

Pupil premium strategy statement – Stoke Mandeville Combined 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	218
Proportion (%) of pupil premium eligible pupils	16.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 – 2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	E Stewart
Pupil premium lead	J Barnett
Governor / Trustee lead	Angela Outerbridge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£50320

Part A: Pupil premium strategy plan

Statement of intent

Our intent for the children of Stoke Mandeville Combined school is for all learners, regardless of background, to be given the highest quality of education so that they make good progress, achieve high academic attainment, and develop the social and emotional skills they need to become amazing individuals who are caring and have a lifelong love of learning. We know that some learners, such as those who are economically disadvantaged, have additional educational needs, who have a social worker or who are young carers, may face barriers which make it more challenging to achieve these aims. This strategy plan aims to identify those barriers and provide a small number of evidence-based interventions to address these challenges.

Our plan is rooted in an assess, plan, do, review cycle, and operates a tiered mode in which high quality teaching for all pupils is complemented by targeted academic support and wider strategies. Implicit in this aim is the intention that the attainment of pupils who are not disadvantaged will also be sustained and improved alongside their disadvantaged peers through approaches which evidence shows work for all children.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions indicate a gap in writing attainment which is seen more in KS 2 than KS 1.
2	45% of the children identified as PP also have complex barriers to learning. Early intervention and targeted support is provided for these cases.
3.	Some of our disadvantaged children are below ARE in all areas of the curriculum, with attendance a key barrier to learning being driven by cultural perceptions. Alongside this are additional challenges faced through family circumstances.
4.	Wider opportunities are a challenge for this group and where possible the strategy supports Extra Curricular opportunities by supporting parents with funding in these wider range of experiences and increase the Cultural Capital of all children

5.	Some children experiencing higher levels of anxiety and low self-esteem. Others having difficulties with social interactions
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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
Increase progress made by disadvantaged children in reading writing and maths	End of year assessments show increased progress being made in these groups
Increase the number of disadvantaged pupils achieving EXS in reading, writing and maths.	End of year assessments show increased % of disadvantaged children achieving ARE / meeting their individual targets.
Reduction in anxiety and happier playtimes for children.	Play and lunchtimes are reviewed. Children enjoy playtimes and lunchtimes more meaning they are more ready to learn and less learning time is lost. Children feel less anxious and have someone to talk to about their worries. Attendance improves.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants available to support maths and English learning.	Teaching assistants have positive impact on classroom teaching. https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guideto-the-Pupil-Premium-Autumn-2021.pdf	1,2,3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
All classes have the support of a teaching assistant to assist with English and maths.	Pre-teaching and immediate personal feedback results in increased progress, retention of learning and reduced misconceptions. (Sutton Trust).	1,2,3,5
Provide additional small group intervention activities for highest priority children based on regular reviews of need.	High quality teaching and specific targeting of misconceptions / areas of difficulty enable children to close the gap with their peers and avoid gaps in learning becoming deep-rooted.	1,2,3,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for children to access after school clubs and wider opportunities where possible including school clubs and trips	Developing children’s social, emotional and wider experiences improves peer relationships, attitudes, behaviour and academic outcomes. EEFSocial_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	1,2,5

Total budgeted cost: £50,320

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

A key strategy at Stoke Mandeville Combined School continues to be providing additional teaching assistant support in classes, particularly in the mornings. This enables children to settle more quickly, with the time to discuss any issues and be supported where necessary to be ready for the school day.

Observations of classes across school and reviewing pupils' learning in books demonstrates an emerging need for children to continue to develop resilience in learning and build their concentration to maximise achievement. Class adults are crucial in supporting with this.

Teaching assistants provide high quality support for the teaching of maths and English, supplemented with individual and small group interventions in the afternoon as needed e.g. speech and language, physiotherapy, phonics, handwriting, social skills and pre-teaching. Afternoon support is reviewed and refreshed half-terminally to allow time for embedding. This has enabled children to achieve the majority of their targets related to these areas.

Teaching assistants also support the pastoral program in our school. Teaching assistants deliver interventions such as Nurture group in addition to the informal support they offer to children.

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
None	

Service pupil premium funding (optional)

*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***

No children have accessed this during this academic year

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

Pupil premium funding continues to support wider opportunities and this year has also included the supply of school uniform, coats and other items of clothing used within school (World Book Day).