



Stonegate C of E Primary School

Station Road, Stonegate, East Sussex, TN5 7EN

Acting Headteacher: Mrs Lucy Hazeldine

Love of Learning for Life

I came to give life — life in all its fullness. John 10:10



Stonegate CE School Pupil Premium Report 2024 - 2025

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. This report evidences the effect that last year's spending of pupil premium had within our school.

The report also highlights our pupil premium strategy for 2025 - 2026, and how we intend to spend the funding in this academic year.

School overview

| Detail | Data |
|---|----------------|
| Number of pupils in school | 97 |
| Proportion (%) of pupil premium eligible pupils | 12% |
| Academic year | 2024 - 2025 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | September 2026 |
| Pupil premium lead | Lucy Hazeldine |
| Governor / Trustee lead | James Turner |

Part A: Review of outcomes in the previous academic year 2024 - 2025

Funding overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £11,450 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £11,450 |

Pupil premium strategy outcomes

The impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year was that in Reading, Writing and Maths disadvantaged pupils attained above the average school progress percentage.

Percentage increase in average curriculum mark from End of Term 1 Baseline 2023 - 2024

| | Whole school | Disadvantaged |
|---------|--------------|---------------|
| Reading | 9.03% | 9.4% |
| Writing | 11.95% | 12.98% |
| Maths | 6.62% | 15.9% |



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Website: www.stonegateschool.org

Tel: 01580 200415



Historic England



Increase progressed from lower baseline starting points observed.
Intervention groups fully established in writing and maths.

Specific Items

| Item | Commitment from Pupil Premium Allocation | Commentary on progress and effectiveness |
|--|---|--|
| Targeted individual and family support in the work of 'Neuro Ninjas' to develop resilience and strategies to support anxiety and confidence in learning. | £1,250 | <p>Weekly webinar sessions have provided children with strategies to reduce anxiety, build learning capacity and develop resilience.</p> <p>Children and their families have been encouraged to build the '12 Rocks of Wellbeing' into their lives. Materials are found on each Newsletter.</p> <p>When required, identified children have been supported 1:1 by the Neuro Ninja Team. Pupil voice and outcomes have shown that this process has positively supported the children. Progress for these pupils increased following support.</p> |
| <p>Purchase of the Kapow Curriculum</p> <p>Providing additional opportunities for Metacognition, self-regulation and feedback</p> | £770 | <p>Subject planning improved – A Carefully sequenced and cohesive curriculum enabled teachers to differentiate according to the individual children's needs.</p> <p>Inclusive practice was identified as strong by the school's inclusion advisor.</p> <p>Reflection by teaching teams identified that there was increased time to support individual pupils with concise feedback to improve and provide them with learning skills to make progress throughout the wider curriculum.</p> |
| Employment of an external specialist in Speech and Language. | £1,870 | <p>This raised the quality of materials and the confidence of early intervention for speech and language. Clear Target setting provided staff with measurable targets and objectives.</p> <p>This also enable parents to work in partnership with the school and support their child at home.</p> <p>Increased confidence identified in oracy.</p> |

| | | |
|---|----------------|--|
| CPD and allocated hours for TA to support Speech and Language, reading and Phonics for pupils in KS1 / KS2. | £8,825 | <p>The reading and phonetical attainment for the identified pupils improved and was in line, or better, of that then their peers. Gap to ARE closed.</p> <p>The development of the Little Wandle Phonics programme was seen as effective, consistent and purposeful by visitors to the school.</p> <p>Progress in reading and writing was in line with that of previous years. This was especially seen in Key Stage 1 were the early identification of, and the introduction of a programme for, Speech and Language supported pupils to make progress.</p> |
| Total Spend | £12,715 | |

Part B: Pupil premium strategy plan – 2024 – 2025

Funding overview for 2024 - 2025

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £11,450 |
| 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 | £11,450 |

Statement of intent

Pupil Premium is a government grant which is allocated to schools based on the number of children eligible for free school meals and the number of looked after children. Schools are entitled to spend their allocated Pupil Premium Grant in a way they think will best support the raising of the attainment and achievement for these children. More information is available on the Department for Education website.

<https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

At Stonegate we are determined to give every child access to high quality teaching to enable them to reach their potential. For teachers to be able to give the most attention to the children in their care, we also believe that a high quality teaching assistant in every class is also essential. This combination of high quality teaching through a partnership in the classroom, has led to historically good National results at Stonegate; a trend we wish to continue.

Challenges

We have identified the key challenges to achievement that we have identified among our disadvantaged pupils. Pupil Premium is used at Stonegate School to remove any barriers to learning which may exist. These include:

1. Supporting pupils to access the wider curriculum. Enabling all pupils to have a full and enriching curriculum in and outside of school time.



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2. Reducing any gaps in learning and progress which may occur (in relation to those not in receipt of Pupil Premium) due to a child being disadvantaged by being in receipt of Pupil Premium. The school has identified these gaps in the areas of speech and language, phonics and reading.
3. Providing additional support to the high proportion of Stonegate Pupil Premium children who are also SEN.
4. Developing a curriculum which can be fully accessed by those children who are in receipt of Pupil Premium. By seeking opportunities for this group of children to make links in their learning, a greater level of engagement and progress can be attained.

Activity in this academic year -2025-26

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

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

Budgeted cost: £1,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--|
| Supporting pupils to access after school provision. | Raise confidence across the curriculum Using internal and external adults to support with the enrichment of learning for identified pupils. Increased opportunity. | 1 4 |
| Providing opportunities through the wider curriculum at e.g. PGL. £400 | Support with wellbeing and being healthy. Encouraging pupils to take risks and try new activities to increase self esteem and build resilience. | Evidence that supports this approach Research has shown evidence base indicating that outdoor adventure learning may have positive impacts on self-efficacy, motivation and teamwork. EEF suggests 1+ month improvement. |

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,595

| Activity | Action to meet / What would be success? | Challenge number(s) addressed |
|--|---|---|
| Purchase of the Kapow Curriculum Providing additional opportunities for | Supporting all classes with high quality first teaching. Support with curriculum enrichment and the principles of quality feedback and outdoor learning. | 2 4 |
| | | Evidence that supports this approach |

| | | |
|---|--|--|
| <p>Metacognition, self-regulation and feedback</p> <p>£1,010</p> | <p>Kapow will support learners by:</p> <ul style="list-style-type: none"> • Knowledge-rich and builds skills - Lesson plans deepen pupil knowledge and extend vocabulary. Includes varied and enjoyable recap and retrieval opportunities • Subject planning - Carefully sequenced, cohesive curriculum with a clear rationale created by specialists with guidance for subject leaders • Diverse and inclusive resources - Videos, interactive presentations, knowledge organisers, songs, quizzes, assessment materials and more <p>This will enable increased time to support individual pupils with concise feedback to improve and provide them with learning skills to make progress throughout the wider curriculum.</p> | <p>Research has identified feedback as one of the most cost-effective ways of improving progress. EEF suggests a 6+ month improvement.</p> <p>This will be further supported by Metacognition and self-regulation strategies. EEF suggests a 7+ month improvement.</p> |
|---|--|--|

Teaching continued (for example, CPD, recruitment and retention)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|---|
| <p>CPD and allocated hours for TA to support Speech and Language, reading and Phonics for pupils in EYFS, KS1 / KS2.</p> <p>£7,570</p> | <p>Raise phonetical awareness and confidence and support with early reading.</p> <p>Target identified children with reading catch up and support with gaps in phonetical understanding.</p> <p>Using TA specialism from CPD to support with daily intervention sessions to develop phonics, sounds and blends through precision teaching and specific games.</p> <p>Daily reading sessions and phonic catch-up sessions are led by a trained and experienced member of the TA team.</p> <p>Skills and confidence for reading comprehension and word recall increase as part of targeted intervention sessions.</p> <p>Provision co-ordinated, overseen and where required modelled by the school's Assistant SENCO.</p> | <p>2 3 4</p> <p>Evidence that supports this approach</p> <p>Research shows Oral language interventions in groups and within the whole class has an impact on progress; EEF shows a 6+ month improvement.</p> <p>Research shows Teaching Assistant interventions have an impact on progress; EEF shows a 4+ month improvement.</p> <p>Research shows Reading Comprehension interventions in groups and within the whole class has an impact on progress; EEF shows a 6+ month improvement.</p> |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--|
| Employment of an external speech and language specialist to support the school with identification, resources and the delivery of instruction to identified pupils. £2,470 | Early identification means that any gaps in attainment caused by Speech and Language is reduced. Specific planning and targeted strategies address gaps, which are then closed rapidly. | 2 3 4 |
| | Skills and confidence for comprehension and word recall increase as part of targeted intervention sessions. | |
| | Support to staff with evidence which targets addition SEND services and assessments eg EHCP process. | Research shows one to one tuition will have an impact on progress; EEF shows a 5+ month improvement. |

Total budgeted cost: £16,265 (additional funding will be allocated from school budget)

**Lucy Hazeldine – Acting Headteacher
July 2025**



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