

"At Stradbroke, we expect every child to reach their full potential and we are committed to providing all children with opportunities for lifelong learning."

Pupil Premium Strategy 2024-27

Stradbroke Primary School

S Nash/D Bavington

Pupil Premium Statement

This statement details Stradbroke Primary School's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. (N.B. The recovery premium was discontinued at the end of the 2024 to 2025 academic year.) 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	Stradbroke Primary School
Number of pupils in school	464
Proportion (%) of pupil premium eligible pupils	(49%) 172/349 Y1-6
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 2025-26 2026-27
Date this statement was published	9/2025
Date on which it will be reviewed	September 2026
Statement authorised by	Stephen Nash
Pupil Premium Lead	David Bavington
Governor Lead	Lisa Cazzato

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£313, 520
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	£313, 520

The Typical Journey of a Stradbroke Pupil
(2024-25 data)

At the start of their journey, most children are below national expectations (approximately 80%).

2025—60% of children achieved a Good Level of Development when they left FS2.

Phonics re-takes in Y2 show a 2 year trend of matching or exceeding national data.

2025—KS2 combined measure above national average with EHCPs disaggregated (3 years).

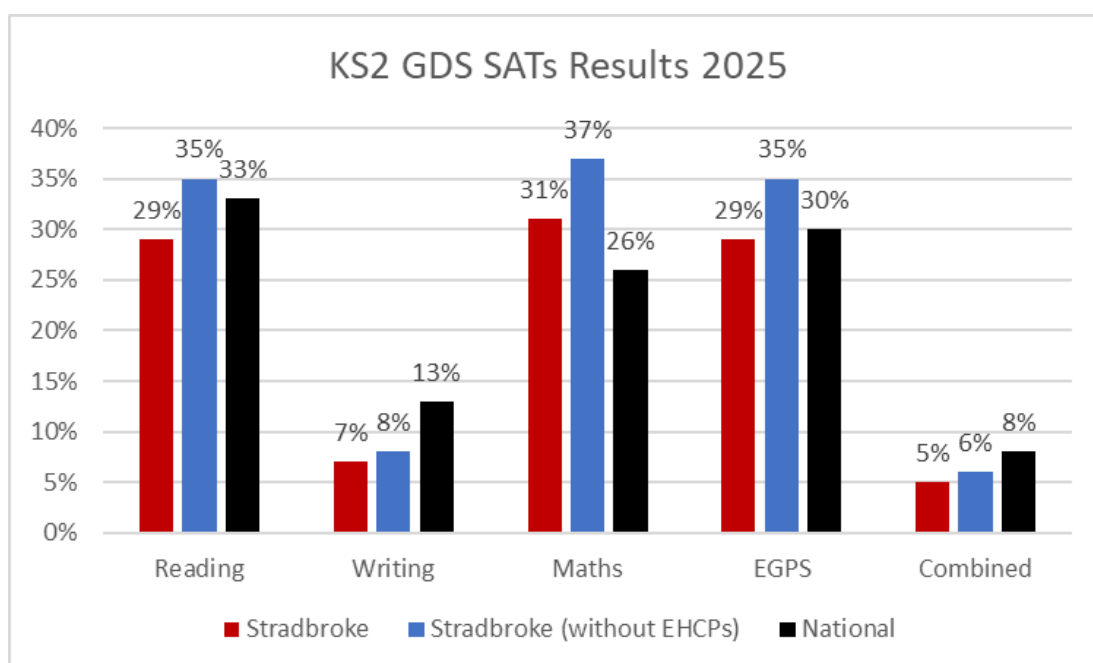
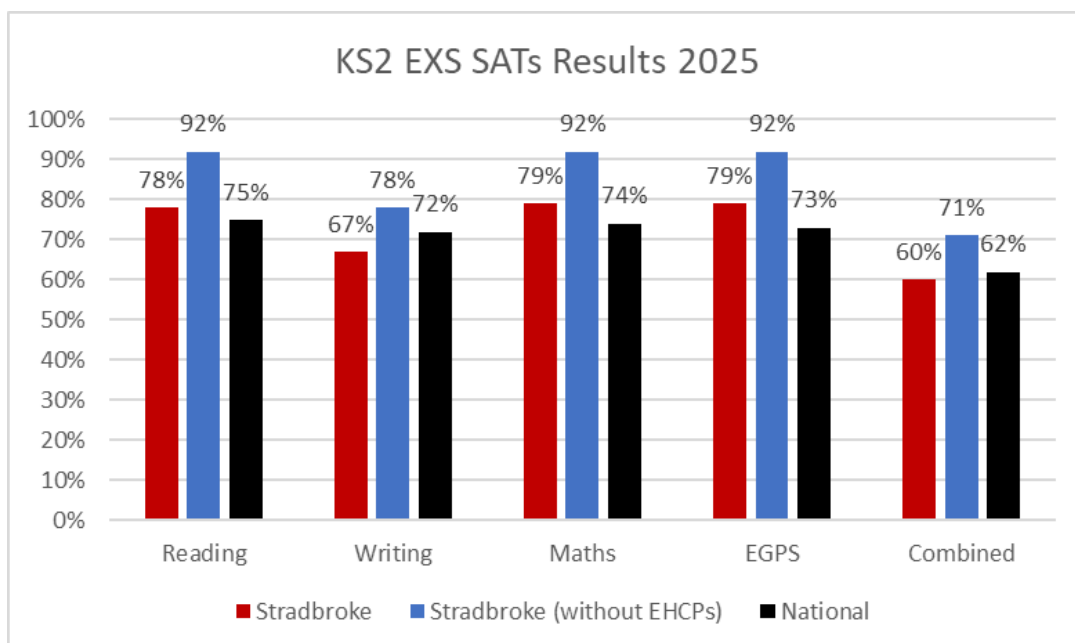
The children come from a lower than average social deprivation context, with a higher than average entitlement to PP (49%) and FSM.

The school currently has 35% of children on the SEN register (NA 18.2%) with 46 EHCPs by Feb 2026 (10% vs 4.8% NA).

There has been a 10% increase in children ending FS2 with GLD since 2022. Y1 phonics at 72% (+7% from 2022).

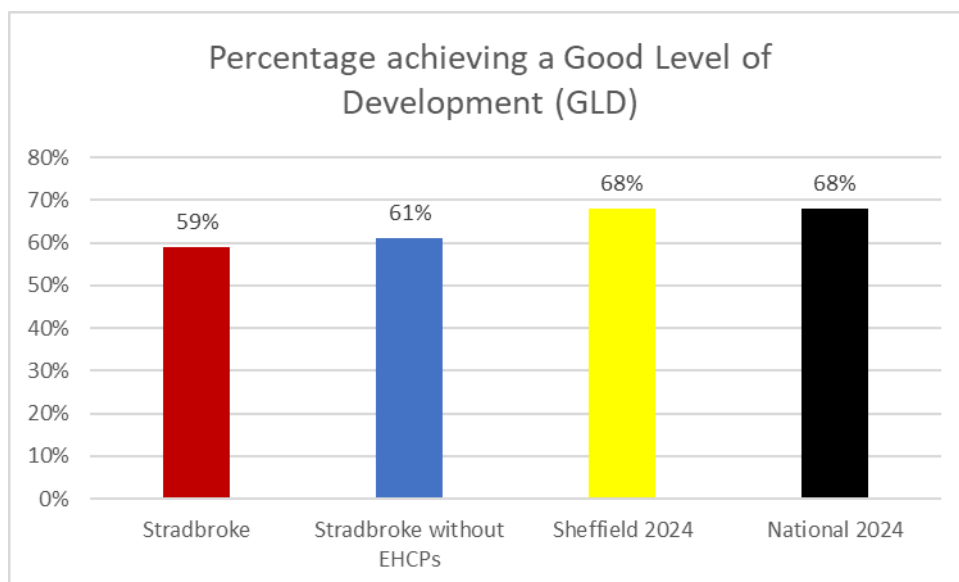
With the exception of writing, all other KS2 subjects have been above national (2 years) **with the IR children included in the data.**

Within this year group, the percentage of children on the SEN register was 44% - this is well over double the National average of 19.6%. Additionally, this cohort had 10 children with EHCPs (17% of the year group – close to quadruple the national average of 4.8%). 47% of the children were in receipt of FSM which is almost double the National average of 24.6%.



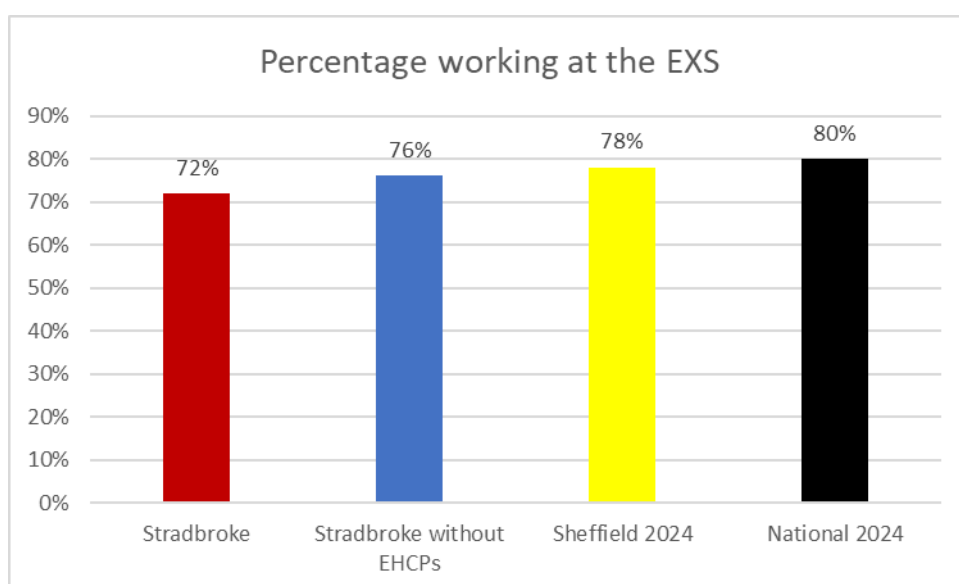
There are 58 children in the 2025 Reception cohort (25 Boys and 33 Girls). Within this year group, there are 19 children with SEN (2 of whom have EHCPs) representing 33% of the year group – this is nearly double the National average of 18.2%. In addition, 52% of the children are in receipt of FSM (30 children) which is more than double the National average of 24.6%.

2024/25



There are 58 children in the 2025 Y1 cohort (30 Boys and 28 Girls). Within this year group, there are 21 children with SEN (4 of whom have EHCPs) representing 36% of the year group – this is nearly double the National average of 18.2%. In addition, 48% of the children are Pupil Premium (28 children) which is nearly double the National average of 24.6%.

2024/25



Statement of intent

At Stradbroke, the ultimate objective of our pupil premium strategy is for all of our pupils to leave school with the essential skills, knowledge, understanding and behaviour so that they are equipped for secondary school and later life.



What prevents our disadvantaged pupils from achieving?

Our main focus is to try and address the key challenges that are preventing our disadvantaged pupils from attaining well: poor oral language; limited vocabulary; limited cultural capital; high levels of SEN; SEMH and attendance); poor attendance (see [Key Challenges](#) for further context).

What are we doing about it?

With these key challenges in mind, we recognise that the most important aim of our Pupil Premium Strategy is to ensure that there is an effective teacher in front of every class. In order to achieve this, we have invested heavily in over-staffing teachers because we realise that pupil premium children are disproportionately affected by the quality of teaching. Over-staffing enables us to provide cover for CPD (e.g. delivering demonstration lessons, subject leadership development, ECT programme, etc.) in order that we can target school improvement priorities which, in turn, improves the quality of education across school. It also ensures that not only do we have additional teachers to deliver targeted tuition in specific year groups, we also have our own in-house supply cover who benefit from our CPD (thus ensuring high quality teaching and accountability) and are able to seamlessly provide cover across school as they already have strong relationships and knowledge of the children. Our internal supply programme is also utilised for sickness absence. (We are committed to not bringing in external supply teachers.)

We also acknowledge that one of the principle barriers to academic success at Stradbroke is poor speech and language: approximately 80% of our children work below age related expectations on entry and approximately 2/3 of the children on our SEN register have speech and language difficulties (2024/5) – many of whom access specialist provision (pronunciation support, etc.). For this reason, we use the curriculum to teach and infuse a rich vocabulary throughout the school – attempting to teach at least 400 new words per year group in an effort to not leave the assimilation of language to chance. A language-rich curriculum forms the basis for children developing better reasoning skills, greater inference and pragmatic abilities. The more words our children can use in the right context, the more academic success they will have and, in turn, the greater their chances of employment become during adulthood. Research also suggests that greater language improves adult mental health as well, further underlining its importance to our school priorities.

Within our community, we are also aware of the damaging impact of low aspirations and apathy towards education, particularly amongst disadvantaged learners. For this reason, teachers plan with five key drivers at the forefront of their thinking in order to ensure that learning is as relevant as possible for our children. The key drivers underpin all aspects of the curriculum and help focus personal development opportunities on the areas that we feel our children need the most help with in order to be successful in later life. They are: Innovation, Experience, Culture, Community and Aspiration which embody our school motto of 'Learning for Life'. We also understand the importance of providing a real purpose to all learning opportunities. Recent examples include: Y6

showcasing and selling 'Conflict' artwork in our school gallery, Y4 performing brass music compositions to the wider community, Y5 publishing their animal non-chronological reports by building their own websites and the school's DT Week (culminating in a showcase to parents). Alongside this, we aim to ensure that achievements are routinely celebrated in order to build confidence, self-esteem and, in turn, aid character development.

See [Part B](#) for a review of the last Pupil Premium Strategy.

What are our key principles?

1. The Pupil Premium will be used to ensure disadvantaged pupils access excellent, inclusive teaching and learning every day.
2. Early intervention: we will use funding to address the needs of pupils as early as possible and focus on gaps in learning. End of key stage outcomes are a by-product of this approach.
3. An excellent education and the highest expectations for all, regardless of background or barriers to learning.
4. The Pupil Premium will support improved attainment, raised expectations and readiness for life and learning.
5. High-quality teaching and learning are prioritised over intervention. An intervention culture can lead to disadvantaged pupils being seen as 'someone else's responsibility' and impact on curriculum equity.

<https://schools.essex.gov.uk/pupils/pupil-premium/Documents/Toolkit.pdf>

<https://d2tic4wvo1usb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833>

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, discussions and observations show children enter school with lower than average starting points (approx. 80% of children are below typical entry levels (2024/5). They also have low levels of speech and language development.
2	Our assessments, observations and discussions have identified a lack of confidence, low aspirations and limited understanding of the wider world for many of our disadvantaged pupils.
3	High levels of SEND (at 35% - almost double the national figure) and SEMH, well above average number of EHC Plans (due to rise to 48 by February 2026) compared to national (particularly within the Integrated Resource).
4	Low PP attendance and higher levels of PA. 2023/2024 • P.P. Attendance: 92.8%. (Compared to 94.1% - whole school) • P.P. PAs 21.2% • EHCP PAs 29.7% 2024/2025 • P.P. Attendance: 92.1%. (Compared to 93.5% - whole school) • P.P. PAs 29.5%. (Compared to 19.8% - whole school) • EHCP PAs 29.3%. (Compared to 19.8% - whole school)

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
Pupil Premium children to make rapid progress compared to starting points.	• Disadvantaged pupils at Stradbroke achieve better than their disadvantaged national comparator.
Improved vocabulary for disadvantaged pupils.	• Writing results show Stradbroke children who are disadvantaged achieve better than their disadvantaged national comparator. • Reading results show Stradbroke children who are disadvantaged achieve better than their disadvantaged national comparator.

	• External school improvements support verifies this in pupils' day to day learning and through conversations with pupils.
Excellent opportunities for personal development for all (including disadvantaged) children.	• Pupils have access to a wide, rich set of experiences. • Opportunities for pupils to develop their talents and interests are of exceptional quality. • There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this.
Improved attendance for disadvantaged pupils.	• Attendance above 94.1% (Whole school) • Reduce PAs – below 16%

Activity in this academic year (2025-26)

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £205,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Over-staffing: Internal Supply cover In-house cover programme to cover absence and enable teachers to be released for CPD.	- Ensure there is an effective teacher in every class who knows the children and how best to support them. Teachers who know the school and attend our CPD are more likely to be effective practitioners. - Disadvantaged learners are disproportionately affected by quality of teaching. https://schools.essex.gov.uk/pupils/pupil-premium/Documents/Toolkit.pdf https://dztic4wv0ziusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833	1, 3, 4
Over-staffing: Teachers/SLT released for CPD <i>WalkThrus</i> <i>Language Development</i> <i>Phonics</i> <i>Instructional Coaching Programme</i> <i>Mastering Number</i> <i>Reading for Pleasure</i> <i>OPAL</i>	- Evidence indicates that explicitly teaching metacognitive strategies to plan, monitor and evaluate specific aspects of learning can be effective (+7 months EEF). 30m word gap by age 4. - There is a direct correlation between vocabulary and mental health as well as academic success. - Retrieval practice and space repetition are two well-researched, effective teaching strategies. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metaCognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies http://pdf.retrievalpractice.org/RetrievalPracticeGuide.pdf http://pdf.retrievalpractice.org/SpacingGuide.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3, 4
Over-staffing: Subject Leadership Development <i>Provide cover when monitoring, evaluating and developing teaching</i> <i>(Subject Leadership Time, Progress Meetings, Learning Walks, Learning Conversations, POP</i>	- Provide a broad and balanced curriculum which develops Cultural Capital (linked to our key drivers). - Build capacity amongst senior and middle leadership teams to effectively lead (plan, mentor, coach, monitor and evaluate) their subject area. - Progression of knowledge, skills and concepts is a key priority for the school. http://www.danielwillingham.com/daniel-willingham-science-and-education-blog/school-time-knowledge-and-reading-comprehension	1, 2, 3,

<i>Sessions, Focus Reviews, etc.).</i> <i>Evaluating the impact of strategies.</i>	https://dztic4wvo1usb.cloudfront.net/guidance-reports/a-schools-guide-to-implementation/EEF-Implementation-Recommendations-Poster.pdf	
Over-staffing: Instructional Coaching Programme <i>In-house cover programme which enables teachers to be released to observe other teachers, coach and share practice. DB ring-fenced release time to develop programme with SN.</i> <i>Targeted support around key SIP priorities (Improve teaching to 'Outstanding' across all areas of the curriculum through CPD).</i>	- Teaching quality has a disproportionate impact on disadvantaged learners. Our top priority is to ensure there is an effective teacher in every class. - Being able to observe other colleagues and share practice is a key component in improving teaching quality. https://samsims.education/2019/02/19/247/ https://dztic4wvo1usb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833	1, 2, 3, 4
Over-staffing: Coaching to Outstanding <i>In-house cover programme which enables teachers to be released for CPD.</i> <i>Focus on differentiation, level of challenge, WalkThrus impact (whole-school Practise Explaining focus).</i>	- Our top priority is to ensure high quality teaching in every lesson across the curriculum. - Being able to collaborate with other teachers to plan, deliver and reflect on learning is a key component in improving teaching quality. https://www.cambridge-community.org.uk/professional-development/gswpo/index.html	1, 2, 3, 4
Over-staffing: ECT Training Programme <i>(1 ECTs for 2025-26)</i> <i>Bespoke training programme in order to ensure rapid progress for new staff (cover required).</i>	- Our top priority is to ensure high quality teaching in every lesson across the curriculum. - Evidence informed strategies from the Education Development Trust support the delivery of our bespoke ECT programme.	1, 2, 3
Over-staffing to aid early intervention: Three additional teachers to support Reading, Writing and Maths <i>JJ/KW group</i> <i>ED group</i>	- Small group tuition targeted at specific learning needs – prevent gaps in knowledge at an early age (long-term strategy). - Reducing Class size - allows the Class teacher to target priority Children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1, 2, 3, 4

Over-staffing: Additional SEN provision <i>NM group AMCC (Forest School) RH Group Zen Den</i>	- Small group tuition targeted at specific learning needs (Pre-Key Stage children accessing the Birmingham Toolkit and working towards tailored targets. - Reducing class size - allows the class teacher to target priority children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1, 2, 3, 4
Prioritise staff wellbeing <i>Reduce teacher workload High challenge, low threat approach (inc. IC model) Time for additional duties and family commitments SEN Review prep time CPD time given over to well-being Time afforded for subject leadership (school day and after)</i>	- Disadvantaged pupils are disproportionately impacted by high staff absence/turnover. - Staff performance improves if morale is strong. https://schools.essex.gov.uk/pupils/pupil-premium/Documents/Toolkit.pdf	1
Forest Schools <i>0.4 HLTA/Teacher (AMCC) 0.5 Teacher (ED)</i>	- Timetabled for Y1, 3 and 5. - Providing opportunities which aid confidence and understanding of the world (Challenge 2). - Language development, SEMH, cooperation, physical development, risk management. - Curriculum drivers: Innovation, Experience, Culture, Community and Aspiration. https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/ https://educartenatureza.uab.pt/wp-content/uploads/sites/36/2023/06/The-Forest-School-impact-on-children-reviewing-two-decades-of-research.pdf	1, 2, 3, 4
Evaluating the effectiveness of the PP Strategy <i>Dedicated time for SN/DB/LA to evaluate the progress of PP initiatives.</i>	- Monitoring the implementation of our strategy and ensuring its effectiveness. - Adapting the strategy where necessary to improve its quality. - Phase data. - External/formative data. - GLD data.	1, 2, 3, 4
Bespoke CPD Package for TAs <i>WalkThrus Self-scaffolding Model Coaching Intervention training</i>	- TAs not used as an informal teaching resource for low attaining children. - Use TAs to develop independent learning skills. - Use TAs to deliver high quality one-to-one and small group support using structured interventions.	1, 3

<i>Release time for trainers to deliver TA CPD</i>	https://d2tic4wvoziusb.cloudfront.net/guidance-reports/teaching-assistants/TA_RecommendationsSummary.pdf	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A TA in every year group to deliver same day interventions (gap-filling) and pre-teaching. <i>Targeted in-class support for vulnerable children (ad hoc)</i>	- High quality one-to-one interventions and gap-filling. - Integrating learning between interventions and the Classroom is effective practice. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1
Time afforded for SENCo to evaluate interventions <i>Ensure interventions are having the desired impact.</i>	Evaluating the effectiveness of interventions, providing further CPD for staff, changing interventions if they are not working.	1, 2, 3, 4
Speech and Language Therapist <i>Targeted early intervention for children who require extra language skill support (0.2)</i>	- Specific, targeted oral language interventions. - One-to-one support and additional training/resources for teachers to support learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 3, 4

TA – IDL <i>(Resources and CPD for staff)</i> <i>High quality, time-limited literacy intervention for children with dyslexic tendencies.</i>	- High quality, small group intervention. - Children made rapid progress last year using this approach. https://www.idlsgroup.com/case-studies/the-effectiveness-of-idl-literacy-a-summary-of-research	1, 3
TA – Project X Reading Programme <i>(Resources and CPD)</i>	- High quality, small group oral intervention (targeted reading). - Children made rapid progress last year using this approach. https://sites.edgehill.ac.uk/everychildcountsold/files/2017/10/PXC-Sample-School-Report.pdf	1, 2, 3
TA – Lego Therapy <i>(Resources and CPD for staff)</i> <i>SEMH support for our most vulnerable children.</i>	Social and emotional learning to improve decision-making, interaction and self-management skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.ucl.ac.uk/educational-psychology/resources/CS1Songara16-19.pdf	1, 2, 3, 4
Vocabulary Improvement Programme <i>(Resources and CPD)</i> <i>Tailored intervention.</i>	High quality, small group intervention. https://files.eric.ed.gov/fulltext/ED581109.pdf	1, 2
Friends <i>(Resources and CPD)</i> <i>Tailored intervention.</i>	High quality, small group intervention. https://pure.manchester.ac.uk/ws/portalfiles/portal/82889819/FRIENDS.pdf	1, 3
Five-Point Scale <i>(Resources and CPD)</i> <i>Tailored intervention.</i>	High quality, small group intervention. https://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=18634&context=oa_diss	1, 3
Phonics Keep-Up/Rapid Catch-Up <i>(Resources and CPD)</i>	Little Wandle is supported by the same research as Letters and Sounds	

<i>Tailored intervention.</i>		
Speech Sound Production <i>(Resources and CPD)</i> <i>Tailored intervention.</i>	High quality, small group intervention.	1, 3
1:1 Reading <i>(Resources and CPD)</i> <i>Tailored intervention.</i>	High quality, 1:1 group intervention.	1, 3
1:1 Talking Therapy <i>(Resources and CPD)</i> <i>Tailored intervention.</i>	High quality, small group intervention.	1, 3
Preparation for Adulthood	www.adass.org.uk/wp-content/uploads/2025/01/IMPOWER-ADASS-Preparing-for-Adulthood-Report-2024.pdf https://asset.nasen.org.uk/PfA%20WSS%20Session%201%20Feb%2022_o.pdf	1, 2, 3, 4
Nurture Group	www.nurtureuk.org/wp-content/uploads/2023/09/International-Journal-of-Nurture-in-Education-2023_article-3.pdf	1, 2, 3, 4
Gross Motor Skills Fine Motor Skills	https://europa.upol.cz/pdfs/euj/2016/02/03.pdf https://www.sciencedirect.com/science/article/pii/S0190740923005169	1, 2, 3

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

Budgeted cost: £71,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-Curricular activities <i>Nurture, develop and stretch pupil's interest. Equal opportunities for all. Increased and more diverse after-school club offer.</i>	- Learning goes beyond narrow academic outcomes. Building independence, self-belief, resilience etc. - Disadvantaged pupils play an active role in wider school life. https://www.childrensuniversity.co.uk/media/1375/summary-of-state-of-the-nation-learning-beyond-the-classroom-in-2021.pdf	2
Subsidising trips <i>Links established with parents, the local community, Charities, businesses, further education and religious places of worship. C.£28,000 2024-5</i>	Learning outcomes have a clear purpose beyond the academic, vocational or technical to provide opportunities for broader development. Building cultural capital. https://d2tic4wv01usb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief-Poster.pdf?v=1695997709	1, 2
Subsidising Uniforms Reception: free uniform		1, 2
Provide a wide and rich set of experiences in the curriculum that nurtures, develops and stretches pupil's interests and talents. <i>Musical performances. External visitors. Theatre Groups. (Cultural Capital)</i>	- Learning goes beyond narrow academic outcomes. Building independence, self-belief, resilience etc. - Every subject links to our key curriculum drivers: aspiration, innovation, experience, culture and community. Within which, opportunities that nurture, develop and stretch pupil's interests and talents and planned for and evaluated.	2
Rewards for attendance <i>£10 each week for each phase for a child with 100% attendance Attendance texts for 100%.</i>	- A deep understanding of children and their families is crucial to improving attendance. - Analyse data and build an understanding of why children don't attend school. https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/	4
Time for Attendance Officer and team to monitor <i>Ring-fenced time for Attendance Team (CR/PG/SN) to liaise, carry</i>	- A deep understanding of children and their families is crucial to improving attendance. - Analyse data and build an understanding of why children don't attend school. https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/	4

<i>out meetings and provide pastoral support for families</i>		
Daily 'Walking Bus' <i>Two members of staff collecting children and bringing to Breakfast Club.</i>	- Supporting families to ensure children have every opportunity to attend school each day. - Children have a regular, settled start to the school day.	4
PP Free Breakfast Club <i>Extra-Curricular care for our most vulnerable children ensuring they have a healthy start to the day.</i>	- Children have a healthy breakfast. - Ensuring a calm and settled start to the day.	3
Zoe Wilson (Strategic SEND Lead) <i>Early intervention – learning assessments – in order to ensure support is effectively targeted.</i> £7,000/ya	- Our top priority is to ensure high quality teaching in every lesson across the curriculum for all children. - Personalised learning for children with SEN helps ensure they can access their learning and make progress. https://d2tic4wv01usb.cloudfront.net/guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf	3
Inclusion Manager <i>Bespoke SEMH interventions and pastoral support.</i>	Social and emotional support to improve decision making, interaction and self-management skills https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Rachel Hines Counselling/Mental Health Support <i>Provide support for our most vulnerable children from outside agencies and CPD for existing staff.</i> <i>PM groups</i>	Social and emotional support to improve decision making, interaction and self-management skills https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Parental Engagement <i>Staff freed up to support community projects, charitable events</i> <i>OPAL – Parent Open day for launch?</i>	- EP mornings - HEY Award/Start Well - OPAL – https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2, 4
OPAL <i>Staff (TM) freed up to support community projects, etc.</i> £27,000 thus far	- Whole-school initiative to address all challenges 20% of day no longer 'left to chance' - Containers, sinks, fence on field, other resources https://ashbywillesley.org.uk/user_uploads/Curriculum_/OPAL/The-Case-For-Play-In-Schools-web-1-1.pdf https://files.eric.ed.gov/fulltext/EJ1233621.pdf	1, 2, 3, 4

Total budgeted cost: £303,520

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Pupil Premium review in January 2025 – Mark Rowland

[W:\SMTShare\2024-25\Marc Rowland\Stradbroke Primary School – Marc Rowland PP review Feb 25.docx](#)

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.

Programme	Provider
Reading for Pleasure	OU
Mastering Number	NCETM
Maths Hub	NECTM
Little Wandle	Little Wandle
White Rose Maths/Science	White Rose
OPAL	OPAL
Trauma-Informed Training	TIS UK