

# Pupil premium strategy statement – Stewart Fleming Primary 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
Number of pupils in school	573
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025/26 to 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rachel Lincoln, Head Teacher
Pupil premium lead	Lydia Coss, Deputy Head Teacher
Governor / Trustee lead	Max Eaton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,309
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£5,345
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£123,654

# Part A: Pupil premium strategy plan

## Statement of intent

Stewart Fleming is a larger than average primary school situated in the London Borough of Bromley, near Croydon. It is part of The Pioneer Academy. Following the successful completion of a new build project in October 2020, the PAN of the school has been increasing by 30 pupils each year, growing to a three-form entry school. Currently, it is a three-form entry school from Reception to Year 5 and two-form entry in Year 6, with a current school population of 573.

The school prides itself on being an Outstanding School (Ofsted 2023) that provides a nurturing and inclusive community with high expectations for all pupils.

Our school vision statement applies to all of our children and is at the centre of what we do:

*Every day at Stewart Fleming Primary School is an extraordinary school day. Our unwavering commitment in delivery an inspiring and inclusive curriculum develops independent learners. We endeavour to nurture inquisitive minds to enable them to become the best they can be.*

Our intention is that all pupils are provided with the opportunity to achieve their full potential both academically and socially, making good progress and achieving well across all subject areas. We are committed to providing the foundations for every child to flourish in a safe and happy environment. We value the support of our parents and carers and strive to develop a trusting relationship based on mutual respect to enable us, together, to ensure our children achieve their very best.

The school is committed to ensuring that a child's chances of success are not adversely affected by economic disadvantage or personal circumstances. Consideration is given to the specific challenges faced by vulnerable pupils, including those who are supported by a social worker and young carers, in order to remove barriers to learning and promote positive outcomes.

The pupil premium strategy outlined below is integral to our school development plan, with all staff sharing a common vision and responsibility. Together, we work to ensure vulnerable and disadvantaged pupils receive the highest quality of education and opportunities, enabling them to be well prepared for the next stage of their education and for life beyond school.

High quality teaching and learning and early intervention is at the centre of our approach, with a focus on the areas in which disadvantaged pupils require the most support, whilst also benefiting the non-disadvantaged pupils at our school.

### What is Pupil Premium?

Pupil premium funding is additional funding allocated to all schools to support disadvantaged pupils. Stewart Fleming receives pupil premium funding for children who are in care or adopted from care, children whose parents are in the armed forces and for every pupil who have received free school meals at any time in the last six years. All of our work funded using the pupil premium grant is aimed at accelerating progress and ensuring access to a rich, broad and balanced curriculum.

The Government takes the view that head teachers and school leaders have the best understanding of the needs of children in their schools and, as such, they should be the ones to decide how best to use the pupil premium Grant. Therefore, the provision provided is based on evidence and data gathered to understand and assess the individual needs of our school and children.

### How is the funding used?

Stewart Fleming seeks to ensure the effective use of its pupil premium funding to narrow the progress and attainment gap for disadvantaged and vulnerable pupils. We offer children a wide range of opportunities to ensure that barriers to achievement are recognised and children are supported to achieve their best.

High-quality teaching is at the heart of our approach, offering an adapted and varied, broad and balanced curriculum for all. Through educational visits and The Pioneer Passport, we seek to enrich the curriculum and enhance pupils' cultural capital. We also offer a wide range of varied extra-curricular clubs and music lessons. Pastoral support through counselling, nurture provision and therapeutic input seeks to enable children to feel safe, listened to and ready to learn, developing self-esteem, confidence and worth.

Our spending of allocated pupil premium funding targets all areas of development; academic, pastoral, extra-curricular, interventions, additional classroom support, booster groups and small group tuition.

## Challenges

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

Challenge number	Detail of challenge
1	<u>Gaps in learning</u> As identified in the School Development Plan, one of the school's key priorities is to improve writing outcomes for all pupils, with a particular focus on spelling and handwriting. While gaps between disadvantaged

	and non-disadvantaged pupils have narrowed in reading and maths across most year groups, a disparity in writing attainment remains, as evidenced through assessment data and moderation outcomes.
2	<u>Emotional wellbeing and resilience</u> Our assessments, discussions and observations indicate that many pupils face challenges relating to emotional wellbeing and resilience, which can act as significant barriers to learning and engagement in school life. This is reflected in the number of teacher referrals for SENCO support, under the category of SEMH. There is some correlation with disadvantaged pupils, impacting attendance, behaviour, self-regulation and readiness to learn.
3	<u>Special Educational Needs</u> A higher proportion of pupils eligible for pupil premium (34%) also have identified Special Educational Needs (SEND), which can present additional barriers to learning relating to communication, cognition, emotional regulation and access to the curriculum. Targeted support is therefore essential to ensure these pupils are able to engage effectively in learning and make strong progress from their starting points.
4	<u>Attendance and punctuality</u> Our attendance data indicates that attendance among disadvantaged pupils is lower in comparison to non-disadvantaged pupils and all pupils. For the year 2024/25, the attendance data for disadvantaged pupils was 2.4% lower than for non-disadvantaged pupils, and 1% lower than National figures. More disadvantaged pupils have been 'persistently absent' compared to that of their peers during the same period.  Evidence shows that the gaps in attendance have narrowed, however further focus is needed to ensure continued closing of these gaps.
5	<u>Cultural capital</u> Some pupils have limited experiences beyond their home life and immediate community and enrichment opportunities in comparison to their non-disadvantaged peers.

## 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
All pupils are equipped with good phonic knowledge and the skills to use this.	Maintaining and building on the success of the implementation of the Little Wandle scheme. Results of assessments and Year 1 phonic screening test show all pupils make progress and data targets are met. The Little Wandle KS2 intervention ensures that all children can decode fluently.

<p>Improved writing progress and attainment among disadvantaged pupils.</p>	<p>End of year data internal data shows that disadvantaged children have made expected or more than expected progress. High quality interventions have a positive impact on learning and outcomes. At least 80% of children reach age related expectations at the end of KS2, with a closing gap between disadvantaged and non-disadvantaged pupils. Children have key skills to prepare them for the transition for secondary school.</p>
<p>To support the emotional wellbeing and mental health of all children, particularly those who have been most affected by school closures.</p>	<p>Children have access to the support and provision needed and identification and referrals to external agencies are made as needed. Qualitative data from school counsellors, student voice, student and parent surveys, teacher observations show improved levels of wellbeing. The resilience, confidence and motivation of pupils eligible for pupil premium will be improved.</p>
<p>To achieve and sustain improved levels of attendance and punctuality for all pupils, particularly for our disadvantaged children.</p>	<p>Whole school attendance targets are met, with the closing of gaps between disadvantaged and non-disadvantaged pupils. Decrease in persistent absence for all, reduction in difference between disadvantaged and non-disadvantaged children. Identified families working closely with the attendance officer and EWO to ensure high attendance.</p>
<p>All disadvantaged pupils have access to a range of extra-curricular activities and experiences.</p>	<p>All disadvantaged children are supported to attend educational visits, residential trips and The Pioneer Passport visits. At least 80% of disadvantaged children attend extra-curricular clubs and there is a high uptake of funded club places. Disadvantaged pupils learn musical instruments and attend music clubs.</p>

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £88,176

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality CPD for all teaching teams across the school to ensure good practice and effective pedagogy.</p>	<p>The Education Endowment Foundation (EEF) strongly supports high quality, evidence informed Continuing Professional Development (CPD) for all teachers as a key driver for improving pupil outcomes and closing attainment gaps, highlighting the need for effective mechanisms like building knowledge, motivation, developing learning techniques and embedding practice.</p> <p>The EEF states that good teachers are especially important for disadvantaged pupils, making consistent, high-quality teaching the most powerful tool to close attainment gaps.</p>	<p>1, 2, 3</p>
<p>Embedding the use of the Pioneer Academy teaching model to ensure all children, including disadvantaged pupils make progress from their starting points and gaps in learning are addressed.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment, particularly the most disadvantaged.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	<p>1</p>
<p>To continue to build upon the successes of the CUSP curriculum, with a focus on writing attainment in KS1 and KS2.</p> <p>Ongoing moderation of writing at a school and Trust level to develop staff knowledge and expectations.</p>	<p>Provide teachers with effective tools and strategies to sustain high quality teaching in writing.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p>Improvements in staff subject knowledge lead to improved teaching and learning for pupils.</p>	<p>1</p>

<p>Embedding high quality adult/child interactions in the Early Years and throughout the school with a focus on developing language rich environments.</p>	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf">https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf</a></p>	<p>1, 5</p>
<p>Improve the quality of social and emotional (SEL) learning through supporting identified pupils with the nurture provision. SEL approached will be embedded into everyday practices, supported by training for staff.</p> <p>School Counsellor Nurture Intervention Empowerment programme - mentoring</p>	<p>Numerous studies including the UCL review (Feb, 2021) have found that school closures as part of broader social distancing measures are associated with considerable harm to CYP health and wellbeing. There is concern that the longer-term impacts are even greater amongst vulnerable groups, which are ongoing now.</p>	<p>2, 3</p>

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

Budgeted cost: £15,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support across KS1 and 2, using the Little Wandle catch up and keep up sessions.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks (EEF Toolkit)</p>	<p>1</p>
<p>Tuition and intervention groups led by an experienced qualified teacher. Disadvantaged</p>	<p>The EEF toolkit collates studies that conclude that small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can</p>	<p>1</p>

children in key year groups will be prioritised.	support pupils to overcome barriers to learning and increase their access to the curriculum. It has an average impact of 4 months additional progress over the course of a year.	
Individual mentoring for pupils with persistent absence and disadvantaged pupils. Personalised plans to improve attendance and parental engagement.	The EEF toolkit collates studies that have found more positive impacts of mentoring for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	3
Small group and one-to-one interventions are ongoing, targeted to specific areas of need, informed by diagnostic testing. They included, but are not limited to reading with the first 20% of readers, Year 6 Easter school and tuition, booster sessions and a pupil premium homework club.	Key findings show that small group tuition is most likely to be effective if it is targeted at pupil's specific needs, with diagnostic assessment being used to assess the best way to target support. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1

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

Budgeted cost: £20,133

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of nurture provision including staffing and resourcing, with priority given for disadvantaged pupils.	Guidance in the DfE Guidance points to use of pupil premium Grant to support with pastoral needs is an appropriate use of spending.	2, 3
Provide one-to-one and group counselling, play therapy sessions and allocated mentors to support vulnerable pupils, led by skilled and experienced professionals both within school and externally.	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)	2

	<a href="https://www.bacp.co.uk/media/19168/bacp-school-based-counselling-essential-guide-november-2023.pdf">https://www.bacp.co.uk/media/19168/bacp-school-based-counselling-essential-guide-november-2023.pdf</a>	
Continued focus on improving attendance across the school, with a particular focus on disadvantaged pupils who fall under the category of persistent absentees.  Funding used to subsidise salary of attendance officer and EWO.	We have drawn from the DfE document guidance on 'Improving School Attendance' (updated 2021) in refining our approach. This has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	4
All children in school to be given opportunity to participate in activities which enhance and broaden their cultural capital through the Pupil Passport.  Subsidised rates to enable disadvantaged pupils to access trips and residential, musical tuition and clubs.	Provision of a range of initiatives to extend children's experiences:  <a href="#">Ofsted, The Pupil Premium: How schools are spending the funding successfully to maximise achievement</a>  <a href="#">Education Endowment Trust Toolkit</a> Arts participation (+3 months – EEF Toolkit) Sports participation (+3 months – EEF Toolkit)	5
Funding to provide school uniform to disadvantaged or vulnerable children (identified potential barrier to children attending school and low self-esteem). Educational resources as required including a revision guide for all Year 6 pupils to support home learning.	Parental engagement (+2 months – EEF toolkit)	2, 3
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set	All

	a small amount of funding aside to respond quickly to needs that have not yet been identified.	
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**Total budgeted cost: £123,654**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

As we have now reached the end of a three-year plan, we can see that many of our intended outcomes have been successful. This is particularly evident in EYFS and Year 1 where there has been an intensive focus on speech and language development and early intervention. 70% of children achieved a good level of development in July 2024 with all pupil premium children making at least expected progress from their baseline. In Year 1, 89% of the cohort passed the phonics screening check, 67% of disadvantaged pupils passed, making accelerated progress from their baseline (11% of children achieved the pass mark). In Year 2, 94% of children passed the phonics screening check. With additional focused intervention, 83% of the pupil premium group passed the PSC in Year 1 or Year 2.

Little Wandle has become embedded throughout the school (from EYFS to Year 6) with a robust monitoring and CPD programme. Children have learnt the routines and expectations of the synthetic phonics scheme and the staff team deliver lessons and interventions with rigour. As a result, 89% of the Year 1 cohort passed the phonics screening check in 2024/25 (91% in 2023/4, 90% in 2022/23) and there has been significant progress with the intervention groups. All of the children in the 'keep up' and 'catch up' Little Wandle phonics interventions have progressed to at least the next phase, with some no longer requiring additional support.

A successful parent reading volunteer scheme was introduced and is continuing this year, providing additional opportunities for children to read on a one-to-one basis, which includes a programme of CPD for the volunteers.

As identified in the School Development Plan, one of the school's key priorities and included in the new pupil premium three-year plan, is to improve writing outcomes for all pupils, with a particular focus on spelling and handwriting. While gaps between disadvantaged and non-disadvantaged pupils have narrowed in reading and maths across most year groups, a disparity in writing attainment remains, as evidenced through assessment data and moderation outcomes.

In Year 4, 48% of children achieved 25/25 on the Multiplication Times Tables check (MTC). 59% of disadvantaged children achieved 20+, which showed accelerated progress from their starting points when 19% achieved the same mark.

In the end of KS2 SATs outcomes, 70% of children achieved an expected standard in reading, writing and maths and 20% achieved a greater depth standard in RWM. 57% of the disadvantaged cohort achieved expected in RWM. This will remain a continued focus for 2025/26. In the individual subjects for the disadvantaged group, 71% achieved an expected score in reading, 86% in writing and 71% in maths.

The nurture provision continues to run part-time with two members of staff, with priority given to pupil premium children and a focus on reducing the number of suspensions for identified children within the pupil premium group. This provision has been adapted to enable the nurture leader to support identified children specifically in lower KS2 in the mornings.

Attendance outcomes have remained above national for all pupils for 2024-25. Our attendance data indicates that attendance amongst disadvantaged pupils is lower in comparison to non-disadvantaged and all pupil groups. For the year 2024/25, the attendance data for disadvantaged pupils was 2.4% lower than for non-disadvantaged pupils, and 1% lower than National figures. More disadvantaged pupils have been persistently absent compared to that of their peers during the same period. Detailed and ongoing analysis shows this gap was significantly narrowed from the year start. Improving the attendance of children who are persistent absentees (children who miss 10% or more of sessions) will continue to be a key focus this academic year in order to continue to narrow the gap between pupil premium and non-pupil premium groups.

## 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)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
Not applicable
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

We have secured additional funding through a charity grant to support 'The Pioneer Passport' initiative in 2025-26 which provides children with additional trips, workshops and experiences to enrich their cultural capital.