy in Key Stage 1 – recommendation 6	4, 5
Handwriting intervention for those children who struggle to meet age related expectation.	Bubble handwriting practice to ensure correct sizing, ascenders, descenders, capital, lower case letters EEF – Improving Literacy	5
Develop pupils' transcription and sentence construction skills through extensive practice	EEF – Improving Literacy in Key Stage 2 – recommendation 5	4, 5
Same day keep up sessions for Maths to achieve mastery, pre and post teaching	EEF research shows that effective break down of subject matter into chunks.	6
Reading fluency intervention for some children in KS2	Fully utilize NGRT, YARC and Accelerated Reader to track those children off track and put in targeted support to improve fluency and grow love of reading DfE Reading framework EEF 'Improving Literacy'	7
Individual support for specific children in KS2 for phonics and word reading through the Nussy programme.	One to one intervention is shown by EEF to boost learning by 5 months.	3, 7
To ensure that a high proportion of disadvantaged pupils meet the Good Level of Development criteria by the end of EYFS, support a targeted plan of intervention designed to address key gaps in learning, delivered on a daily basis.	EEF Oral Language Interventions EEF 'Making best use of TAs'	1, 2

Individual EYFS language intervention (NELI)	Research by the EEF and by Nuffield has shown that Early Years intervention can boost progress by 5 months. NELI, Speech Link and Language Link run in Foundation and we have the BLAST programme in Nursery.	1,2
Ensure that all intervention is monitored and tracked over a ten week period.	Ensure that the group is carefully selected, that the intervention is clearly laid out, is carefully timetabled and that links are made between the intervention and in class learning. EEF Toolkit	1,2,3,4,5,6 and 7

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

Budgeted cost: £ 31,759

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil progress meeting x 3 per year with headteacher, deputy head and the teachers and teaching assistants in the cohort	By discussing every child as an individual, barriers to learning can be swiftly pinpointed and appropriate action taken. EEF – Effective mechanisms of PD	1,2,3,4,5,6 and 7
Lego / playdo / play therapy	To enhance ability to work in a group. EEF shows that collaborative learning can boost progress	8
Ensure all children have access to enrichment opportunities both within the curriculum and extra curricular by: <ul style="list-style-type: none"> Subsidising school trips, holiday clubs and visits for FSM children Subsidising instrument lessons Trying to close the gap in 'take up' of clubs 	Adding to cultural capital and vocabulary. By boosting self-esteem and confidence, EEF research shows that outdoor adventure learning can boost progress due to increased motivation.	8
Continue to enhance our SEL provision. Provision of lunchtime 'Chill Zone' for children who need a quieter supported lunchtime where interactions are guided by adults.	Targeting of SEL needs in children aims to improve their interaction with others and management of their emotions. EEF shows a boost in progress	8

<p>Continue to use MHST Mental Health Support Team to engage with children and families.</p>	<p>Mental Health support for children and families in school Trauma informed schools research EEF – Working with parents to improve children’s learning</p>	<p>8</p>
<p>Deploy a Pastoral Support Assistant in school, full time, non-class based, to support the social, emotional and behavioural needs of children.</p>	<p>Children are more regulated and able to access and find success in learning. Trauma informed schools research</p>	<p>8</p>
<p>Communicating with and supporting parents to ensure their children have a high percentage of school attendance. The pastoral support assistant works closely with families and children to monitor wellbeing, offer Early Help and assist with barriers that are of a pastoral nature e.g. Free School Meals, supporting children who have a parent in prison, victim of domestic abuse etc.</p>	<p>Involving parent in education can boost progress according to EEF – Working with parents to improve children’s learning. DFE – Working together to improve school attendance. By engaging parents in help of this nature we aim to bring them closer to the work of the school and enhance the lives of the whole family. Meeting regularly both with school staff and the EWO to monitor and be proactive about tackling attendance issues. Ensure staff know which children should be ‘flagged’ for attendance. The school has a range of ways to communicate with parents including the following: Text message Emails Facebook Class Dojo Newsletters</p>	<p>8, 9</p>

Total budgeted cost: £ 60,143

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Teaching: Rosenshine's Principles were embedded and monitored through a system of coaching for improvement. Direct Instruction and effective use of 'show me' boards for formative assessment were established. Devon Book Writes new Writing scheme introduced – successful staff training for effective implementation. Opening Worlds curriculum for History, Geography and RE developed further to have positive impact on what knowledge is secured to long term memory. Little Wandle has become further embedded this year. 86% of Y1 children passed the PSC this year, while an average score of 22.3 secured for the Year 4 Multiplication Check. 86% of Y6 children met the expected standard for RWM combined, while 22% achieved the higher standard / greater depth in RWM. 75% of FSM children in Y6 achieved the expected standard in RWM combined. Writing will be a continued focus for next year.

Targeted Support: The targeted support last year was used effectively to have a positive impact on pupil outcomes and on closing the gap to the age related standard. It will be refined and fine-tuned next year, with clear parameters and rigorous monitoring. The children receiving support will be regularly reviewed.

Wider Strategies: all strategies were put in place

Despite the above, there still remains a gap in attainment in some classes. This will be monitored carefully next year and teachers will be supported more closely next year to use all the planned strategies to improve teaching and learning. The most notable gap of FSM attainment and that of all children continues to be in writing.

Attendance figures for Pupil Premium children improved from the previous year and this will continue to be monitored and acted upon swiftly next year.

Attendance for all children 2024/25 – 96.6% (above national average)

Attendance for PP children 2024/25 – 93% (close to national average)

Our Pastoral Support Assistant left her post in Autumn Term 2025. New PSA now in place.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle Phonics	
White Rose Maths	
Opening Worlds	
Devon Book Writes	
CUSP Reading	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Stowford School has a Forces Club which runs throughout the year where children can drop in as they wish to carry out a range of activities. This is a mixed aged group club where the aim is not so much the activity, but to provide a space for children to meet where they can access emotional support and talk with other children with similar experiences when a parent is deployed.</p> <p>We also have two Junior Field Gun teams who take part in competitions such as Armed ForcesDay on Plymouth Hoe. Because of the military tradition, many of our Forces children and families are part of the team and the service premium supports this activity. This provides a networking opportunity for the families which they find very supportive.</p> <p>Both of these are run by the Deputy Head, who is from a Forces family, so understands the effect of both deployment and the impact of the return of a member of the family who comes back from deployment after a long period of time.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Both children and families find emotional and social support.</p> <p>Children follow a military tradition and learn team skills.</p> <p>Children know there is always someone they can talk to who understands their situation.</p> <p>Children achieved well academically.</p>

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