Pupil premium strategy statement 2023-2024

STOKES WOOD PRIMARY SCHOOL

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Stokes Wood Primary School
Number of pupils in school	436
Proportion (%) of pupil premium eligible pupils – 159 pupils	36.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2025
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jane Gadsby
Pupil premium lead	Jane Gadsby
Governor / Trustee lead	Nilesh Makwana

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£225,525
Recovery premium funding allocation this academic year	£22,756
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	**£248,281**

Part A: Pupil premium strategy plan

Statement of intent

- *Stokes Wood Primary School is a school in one of the most disadvantaged areas in Leicester City. The school has an increasing % of disadvantaged pupils at % and also pupils which fall in a band just below this threshold. xx% are from an ethnic minority with English as an additional language and a significant proportion of the white British pupils have some degree of language deprivation. Many disadvantaged pupils are still striving to catch up on learning lost during the covid period.*
- *The ultimate objectives for our disadvantaged pupils are to support all pupils to fulfil their potential academically and in their personal development through high quality first teaching, academic coaching and well- evidenced interventions. To do this, disadvantaged pupils will be supported to accelerate their academic progress so that an increased percentage achieve Age Related Expectations in reading, writing and maths by the end of Year 6 and indeed across the school. Targeted pupils are also supported by additional academic coaching in Year 6 and Year 5 through school based staff academic coaching.*
- *Targeted pupils and families are supported in getting to school every day and on time.*
- *The key principles of our strategy plan are to close the gap between the attainment of disadvantaged and non-disadvantaged pupils across the school by accelerating the progress of disadvantaged pupils. However, the staff take a whole school approach, identifying early, those pupils which need intervention and putting in required actions to **all** those pupils who need it.*

2022-23 Pupil Premium children working at age-related expectations

Year	Pupils	Groups	Reading (R)		Writing (W)		Maths (M)		RWM Combined	
Year 1	47 (12.3%)	**All Pupils**	24	53.3%	24	53.3%	29	64.4%	22	48.9%
	13 (3.4%)	**Pupil Premium**	7	53.8%	6	46.2%	9	69.2%	6	46.2%
	34 (8.9%)	**Non-Pupil Premium**	17	53.1%	18	56.3%	20	62.5%	16	50.0%
Year 2	59 (15.4%)	**All Pupils**	31	53.4%	27	46.6%	33	56.9%	25	43.1%
	23 (6.0%)	**Pupil Premium**	10	45.5%	9	40.9%	13	59.1%	8	36.4%
	36 (9.4%)	**Non-Pupil Premium**	21	58.3%	18	50.0%	20	55.6%	17	47.2%
Year 3	68 (17.8%)	**All Pupils**	31	53.4%	27	45.0%	30	50.0%	21	36.2%
	26 (6.8%)	**Pupil Premium**	6	26.1%	5	21.7%	6	26.1%	2	8.7%
	42 (11.0%)	**Non-Pupil Premium**	25	71.4%	22	59.5%	24	64.9%	19	54.3%
Year 4	63 (16.5%)	**All Pupils**	32	52.5%	26	42.6%	22	36.1%	19	31.1%
	25 (6.5%)	**Pupil Premium**	7	29.2%	4	16.7%	4	16.7%	3	12.5%

	38 (9.9%)	**Non-Pupil Premium**	25	67.6%	22	59.5%	18	48.6%	16	43.2%
Year 5	61 (16.0%)	**All Pupils**	35	57.4%	26	42.6%	34	55.7%	21	34.4%
	25 (6.5%)	**Pupil Premium**	9	36.0%	6	24.0%	9	36.0%	4	16.0%
	36 (9.4%)	**Non-Pupil Premium**	26	72.2%	20	55.6%	25	69.4%	17	47.2%
Year 6	84 (22.0%)	**All Pupils**	55	67.1%	64	78.0%	70	85.4%	52	63.4%
	36 (9.4%)	**Pupil Premium**	21	60.0%	25	71.4%	27	77.1%	20	57.1%
	48 (12.6%)	**Non-Pupil Premium**	34	72.3%	39	83.0%	43	91.5%	32	68.1%
Year 1-6	382 (100%)	**All Pupils**	208	57.0%	194	52.9%	218	59.4%	160	43.8%
	148 (38.7%)	**Pupil Premium**	60	42.3%	55	38.7%	68	47.9%	43	30.3%
	234 (61.3%)	**Non-Pupil Premium**	148	66.4%	139	61.8%	150	66.7%	117	52.5%

There is a significant gap between the attainment of disadvantaged and non-disadvantaged pupils. The gap has widened since Covid.

The gap between the two groups of pupils in Year 6 is slightly less. However, progress measures are more comparable between pupil premium and non-pupil premium data with progress measures for disadvantaged pupils exceeding that of non-disadvantaged pupils.

Data shows that funding would be beneficially spent in the following areas –
- *Oracy and early communication development*
- *Continued development in core subjects- particularly reading and writing*
- *Resources and additional pre and post teaching to aid accessibility to lessons*
- *Academic coaching for children who require 1-1 support*
- *Increased life experiences to give contexts for learning- enrichment*
- *Attendance and well-being support to ensure children are ready to learn*
- *A contingency budget to allow for further initiatives as issues arise through the year*

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 with pupils have identified greater delay in language development in disadvantaged pupils and increased delay due to covid. This is due to a lack of access to language – especially from books: difficulty or reluctance in reading and writing; EAL; speech and language delay; dyslexic traits; impoverished language of white British pupils (due to lack of conversation, interaction with adults). Lack of opportunity to develop language through cultural activities. Low aspiration of parents more than children.
2	Monitoring and analysis of attendance data identifies poor attendance and lateness of a small group of pupils (persistent absentees). **Attendance % 2021/2022** • Non-pupil premium children **94.85%** ▪ pupil premium children only **92.00%** **Attendance % 2022/2023** • Non-pupil premium children **94.9%** ▪ pupil premium children only **92.00%**
3	Observations and monitoring identify behaviour and mental health issues for disadvantaged pupils with specific social and emotional needs which affect their optimum access to learning and impacts on their academic progress as well as their well-being. There are a number of pupils also have medical needs such as ASD and ADHD, hearing impairment, as well as attachment and delayed social interaction difficulties.
4	Assessments and observations identify pupils whose families are just above the economic threshold for Pupil Premium but who are as disadvantaged and sometimes more so as parents are working long hours and have little time to support their children at home in learning and everyday life skills.

5	Analysis of data and discussions identify that for some disadvantaged pupils, parental engagement with school - especially regarding attendance at information and workshop evenings, support with reading at home, lack of parental aspiration for themselves and their children slows their academic progress.
6	Data analysis identifies that pupils who are in receipt of Pupil Premium and also on the SEND register for cognition and learning struggle to make expected progress.

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 oral language skills and vocabulary among disadvantaged pupils	Assessments and pupil observations and learning walks indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and assessment for learning.
To achieve and maintain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. the number of all disadvantaged pupils who are persistently absent reduce from 50%
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from pupil interviews and observations, pupil and parent surveys. • a sustained low bullying incident rate

	sustained high levels in participation in enrichment and extra-curricular activities, particularly among disadvantaged pupils
Improved RWM combined attainment among disadvantaged pupils.	KS2 RWM outcomes in 2024/25 show that more than `60%` of disadvantaged pupils meet the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than `65%` of disadvantaged pupils meet the expected standard.
Improved small steps progress for disadvantaged pupils with SEND	90 % of disadvantaged SEND pupils make expected small steps progress in 2024/25 (The small steps progress would be determined by the individual pupil and their SEND.)

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: £542,459

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Y6 teacher to support pupils and release Y6 teachers. HLTA (2 days a week) to release subject leaders to support improvements in teaching and learning across the school in reading and writing as well as foundation subjects, which will include lesson observations, lesson studies to focus on pupil progress, pupil and teacher interviews. Leaders will focus on the progress of disadvantaged groups and strategies to support them to catch up where appropriate using a range of interventions, including oracy whole school approach. Additional teacher and teaching assistants to deliver a range of interventions to close the gaps in learning for disadvantaged pupils in EYFS and KS1, including phonics interventions and Fun Time to develop language.	**Progression in curriculum subjects is being further reviewed and monitoring is now required to ensure coherence in skills progression across the school. Ongoing review and monitoring of impact required.** **See School Improvement Plan.** **Identified school improvement objectives focus on increasing % of disadvantaged pupils achieving GDS by the end of KS2 and increasing % of all pupils achieving ARE at the end of the EYFS and KS1.** **EEF evidence-based reports used to decide on the best interventions to deliver.** **Oral interventions, comprehension interventions add 6 months. Collaborative, mastery and phonics interventions can add 5 months.**	1,3

Ongoing employment since Sept 2011 of a Learning Behaviour Mentor to support disadvantaged pupils and other vulnerable pupils and their families. 2 additional TAs and learning behaviour mentor to support academic coaching in Y6 for disadvantaged pupils. 4 additional TAs to support disadvantaged/vulnerable pupils across KS1 and Y3-5. Lead teacher for Pastoral support of pupils and their families.	**There are a significant number of pupils across the school who have social, emotional, mental health needs which impact on their attitude and outcomes for their own learning as well as those around them. The vast proportion of these pupils are disadvantaged. Early and daily intervention by these staff improves mental well-being and self-esteem (use of evidenced strategies and interventions: play therapy, Solihull Approach, Team Teach, Biofeed intervention, evidenced counselling strategies). EEF: whole school approach to behaviour and school ethos.** **Unqualified teacher has achieved Mental Health DFE funded award.**	2,3,4,5
Nurture group staffing to support vulnerable/disadvantaged pupils and those falling behind in KS1. TAs employed in the afternoons to support phonics and reading in Y1 (evidence based phonics and BRP interventions). TAs employed to deliver academic coaching at lunchtimes in Y6 and in after school maths club. Provision mapping software tracks progress of pupils in interventions. Additional part time HLTA to release subject leaders to monitor all aspects of the curriculum (planning, delivery, skill progression and impact on pupil outcomes).	**EEF evidence based interventions used:** **Reciprocal Reading intervention in Year 5** **Maths : Maths Mastering number interventions, First Class at number KS1 and KS2** **Superstars use evidenced based interventions: Adapted Year 3 curriculum, Fun Time, Social Interaction, Games (social skills), Fine Motor Skills (Oxford OT resources), 1:1 Speech and Language Therapy from individual plans, Language for Thinking, BRP, Early Words, Let's Talk, Think it Say it, Phonics (KTC), Teach your Monster to Read, Precision Teaching, Rising Stars, personalised approach to behaviour management, OAA (Forest School).** **Teachers delivering Talk for Writing, Voice 21 Oracy/language based projects) mastery approach across the school (EEF evidenced).** **In EYFS learning environment is planned to develop language and child initiated/adult led is appropriately balanced for disadvantaged children:**	1,3,4,5,6

	Fun Time, Big Moves, Talk Boost **Above are recognized interventions that have their own assessments to monitor progress.** **Below are additional interventions that are carried out during the course of the year:** **Speech and Language (carrying out the reports' recommended school tasks);** **EAL tasks and support;** **Many differentiated phonics games and activities to develop phonic knowledge and reading skills;** **Sometimes additional Maths support with targeted activities;** **Occasionally additional Writing tasks.** **Effective feedback and academic coaching (EEF evidenced).** **Delivery of parent workshops across the school (EEF evidenced).**	
Nurture group staffing also address the emotional needs of Y1 and Y2 pupils who find a whole day in the classroom difficult.	**EEF evidenced interventions to improve attendance and progress:** **6Rs link Social and Emotional Learning (SEL) with academic progress** **Provision of extra-curricular clubs and sport attached to Literacy or Maths in after school clubs. (Primary Stars: part of Premier League funded projects)**	2,5
Designated member of staff to promote reading, be a reading role model, attend CPD, run the library, talk with	**EEF whole school approach.** **What Ever It Takes Leicester Project** **Accelerated Reader**	

children about book selection, track progress and reading miles and maintain a quality selection of books.		
2 designated members of staff to support pupils with significant EAL, new arrivals to the UK, attends CPD, liaises and supports class teachers, deliver daily interventions.	**Flash Academy EAL intervention. Individual support and support in classroom by providing bi-lingual vocabulary for topics.** **Racing to English**	

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

Budgeted cost: £26,113

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school targeted reading clubs led by class teacher in Y6. Reciprocal Reading intervention led by trained TAs in Y5.	EEF evidenced reports Comprehension interventions add 5 months	1,4
After school reading and writing clubs with sport led by Leicester City Football in the Community (National Literacy Trust) (Primary Stars).	EEF evidenced reports	1,4
After school maths targeted club Y4 and Y6.	EEF evidenced reports	1,4
Y6 1 to 1 support during lunchtime and before school in Y6.	EEF evidenced reports	1,4
	EEF evidenced reports Comprehension interventions add 5 months	1,4

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

Budgeted cost: £53,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily walking bus: 2 members of staff who collect disadvantaged pupils whose attendance/ punctuality is poor or their start to the day at home means they arrive unsettled at school.	**EEF evidenced interventions to improve attendance and progress:** **6Rs link Social and Emotional Learning (SEL) with academic progress** **Provision of extra-curricular clubs and sport attached to Literacy or Maths in after school clubs**	2,5
Provision of learning behaviour/family support worker and lead teacher for pastoral to support the emotional well-being of pupils and families.	**EEF evidenced interventions to improve attendance and progress:** **6Rs link Social and Emotional Learning (SEL) with academic progress**	2,5
Leadership training for Y5 pupils to develop skills, oracy, communication, confidence, self-esteem. Lunch time training sessions to enable Y5 pupils to lead activities on the KS1 playground at lunchtime.	**6Rs link Social and Emotional Learning (SEL)** **EEF evidence : Whole school approach to behaviour management and emotional well-being and these play/language based interventions have been proven to increase social, emotional, mental health as well as academic outcomes for targeted groups of pupils over time.**	
Whole school Ethos, Mission Statement and Aims are golden threads. Delivery of whole school approach by all staff with CPD led by HT and pastoral team. Employment of a play therapist for 1 x half a day a week.	**EEF evidence : Whole school approach to behaviour management and emotional well-being and these play/language based interventions have been proven to increase social, emotional, mental health as well as academic outcomes for targeted groups of pupils over time.**	1,3,6
Free clubs, subsidised trips and visits (non-sports clubs) to increase opportunity and experience and encourage attendance and increase aspiration. (Theatre, Life Bus, visits to school.)	**Pupil premium pupils generally do not get these opportunities and experiences unless provided by school. EEF reports evidence that cultural and enrichment activities increase aspiration and cultural capital for this group of pupils and increase academic outcomes over time.**	1,4,5

Total budgeted cost: £622,082

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 2022 to 2023 academic year.

End of KS2	R	W	M
Progress for disadvant pupils	3.6	3.7	5.8
Nat aver for non-disadpupils	0.4	0.4	0.5
No of dis-ad pupils	35	35	35

Review: 2022-23 aims and outcomes

Average progress made by disadvantaged pupils across the school is greater than that made by disadvantaged pupils.

There is still a significant gap in attainment between advantaged and disadvantaged pupils especially in reading.

By Y6 all groups of pupils have accelerated their progress to increase attainment (% achieving ARE)

Aim	Outcome

Aim

To further increase the % of disadvantaged pupils achieving ARE in Reading, Writing and Maths in each year group and close the gap between % of disadvantaged pupils and non-disadvantaged pupils nationally achieving ARE in RWM at the end of KS2

Target Tracker rather than SATS outcomes.

Also please note only 32 of the Y6 cohort started in reception.

Outcome

Year 6 pupils at end of Year 6, 2022-23

	Reading	Writing	Maths	RWM
All Pupils (84 pupils)				
At or above ARE	55 (67.1%)	56 (78%)	70 (85.4%)	52 (63.4%)
GDS	0 (0%)	2 (2.4%)	8 (9.8%)	0 (0.0%)
Pupil Premium (36 pupils)				
At or above ARE	21 (60%)	19 (61.3%)	24 (77.4%)	20 (57.1%)
GDS	0 (0.0%)	1 (2.9%)	3 (8.6%)	0 (0.0%)
Non-Pupil Premium (48 pupils)				
At ARE or above	34 (72.3%)	39 (83%)	43 (91.5%)	32 (68.1%)
GDS	0 (0%)	1 (2.1%)	5 (10.6%)	0 (0.0%)

Year 6 pupils at end of Year 2, 2018-19 (pupils missing assessment not included in percentages)

	Reading	Writing	Maths	RWM
All Pupils – 75 pupils (76 pupils in cohort - 1 pupil missing assessment)				
At ARE AND ABOVE	34 (44.7%)	29(38.2%)	35 (46.1%)	26 (33.8%)
GDS	7 (9.2%)	7(9.2%)	4(5.3%)	
Pupil Premium – 25 pupils (31 pupils in cohort – 6 pupils missing assessment)				
At ARE AND ABOVE	8 (32%)	6 (24%)	6 (24%)	4 (16%)
GDS	1 (4%)	0 (0.0%)	1 (4.0%)	
Non-Pupil Premium – 51 pupils (52 pupils in cohort – 1 pupil missing assessment)				
At ARE AND ABOVE	26 (51%)	23 (45.1%)	29 (56.9%)	22 (43.1%)
GDS	6 (11.8%)	7 (13.7%)	3 (5.9%)	

| To further increase the % of disadvantaged pupils achieving ARE in Reading, Writing and Maths in each year group and close the gap between % of disadvantaged pupils and non-disadvantaged pupils nationally achieving ARE in RWM at the end of KS1.

Same in Y1 phonics.	Disadvantaged pupils no/% End of KS1 23 pupils	**Reading** ARE (10)45.5%	**Writing** ARE (9)40.9 %	**Maths** EXS/ARE (13) 59.1%	**RWM** EXS/ARE (8) 36.4%
	GDS	9.1%	0%	0%	0%
	Non disadvantaged pupils no/% 36 pupils	(21)58.3%	(18) 50%	(20) 55.6%	17 (47.2)%
	GDS	(3) 8.3%	0%	(1)2.8%	0%
	National				
	Disadvantaged pupils no/% Y1 13 (27.7%) Y2 23 (39%)	Phonics Y1 9 69.2%	Phonics Y2 16 76.2%		
	Non disadvantaged pupils no/% Y1 34 (72.3%) Y2 36 (61%)	25 80.6%	30 85.7%		
	National				

| To close the gap for progress made between disadvantaged pupils at Stokes Wood and non-disadvantaged pupils nationally. End of KS2 at least 6 steps progress

Y6 disadvantaged 36 (42.9%)	**Pupils making at least 6 steps progress (Year 1 not included as end of Reception uses different progress measure)** **(Pupils missing assessment not included in percentages)**

	Reading	Writing	Maths
Year 6 – 84 pupils in cohort			
Pupil Premium - 36	33 (84.3%)	32 (84.5%)	33 (86.9%)
Non-Pupil Premium - 48	42 (91.7%)	42 (88.9%)	42 (91.7%)
All Pupils – 84	75 (91.9%)	71(91.9%)	73(93.2%)

Non-disadvantaged 48

(57.1%)

Y2 disadvantaged 23

(39%)

Non-disadvantaged 36

(61%)

8 (13.6%) missing data of

children new to school

Year 1-6 at least 6 steps
progress.
Disadvantaged   148
Non-disadvantaged 234

55 (14.4%) missing data of
children new to school
during the year.

Years 2 – 59 pupils in cohort 13 children missing data			
Pupil Premium - 23	13 (56.5%)	13 (56.5%)	14 (60.9%)
Non-Pupil Premium - 37	31 (86.1%)	33 (96.7%)	30(83.3%)
All Pupils – 59 8 children missing data (13.6%)	46 (74.6%)	44 (78%)	46 (74.6%)
Year 1-6 – 382 pupils			
Pupil Premium – 148 15 (10%) missing data	104 (70.3%)	112 (75.7%)	111 (75%)
Non-Pupil Premium - 234 40 children missing data (17.1%)	168 (71.8%)	168(71.8%)	169 (72.2%)
All Pupils -382 55 children missing data (14.4%)	272 (71.2%)	280 (73.3%)	280 (73.3%)

Progress Breakdown
Y1, Y2, Y3, Y4, Y5, Y6 - Pupil Premium (148 pupils)

All Pupils (148 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	104 (70.3%)	112 (75.7%)	111 (75.0%)	109.0 (73.6%)
Progressed by 5 steps or more	119 (80.4%)	126 (85.1%)	127 (85.8%)	124.0 (83.8%)
Progressed by 4 steps or more	124 (83.8%)	129 (87.2%)	131 (88.5%)	128.0 (86.5%)
Progressed by 3 steps or more	128 (86.5%)	129 (87.2%)	131 (88.5%)	129.3 (87.4%)
Progressed by 2 steps or more	130 (87.8%)	130 (87.8%)	132 (89.2%)	130.7 (88.3%)
Progressed by 1 step or more	131 (88.5%)	133 (89.9%)	133 (89.9%)	132.3 (89.4%)
No steps progress	2 (1.4%)	0 (0%)	1 (0.7%)	1.0 (0.7%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Missing Data	15 (10.1%)	15 (10.1%)	14 (9.5%)	14.7 (9.9%)

All Pupils (148 pupils)	Reading	Writing	Mathematics	Average
Exceeded end of year target	41 (27.7%)	30 (20.3%)	39 (26.4%)	36.7 (24.8%)
Met end of year target	61 (41.2%)	74 (50.0%)	64 (43.2%)	66.3 (44.8%)
Not met end of year target	34 (23.0%)	32 (21.6%)	33 (22.3%)	33.0 (22.3%)

Progress Breakdown
Y1, Y2, Y3, Y4, Y5, Y6 - Not Pupil Premium (234 pupils)

All Pupils (234 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	168 (71.8%)	168 (71.8%)	169 (72.2%)	168.3 (71.9%)
Progressed by 5 steps or more	185 (79.1%)	185 (79.1%)	190 (81.2%)	186.7 (79.8%)
Progressed by 4 steps or more	188 (80.3%)	187 (79.9%)	192 (82.1%)	189.0 (80.8%)
Progressed by 3 steps or more	191 (81.6%)	188 (80.3%)	192 (82.1%)	190.3 (81.3%)
Progressed by 2 steps or more	194 (82.9%)	191 (81.6%)	194 (82.9%)	193.0 (82.5%)
Progressed by 1 step or more	194 (82.9%)	194 (82.9%)	194 (82.9%)	194.0 (82.9%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Missing Data	40 (17.1%)	40 (17.1%)	40 (17.1%)	40.0 (17.1%)

All Pupils (234 pupils)	Reading	Writing	Mathematics	Average
Exceeded end of year target	64 (27.4%)	48 (20.5%)	78 (33.3%)	63.3 (27.1%)
Met end of year target	110 (47.0%)	131 (56.0%)	104 (44.4%)	115.0 (49.1%)
Not met end of year target	38 (16.2%)	32 (13.7%)	30 (12.8%)	33.3 (14.2%)

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
Primary Reading Stars	Leicester City in the Community Trust/National Literacy Trust
Primary Writing Stars	Leicester City in the Community Trust /National Literacy Trust
Primary Maths Stars	Leicester City in the Community Trust

Leadership programme	Leicester City in the Community Trust
Reciprocal Reading	Literacy Trust
Fundamental Movement (Big Moves)	Inspire Together Leicester City Schools Sport Network
Me in Mind (Physical and Emotional Health intervention)	Inspire Together Leicester City Schools Sport Network

Further information (optional)

Our physical activity and healthy life style programme supports all children but particularly those who are disadvantaged, who lack opportunities due to their financial, cultural and back ground situation. The Daily Mile initiative for example means that all children in KS2 run, jog, walk for 10-15 minutes every day on our all-weather track funded

by the Sugar tax funding. More information on our Evidencing the Impact of the Sports Premium document.

Stokes Wood Primary School

PE Age Related Expectations PE 2022-23

Year 1	48 Pupils	Working Below	Working At	Working Above
	Year Group	11 (23%)	32 (67%)	5 (10%)
	SEN – 3	2 (67%)	1 (33%)	0
	Pupil Premium – 13	4 (31%)	7 (54%)	2 (15%)
	EAL – 26	6 (23%)	19 (73%)	1 (4%)
	Girls – 28	9 (32%)	17 (61%)	2 (7%)
	Boys – 20	1 (5%)	17 (85%)	2 (10%)

Year 2	57 Pupils	Working Below	Working At	Working Above
	Year Group	10 (18%)	40 (70%)	7 (12%)
	SEN – 12	8 (75%)	4 (25%)	0
	Pupil Premium – 21	4 (19%)	12 (57%)	3 (14%)
	EAL – 30	4 (13%)	23 (77%)	3 (10%)
	Girls – 21	2 (10%)	16 (76%)	3 (14%)
	Boys – 36	8 (22%)	24 (66%)	4 (11%)

Year 3	60 Pupils	Working Below	Working At	Working Above
	Year Group	9 (15%)	36 (60%)	15 (25%)
	SEN – 5	2 (40%)	3 (60%)	0
	Pupil Premium – 21	5 (24%)	10 (48%)	6 (28%)
	EAL – 25	2 (8%)	18 (72%)	5 (20%)
	Girls – 33	7 (21%)	20 (60%)	6 (19%)
	Boys – 27	2 (7%)	16 (59%)	9 (34%)

Year 4	59 Pupils	Working Below	Working At	Working Above
	Year Group	15 (25%)	34 (58%)	10 (17%)
	SEN – 10	5 (50%)	5 (50%)	0
	Pupil Premium – 23	9 (39%)	12 (52%)	2 (9%)
	EAL – 32	6 (19%)	20 (62%)	6 (19%)
	Girls – 30	10 (33%)	17 (57%)	3 (10%)
	Boys – 29	5 (17%)	17 (59%)	7 (24%)

Year 5	60 Pupils	Working Below	Working At	Working Above
	Year Group	17 (28%)	31 (52%)	12 (20%)
	SEN – 8	4 (50%)	3 (38%)	1 (12%)
	Pupil Premium – 25	8 (32%)	14 (56%)	3 (12%)
9	EAL – 14	6 (33%)	7 (50%)	1 (7%)
	Girls – 36	8 (22%)	24 (67%)	4 (11%)
	Boys – 24	9 (38%)	7 (29%)	8 (33%)

Year 6	81 Pupils	Working Below	Working At	Working Above
	Year Group	16 (20%)	47 (58%)	18(22%)
	SEN – 8	3 (37%)	4 (50%)	1 (13%)
	Pupil Premium – 33	6 (18%)	22 (67%)	5 (15%)
	EAL – 36	7 (19%)	23 (64%)	6 (17%)
	Girls – 37	7 (19%)	24 (65%)	6 (16%)
	Boys – 44	10 (23%)	22 (50%)	12 (27%)

DSP	16 Pupils	Working Below	Working At	Working Above
	Year Group	14 (87%)	2 (13%)	0 (0%)
	SEN – 16	14 (87%)	2 (13%)	0 (0%)
	Pupil Premium – 6	4 (67%)	2 (33%)	0 (0%)
	EAL – 10	9 (90%)	1 (10%)	0 (0%)
	Girls – 2	2 (100%)	0 (0%)	0 (0%)
	Boys – 14	14 (87%)	2 (13%)	0 (0%)

Stokes Wood Primary School Representative and Club Data

Year 1	48 Pupils	Representation	Clubs Attended
	Year Group	30 (54%)	11 (23%)
	SEN – 3	1 (33%)	0 (0%)
	Pupil Premium – 13	5 (38%)	3 (23%)
	EAL – 26	12 (46%)	4 (15%)
	Girls – 28	15 (54%)	5 (18%)
	Boys – 20	15 (75%)	6 (30%)

Year 2	57 Pupils	Representation	Clubs Attended
	Year Group	57 (100%)	29 (51%)
	SEN – 12	12 (100%)	2 (17%)
	Pupil Premium – 21	21 (100%)	8 (38%)
	EAL – 30	30 (100%)	18 (60%)
	Girls – 21	21 (100%)	8 (38%)
	Boys – 36	36 (100%)	21 (58%)

Year 3	60 Pupils	Representation	Clubs Attended
	Year Group	60 (100%)	30 (50%)
	SEN – 5	5 (100%)	1 (20%)
	Pupil Premium – 21	21 (100%)	10 (48%)
	EAL – 25	25 (100%)	8 (32%)
	Girls – 33	33 (100%)	14 (42%)
	Boys – 27	27 (100%)	16 (59%)

Year 4	60 Pupils	Representation	Clubs Attended
	Year Group	60 (100%)	45 (75%)
	SEN – 10	10 (100%)	8 (80%)
	Pupil Premium – 23	23 (100%)	15 (65%)
	EAL – 32	32 (100%)	24 (75%)
	Girls – 31	31 (100%)	26 (72%)
	Boys – 29	29 (100%)	19 (66%)

Year 5	60 Pupils	Representation	Clubs Attended
	Year Group	57 (95%)	33 (55%)
	SEN – 8	8 (100%)	4 (50%)
	Pupil Premium – 25	24 (96%)	13 (52%)
	EAL – 14	13 (93%)	9 (36%)
	Girls – 36	33 (92%)	18 (50%)
	Boys – 24	24 (100%)	15 (63%)

Year 6	81 Pupils	Representation	Clubs Attended
	Year Group	77 (100%)	48 (59%)
	SEN – 8	8 (100%)	5 (63%)
	Pupil Premium – 33	23 (70%)	21 (64%)
	EAL – 36	30 (83%)	21 (58%)
	Girls – 37	27 (73%)	22 (59%)
	Boys – 44	35 (80%)	26 (59%)

DSP	16 Pupils	Representation	Clubs Attended
	Year Group	16 (100%)	2 (13%)
	SEN – 14	16 (100%)	2 (13%)
	Pupil Premium – 6	6 (100%)	0 (0%)
	EAL – 10	10 (100%)	0 (0%)
	Girls – 2	2 (100%)	0 (0%)
	Boys – 14	14 (100%)	2 (14%)

KS1 & KS2	382 Pupils	Representation	Clubs Attended
	KS1 & KS2	355 (93%)	198 (52%)
	SEN – 60	60 (100%)	22 (37%)
	Pupil Premium – 142	123 (87%)	70 (49%)
	EAL – 173	152 (88%)	84 (49%)
	Girls – 188	162 (86%)	93 (49%)
	Boys – 194	180 (93%)	103 (53%)