

Pupil premium strategy statement – Stoke Park School

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 |
|---|--|
| School name | Stoke Park School |
| Number of pupils in school | 1107 |
| Proportion (%) of pupil premium eligible pupils | 33% |
| Academic year/years that our current pupil premium strategy plan covers | 2024/2025 to 2027/2028 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | August 2026 |
| Statement authorised by | A-M Smith, Head of School |
| Pupil premium lead | L Kennedy, Senior Assistant Head |
| Governor / Trustee lead | N Clayton – Interim Chair of Governors |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £384,850 |
| 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 | £384,850 |

Part A: Pupil premium strategy plan

Statement of intent

At Stoke Park, our pupil premium strategy is grounded in the Education Endowment Foundation's *Guide to the Pupil Premium (2023)* and built around the principle that all pupils should achieve, belong and thrive. This aligns with our three-tiered approach—high-quality teaching, targeted academic support and wider strategies—ensuring disadvantaged pupils experience strong learning, meaningful connection and personal growth.

Our strategy is underpinned by precise, evidence-informed actions set out in our Pupil Premium Plan. Progress is reviewed regularly, enabling us to monitor disadvantaged pupils' outcomes closely and respond swiftly to emerging needs. This creates a culture where pupils feel known, supported and able to succeed.

We invest funding in support structures placed close to the learner, focused on learning, wellbeing and inclusion. While all staff hold collective responsibility for disadvantaged pupils, key colleagues within year teams provide targeted support, ensuring no pupil becomes isolated from the systems designed to help them achieve and belong.

High-quality teaching remains the most powerful driver of improved outcomes. We prioritise recruiting excellent staff and providing expert CPDL to strengthen classroom practice. Interventions are carefully selected for impact, delivered by trained staff and shaped by diagnostic assessment, ensuring pupils learn securely and confidently. Literacy, numeracy and digital fluency are recognised as essential foundations enabling pupils to access learning, participate fully and feel confident in school life.

We evaluate disadvantaged pupils' progress against national outcomes for all students, maintaining the expectation that they achieve highly and experience the same representation, value and opportunity as their peers. This includes monitoring their sense of belonging in lessons, wider school life and student leadership, ensuring they feel seen, safe and included.

Our strategy also addresses wider barriers that may limit pupils' ability to thrive, including attendance, wellbeing, foundational skills, and access to enrichment, culture and wider experiences. All decisions are guided by robust assessment, individual need and high expectations. To ensure our strategy remains effective, we will:

- ensure disadvantaged pupils are consistently challenged so they can achieve highly
- intervene early when gaps or needs emerge
- maintain a whole-school approach where all staff champion disadvantaged pupils' outcomes and experiences

These principles are rooted in our school values:

Students First – prioritising learning, wellbeing and the conditions pupils need to thrive

It's About Learning – fostering strong relationships and inclusive practice so pupils can achieve and belong

No Barriers – removing obstacles, raising aspirations and ensuring every pupil can flourish

Our intention is that all pupils, regardless of background or challenge, make strong progress and feel known, valued and supported.

Our Equality Objectives are aimed to

- narrow attainment gaps—especially in English and maths—so no significant variation remains
- reduce progress gaps for pupils with additional barriers (SEND, PP, CLA, EAL) so all groups achieve in line with national averages
- improve attendance and reduce persistent absence so all pupils can belong to school routines
- ensure equal access to KS4/5 pathways and future opportunities
- ensure outcomes are free from bias, discrimination or disparities linked to protected characteristics
- strengthen student voice and leadership so all groups are represented and can shape a school where every pupil belongs and thrives

Challenges

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

| Challenge number | Detail of challenge |
|-------------------------|--|
| 1 | Progress and attainment below the rest of the cohort when they enter secondary school. |
| 2 | Chronological reading ages below that of their peers. |
| 3 | Significantly less exposure to vocabulary than that of their peers. |
| 4 | Basic number skills below that of their peers. |
| 5 | Barriers to attendance. |
| 6 | Socio-economic barriers, e.g. access to food; access to laptops or technology; no space to study; revision guides. |
| 7 | Closing the gap at GCSE so that attainment matches that of their peers. |
| 8 | Access to wider cultural experiences and opportunities. |
| 9 | Access to aspirational careers advice. |
| 10 | Access to 1 to 1 and small group tuition. |

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 |
|---|---|
| Improved outcomes among disadvantaged pupils across the curriculum at the end of KS4, particularly in English and maths | KS4 performance measures in 2027/28 demonstrate that disadvantaged pupils achieve an average Attainment 8 score of at least 44.0, at least 50% pass GCSE maths at grade 5 or above and 55% pass in at least one GCSE English qualification at grade 5 or above. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance by 2027/28 demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 4% and the attendance gap between disadvantaged pupils and their non-disadvantaged peer are significantly reduced. · • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils are significantly reduced. |
| Improved reading comprehension among disadvantaged pupils across KS3. | Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a no disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Students should leave KS3 at their chronological reading age. Students can fully access curriculum literacy activities including ‘proof reading,’ and ‘Academic Reads.’ Improvement is observed through engagement in lessons and work scrutiny. |
| Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects. | Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved learning prep completion rates across all classes and subjects. Monitoring demonstrates no disparity between disadvantaged and non-disadvantaged in their ability to answer the ‘3 Key Questions – Know, How, Show?’ |
| To achieve and sustain improved wellbeing for all pupils, including | Sustained high levels of wellbeing by 2027/28 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. · |

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| those who are disadvantaged. | <ul style="list-style-type: none"> • a significant increase in participation in enrichment activities (Stoke Park Experience), particularly among disadvantaged pupils to provide students with cultural capital and remove the class ceiling for students. • effective careers provision and experiences ensure students are well prepared for post-16 pathways. • Increased access to mental health professionals |
|------------------------------|--|

Activity in this academic year

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

Teaching

Budgeted cost: £188, 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Parental Engagement, Transition and Collaborative Learning approaches. | EEF states: - Parental engagement improves progress by 4 months - Summer schools improve progress by 3 months - Collaborative learning approaches improve progress by 5 months | 1,2,3,4,5,6,8,9 |
| Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly. | The DFE report Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk) identifies that 'more successful schools were using data more comprehensively to monitor pupils' progress'. The use of NGRTs in KS3 allow us to monitor the impact of interventions. | 1,4,10 |
| 3x Primary Transition leads appointed to lead on quality interventions 1x Literacy 1x Numeracy 1x Science | EEF guidance consistently points to improving literacy across the curriculum as having a significant impact on progress. Secondary literacy EEF (educationendowmentfoundation.org.uk) To teach maths well, teachers need to assess pupils' prior knowledge and understanding | 1,2,3,4 |

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| | effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: Improving Mathematics in Key Stages 2 and 3 EEF | |
| Enhancement of our maths teaching and curriculum planning. | Strategies to improve both the maths curriculum and maths teaching are in line with EEF recommendations. Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) | 1,4,7 |
| Developing metacognitive and self-regulation skills in all pupils. | Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation EEF | 1,7 |
| Whole school CPDL on AFL and T&L driven by research | Research from the EEF indicates an impact of +6 months for feedback and +7 months for metacognition and self-regulation. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) | 1,7 |

Targeted academic support

Budgeted cost: £ 124,850

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. | Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools EEF Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: Oxford University Press - Word Gap - Oxford Language Report | 1,2,3,4 |
| 2 x TAs for interventions and mentoring, 1 x ASC TA, 1 x S&L TA | EEF states: - TA Interventions improves progress by 4 months - Mentoring improves progress by 2 months | 2,4,5,10 |

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|---|---|---------|
| | Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) | |
| Specific resources and training for Numeracy Intervention Programmes. | Small group targeted intervention is a key part of improving attainment in maths. Bespoke approaches are used in school alongside outsourced tutoring. Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) | 1,2,3,4 |
| 1 to 1 tuition/group tuition from academic tutors and mentors. | ‘Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.’ EEF states: - 1 to 1 tuition improves progress by 5 months EEF Attainment Gap Report 2018 - print.pdf (educationendowmentfoundation.org.uk) | 10 |
| Century Tech Digital Learning platform | Homework (+ 5 months) and Parental Engagement (+ 4 months) ‘The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment. (EEF Toolkit) | 2,6 |

Wider strategies

Budgeted cost: £ 72,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Transition and Summer School activities | EEF states: Summer School improves progress by 3 months | 1,8 |
| Free equipment and uniform | What are the most effective ways to support disadvantaged pupils’ achievement? (publishing.service.gov.uk) | 6 |
| Careers Advisor | This is focused on raising aspirations. | 6,9 |
| Work Related Learning | This is focused on matching students to future career aspiration. | 9 |
| Free 1-1 music lessons | EEF states: - Arts Production improves progress by 3 months | 6,8 |

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| <p>School leadership/Stoke Park Experience Enrichment programme</p> | <p>While EEF research finds that participation in the Arts can have a moderate impact on academic outcomes, it also states that ‘Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.’ Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Similarly, the priority of improving access to clubs, activities and trips is concerned with the development of the whole child and their associated engagement with education. Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>Limited access to cultural enrichment identified as a risk factor for most able disadvantaged students: Research to understand successful approaches to supporting the most academically able disadvantaged pupils (publishing.service.gov.uk)</p> | <p>8</p> |
| <p>Mental Health/ Counselling</p> | <p>EEF states: Mentoring improves progress by 2 months</p> | <p>6</p> |
| <p>ARC work on Trauma Informed Practice and Attachment Aware schools accredited status</p> | <p>Research indicates a correlation between lower socio-economic status and poorer engagement with education and outcomes. ARC aims to promote inclusion, prevent exclusion and develop strategies to support students. Research & Reports ARC (the-arc.org.uk)</p> <p>‘Addressing behaviour and attendance’ identified as one of seven building blocks for success (for all pupils, including disadvantaged) used by successful schools. What are the most effective ways to support disadvantaged pupils’ achievement? (publishing.service.gov.uk)</p> <p>Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</p> | <p>6</p> |
| <p>Pastoral wrap around care Attendance policy and practice to ensure whole school attendance is at least 96% through first day calling, home visits and bespoke strategies as needed.</p> | <p>The NFER research study Being Present: The Power of Attendance and Stability for Disadvantaged Pupils supports our own data in finding absence to have a detrimental effect on KS4 outcomes ‘On average, the association between being absent from school and KS4 outcomes is worse for disadvantaged pupils than their more affluent peers.’</p> <p>Being Present: the Power of Attendance and Stability for Disadvantaged Pupils (nfer.ac.uk)</p> | <p>5,6,8</p> |

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| <p>Family Support Centre</p> | <p>The school family centre works to support families around attendance and remove barriers to learning.</p> <p>What are the most effective ways to support disadvantaged pupils' achievement? (publishing.service.gov.uk)</p> <p>While the EEF evidence points to a greater effect on pre-secondary school age children, their toolkit suggests that improving parental engagement can have moderate impact for low cost. Parental engagement EEF (educationendowmentfoundation.org.uk)</p> | <p>5,6</p> |
|------------------------------|--|------------|

Total budgeted cost: £384,850

Part B: Review of the previous year

Outcomes for disadvantaged pupils

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

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on the national assessment data and our own internal summative and formative assessments.

| | 2022-23 (DFE) | 2023-24 (DFE) | 2024-25 (FFT) |
|---------------|--------------------------------|--------------------------------|--------------------------------|
| | Progress 8 | | |
| PP | +0.02 | +0.09 | N/A |
| Non-PP | +0.35 | +0.53 | N/A |

*2025 provisional

Progress of disadvantaged pupils from their starting points is strong as measured under Progress 8.

Literacy intervention data demonstrates that on average disadvantage pupils improved their reading age by 4.5 months. These interventions, support classroom practice and enabling disadvantage pupils to access the curriculum. It is this precision of targeted intervention, that has secured the overall progress of our disadvantage pupils from their starting point as shown in the table above.

Attendance

Attendance is a key strength of the school and continues to have a positive impact on outcomes for disadvantaged pupils because of our strong whole-school culture of attendance, underpinned by early identification, targeted pastoral support, and close partnership with families, continues to secure high engagement from disadvantaged learners. Attendance is consistently above national overall, and for disadvantaged pupils (PP).

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 |
|-----------|----------|
| | |

Service pupil premium funding (optional)

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|---|
| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
| |
| The impact of that spending on service pupil premium eligible pupils |
| |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.