



The Stonebridge School

Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school

School overview

Detail	Data
School name	The Stonebridge School
Number of pupils in school	373
Proportion (%) of pupil premium eligible pupils	54% (202)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 -2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	The Governing Board on
Pupil premium lead	Kate PelazzaPupil Premium Strategy Statement 2025–2026
Governor / Trustee lead	Danielle Guebli

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£253,000
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	£253,000

Part A: Pupil premium strategy plan

Statement of intent

At The Stonebridge School, we are ambitious and have high aspirations and for our children; we believe that all children should be able to reach their full potential. We strive to reduce the impact of disadvantage by providing a high-quality education and pastoral care for all of our pupils. We are determined to provide the support and guidance that our pupils who are in receipt of the Pupil Premium Funding need to overcome specific barriers to reach their full potential. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers. We invest in teacher development to deliver an ambitious and engaging curriculum. High-quality teaching is our highest priority, with a focus on areas in which disadvantaged pupils require the most support such as reading and language comprehension and mathematical fluency. We invest in human resources to enable instructional coaching of all teachers as this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Alongside the academic rigor, we also strive to provide all of our pupils with experiences, such as drama and social literacy (many of which they will have missed out on as a result of the pandemic).

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum to open up the world to them and improve their life chances. The approaches we have adopted complement each other to help pupils excel. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. ensure disadvantaged pupils are challenged in the learning that they're set;

- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Attainment: Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge. Pupils also have limited language skills to articulate ideas and explain their understanding.
2	Communication and Language: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Mathematics: Assessments indicate that attainment in mathematics among disadvantaged pupils is significantly below that of non-disadvantaged pupils and attainment overall at KS1 is below national average. The effect of the pandemic has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
4	Attendance and Parental Engagement: Low attendance, poor punctuality, and persistent absence. Lower than expected parental engagement with pupils' learning and varied capacity to support learning.
5	Enrichment: Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.

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
- Disadvantaged pupils make accelerated progress and 'catch up' or exceed prior attainment standards. - To ensure fallen behind children receive targeted high-quality intervention monitored by leaders. Have made expected progress from the previous summer. End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress. - Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.	- End of summer 2024 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer leading to pupils targeted to be at age related expectations or greater depth meeting those targets. - End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress. - Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress. - Pupils' language is developed and they are able to articulate ideas and have a wider vocabulary.
- Pupils have a breadth of experiences that enable them to contextualize their learning. - School will deliver an engaging, broad and varied curriculum with a clear strategy for enrichment activity and policy to ensure that pupils entitled to Pupil Premium Grant take up these opportunities. - Opportunities planned will take into account what enthuses boys in learning and these will be implemented.	- The Curriculum will provide pupils with exciting, varied and book-based learning. - Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children. - Teachers and support staff will plan a wide range of visits/events/experiences to inspire/enhance learning and make it memorable and ensure that there is a focus on boys learning. - At least 3 experiences per year, one a term. Each year group will spend allocated funding on providing enrichment days and events, which excite and enthuse children to learn across all subjects and make links in their learning. - Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.

	Pupils entitled to PP have access to technology to enrich learning.
Pupils and families with identified social, mental health, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	- SLT and the SENCo to identify and support families, children, and work to alleviate barriers to learning. Additional support is utilised where needed to support additional needs especially where children cross group and are PP, SEND and sometimes EAL. - Identified children are invited to Nurture, positive play and Lego Therapy sessions with support staff. - Families are signposted to other agencies to support them including Early Help referrals and the uptake of this support is high. - Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.
All disadvantaged pupils will meet national expectations for attendance/persistent absence.	- Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). - Monitoring of attendance by the Deputy Head teacher/Attendance Officer brings about and increase in PP pupils' attendance and a decrease in persistent absence.

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: £127,927

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to deliver CPD for staff that equip them to deliver good teaching consistently across the subject areas. Training for staff to ensure standardised programs are used effectively.	Education Endowment Foundation https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&utm_medium=search&utm_campaign=site_searchh&search_term	1

to inform pupil progress.		
To ensure that target children access support for language development and develop oracy across the curriculum with pupils by using a structured approach such as Wellcom and Neli	Education Endowment Foundation – https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,3

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

Budgeted cost: included in the figure above.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading intervention	Education Endowment Foundation -	1 and 2
Writing intervention	Education Endowment Foundation	1
Speech and language intervention	Education Endowment Foundation	1, 2 and 3
Maths intervention	Education Endowment Foundation	1

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

Budgeted cost: £64,223

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide therapeutic support for pupils when it is needed.	Education Endowment Foundation	3
To run workshops to help parents/carers to gain better access to wider services.	Education Endowment Foundation Parental engagement EEF (educationendowmentfoundation.org.uk)	3 and 4

To continue to work with the EWO to target low attendance and implement strategies to improve this.	Education Endowment Foundation	4
Purchase of programs providing standardised assessment.	Education Endowment Foundation https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&utm_medium=search&utm_campaign=site_searchh&search_term	1
To ensure that pupils have access to a range of clubs including music tuition and extra-curricular activities to further build on their cultural capital. To ensure West London Zone target children who are entitled to PPG.	Education Endowment Foundation (West London Zone)	2,5

Total budgeted cost: £255,850

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.

<u>Profile of Pupils entitled to Pupil Premium Grant</u>								
Whole school	Total number of pupils	Total number of PP pupils	PP & SEND K	PP & SEND EHCP	PP & LAC	PP & EAL	PP Boys	PP Girls
Nursery	22	10	0	0	0	8	3	7
Reception	37	11	3	0	1	9	4	7
Year 1	37	21	5	0	0	17	8	13
Year 2	47	24	13	1	1	14	42	58
Year 3	56	39	32	0	0	23	19	20
Year 4	54	29	13	1	0	19	20	9
Year 5	63	42	8	1	0	31	16	26
Year 6	57	26	9	0	0	18	15	11
Total	373	202 (54%)	62 (31%)	5 (2%)	2 (1%)	139(69%)	95 (47%)	107 (53%)

Barriers to future attainment for pupils eligible for Pupil Premium Grant

- A large number of pupils (139 pupils, 69%) use English as an additional language. This can mean that communication and language skills are generally lower and this can slow down progress in subsequent years.
- 31% of PP pupils are SEND which can have an impact on attainment in R, W, and M.
- Pupils learning can be affected by emotional, behavioural and parenting issues as well as other vulnerabilities and so they are monitored for safeguarding reasons.

There are 16 children who are LAC or on CP, CIN or EHA plan.

11 children are Pupil Premium.

- Number of Looked after children: 2 children
- Number of children on CP plan: 1 child who is receipt of Pupil Premium children
- Number of children on CIN plan: 5 children. 2 Pupil premium children
- Number of children on EHA plans: 8 children. 6 Pupil Premium. Of the 25 children monitored at school level, 14 are Pupil Premium.
- A large number of pupils eligible for PP join us with limited experiences outside of school. This is reflected in their understanding of the world and levels of speech and language and writing.
- Some pupils entitled to PPG cross group and have various other barriers such as SEND, being EAL and additional vulnerabilities.

Data Outcomes PPG vs Non PPG (2024-2025)

Phonics

Year 1 phonics

- 75% - PPG Pupils
- 57% - Not PPG Pupils

Year 2 re-takers

- 78% - PPG Pupils
- 80% – Not PPG

	Year 1 - PPG		Year 1 - Not PPG	
	Expected +	GDS	Expected +	GDS
Reading	67%	22%	79%	43%
Writing	67%	22%	70%	46%
Mathematics	67%	33%	71%	50%

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	Year 2 - PPG		Year 2 - Not PPG	
	Expected +	GDS	Expected +	GDS
Reading	64%	32%	59%	15%
Writing	56%	23%	55%	23%
Mathematics	68%	23%	68%	31%

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	Year 3 - PPG		Year 3 - Not PPG	
	Expected +	GDS	Expected +	GDS
Reading	51%	15%	25%	25%
Writing	49%	21%	6%	6%
Mathematics	54%	8%	19%	19%

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	Year 4 - PPG		Year 4 - Not PPG	
	Expected +	GDS	Expected +	GDS
Reading	53%	13%	43%	14%
Writing	44%	3%	29%	14%
Mathematics	54%	9%	52%	10%
	Year 5 - PPG		Year 5 - Not PPG	
	Expected +	GDS	Expected +	GDS
Reading	64%	7%	42%	0%
Writing	58%	9%	37%	5%
Mathematics	67%	12%	58%	0%
KS2 outcomes	Year 6 - PPG		Year 6 - Not PPG	
	Expected +	GDS	Expected +	GDS
Reading	76%	19%	67%	29%
Writing	71%	10%	71%	17%
Mathematics	57%	19%	67%	21%
GPS	67%	24%	67%	25%
Combined	52%	10%	46%	13%

Action PPG is being used for:	Allocated amount	Target Group	Intended Outcome	Monitored by:	Impact & review
Continue to deliver CPD for staff that equip them to deliver good teaching consistently across the subject areas. Training for staff to ensure standardised programs are used effectively to inform pupil progress. - Accelerate progress and Attainment in Reading, Writing and Maths - Support children that have fallen behind in Reading, Writing and Maths through additional adults in classrooms - Support and accelerate progress in Reading, Writing and Maths	£127,927	1 - 6	Staff are trained to adapt learning and meet the varying needs of disadvantaged pupils and for this to be evident in pupil attainment and progress. Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.	SLT SENDCO English Leaders Maths Leaders Class teachers	Please refer to data outcomes table. At the end of the summer PPG pupils were performing better than PPG pupils in EYFS, Phonics and from year 1-5 all subject areas. In Year 6, PPG children were achieved higher than or the same as Non PPG in Reading, Writing, GPS and combined. In reading, 63% of PPG children made expected progress. and 27% of PPG children made accelerated progress. In Writing, 59% of PPG children made expected progress. In Maths, 61% of PPG children made expected progress.
			To ensure fallen behind children receive targeted high-quality intervention monitored by leaders. Have made expected progress from the previous summer. End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress.	SLT SENDCO English Leaders Maths Leaders Class teachers	Reading: 26% of disadvantaged pupils made accelerated progress Writing: 24% of disadvantaged pupils made accelerated progress Mathematics: 26% of disadvantaged pupils made accelerated progress

through interventions		Across the school	Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.	SLT SENDCO English Leaders Maths Leaders Class teachers	Of the Pupil Premium pupils who received an intervention: 93% made good or accelerated progress in Reading 85% made good or accelerated progress in Writing 78% made good or accelerated progress in Mathematics 81% of Pupil Premium pupils made expected or better progress in Reading and Writing 63% of Pupil Premium pupils made expected or accelerated progress in Reading, Writing and Mathematics
To ensure that target children access support for language development and develop oracy across the curriculum with pupils by using a structured approach such as Wellcom and Neli	£64,223	Reception Year 1-6	Improved oral language skills and vocabulary among disadvantaged pupils. Outcomes in books and through pupil interviews will show that pupils are developing language skills.	SLT SENDCO SALT LATA NNEB for Neli	Across the academic year, 73 Pupil Premium pupils were supported through the Welcome Speech and Language verified intervention. Of these, 57% are now working at age-related expectations or above in reading, 48% in writing and 55% in mathematics. In terms of progress, 89% made expected or better progress in reading, 82% in writing and 86% in mathematics. In Reception, 12 Pupil Premium pupils accessed the NELI programme; four are being investigated for SEND and one has an Education, Health and Care Plan. A further 22 Pupil Premium pupils received targeted Speech and Language support. Of these, 16 are on the SEND register, four have an Education, Health and Care Plan and eight are

					being investigated for SEND. Following support, six pupils reached the expected standard in reading and writing, and five in mathematics.
Pupils have a breadth of experiences.	£26,220	Across the school	Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum with a clear strategy for enrichment activity and policy to ensure that pupils entitled to Pupil Premium Grant take up these opportunities. Opportunities planned will consider what enthuses boys in learning and these will be implemented.	SLT SENDCO Class teachers	91% of Pupil Premium pupils report that they are happy at school and 89% feel safe. Within the Article 12 group, 71% of pupils are in receipt of Pupil Premium. Disadvantaged pupils were heavily subsidised to ensure full access to enrichment opportunities, including the Year 3 visit to the Chiltern Air Museum, the Year 6 end-of-year trip, Year 4 swimming and attendance at a theatre performance by the Wizard Theatre. During the last academic year, 22 Pupil Premium pupils participated in the school choir, performing for parents and carers, taking part in the Big Music Sing and performing at other schools. In 2024–25, all year groups accessed at least two educational visits or experiences. These included visits to the British Museum, the Chiltern Air Museum and Harlesden Library, as well as in-school enrichment such as musical theatre performances, circus skills, woodwork workshops and poetry activities. Four Pupil Premium pupils were subsidised to learn the guitar and

					two pupils were subsidised to learn the keyboard.
To run workshops to help parents/carers to gain better access to wider services.	£15,824	Across the school	Pupils and families with identified social, mental health, emotional or health needs are well supported by school staff so that the needs are overcome or alleviated.	SLT SENDCO Class teachers	In 2024–2025, disadvantaged pupils were supported through a range of referrals and multi-agency meetings, including Occupational Therapy, Speech and Language Therapy, Paediatrics, CAMHS, SENAS for Education, Health and Care Plan applications, Early Help, the Inclusion and Behaviour Team and WEST referrals. In addition, the school nurse worked with pupils and families to support learning around healthy relationships and puberty in Years 5 and 6.
To provide therapeutic support for pupils when it is needed.	£18,796	Year 3 -6	Pupils will be equipped with strategies to deal with challenges and manage their behaviour. Children will be happier at school. Children will have an adult to talk to when they need to.	SLT SENDCO Class teachers LATA	Eleven pupils on the safeguarding register are Pupil Premium and receive external wellbeing support through Social Services or Early Help. Pupils also accessed internal support through ELSA and the Kids Network. A total of 29 pupils received social skills and ELSA support for emotional wellbeing and mental health, which has contributed to a reduction in incidents of misbehaviour. In addition, 27 pupils participated in the All Child Programme.
To continue to work with the EWO to target low attendance and implement strategies to improve this.	£23,862	Across the school	All disadvantaged pupils will meet national expectations for attendance/persistent absence. Improve attendance of disadvantaged pupils	SLT SENDCO EWO	Overall attendance (Pupil Premium pupils): 91.47% across the academic year. Termly attendance (Pupil Premium pupils): - Autumn 2024: 93.3% - Spring: 91.24%

			who have an EHC plan and are PP.	Class teachers	• Summer: 89.55% Overall attendance (Non-Pupil Premium pupils): 92.18% across the academic year. Termly attendance (Non-Pupil Premium pupils): • Autumn 2024: 93.5% • Spring: 91.70% • Summer: 91.13% Additionally, 52% of Pupil Premium pupils have met the absence threshold, which will be a key focus for the next academic year.
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Total: £276,852

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

Externally provided programmes

Programme	Provider
All Child	All Child
Emotional support	Kids Network
Standardised tests	NFER

Service pupil premium funding- N/A (There are no service children at the school.)

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

Further information (optional)

The school has also procured a partnership with All Child formerly known as West London Zone which is commissioned to support children who have social, emotional and mental health difficulties, who struggle academically and difficult home circumstances. Families are supported under early intervention to try to avoid statutory intervention. Each child has an individualised plan and parents and families are encouraged to with a range of partners and activities after school to develop cultural capital and to access key services and be the point of contact so that pupil's circumstances are improved and thus improve attainment and progress as well as aspirations. 11 children are entitled to Pupil Premium Grant out of the 40 children. This strategy will run over 2 years.