

Pupil Premium Strategy and Review



SUTTON MANOR
Community Primary School

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Pupil premium strategy statement – Sutton Manor Community 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	218
Proportion (%) of pupil premium eligible pupils	52%
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)	2023-2028
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mr Marlow
Pupil premium lead	Mr Marlow
Governor / Trustee lead	Mr Benbow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,880
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£123,880

Part A: Pupil premium strategy plan

Statement of intent

The purpose of our pupil premium strategy plan is to ensure that every child achieves at least in line with similar pupils on a local and national level, ensuring we maximise their life chances for learning and aspiration.

We will do this by ensuring the highest quality, expert teaching, and support. We will also provide additional support to improve progress and raise the standard of achievement for these pupils across the whole curriculum but with a relentless drive to ensure all children obtain the expected standards in reading, writing and mathematics.

The funding will be used to narrow and close the gap between the achievement of these pupils and their peers in school, locally and nationally. The school will use the additional funding to address any underlying inequalities between children.

Leaders use current research and exemplar toolkits e.g. EEF, to inform and drive school improvement to inform the best strategies to support and ensure progress for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Persistently low levels of literacy and numeracy on entry to Nursery and Reception.
2	Access to a wide range of activities and experiences to allow children to gain social and cultural capital and enhance their personal development.
3	Speech, language and communication skills on entry that are persistently below the expected development stage
4	A higher than average proportion of children entitled to Pupil Premium have multiple vulnerabilities such as additional needs, SEND, early help support or social care involvement.

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
Challenge 1-4 Ensure progress in reading, writing and mathematics allows children to catch up over time so that it is at least in line with national expectations	Ensure that the tracking of children in receipt of pupil premium shows that are performing as well as peers locally and nationally in: - GLD - Y1 Phonics check - Y4 Multiplication check - Y6 SATs Ensure that the tracking of children in receipt of pupil premium shows that are performing as well as peers locally and nationally in: - NFER reading - NFER spelling - NFER mathematics
Challenge 3	Ensure that baseline assessments are made of all children using a speech, language and communication tool and that all

Ensure that all children develop a strong base in early communication skills and that any gaps or additional needs are identified and addressed early to allow children to develop strong oracy skills	identified children are referred as early and promptly as possible for SALT support. Implement school-wide oracy strategies and assess the impact on children in receipt of pupil premium. Over time, oracy assessments show that children in receipt of pupil premium are keeping up with peers. Ensure the provision for SALT support is highly effective and impact can be measured.
Challenge 2 Plan and implement a full programme of extra-curricular and wider opportunities to ensure that children become confident learners and a holistic approach to developing character, talents, and STEM/Arts	Have in a place a wide range of experiences, costed and subsidised where appropriate, that ensure the personal development of all children, including the arts, trips, experiences, British values, sport, and PSHEC.

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: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm Language Screening, staff training and staff resource time in EYFS SALT training and development	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. The Wellcomm and Elklan strategies are evidence-based approaches with significant research to show the impact they have.	1 and 3
Embed Little Wandle phonics programme, in particular the guided reading element. Training for all staff. Little Wandle reading books top-up for Reception – Y2 and reading scheme for KS2	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Further evidence regarding children who read regularly at home has been used to determine the necessity of a structure KS2 reading scheme.	1, 3 and 4
Maths White Rose training, resources and materials.	The EEF toolkit suggests that mastery learning accelerates progress. Work is challenging and is particularly effective when pupils work in groups and take responsibility for supporting each other's progress.	1 and 4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT TA to lead plans (0.5) Elklan Training for a member of EYFS staff	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups The EEF toolkit suggests that interventions matched to specific pupils' needs can be effective, particularly when delivered through 1:1 or through small group support. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs.	3

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

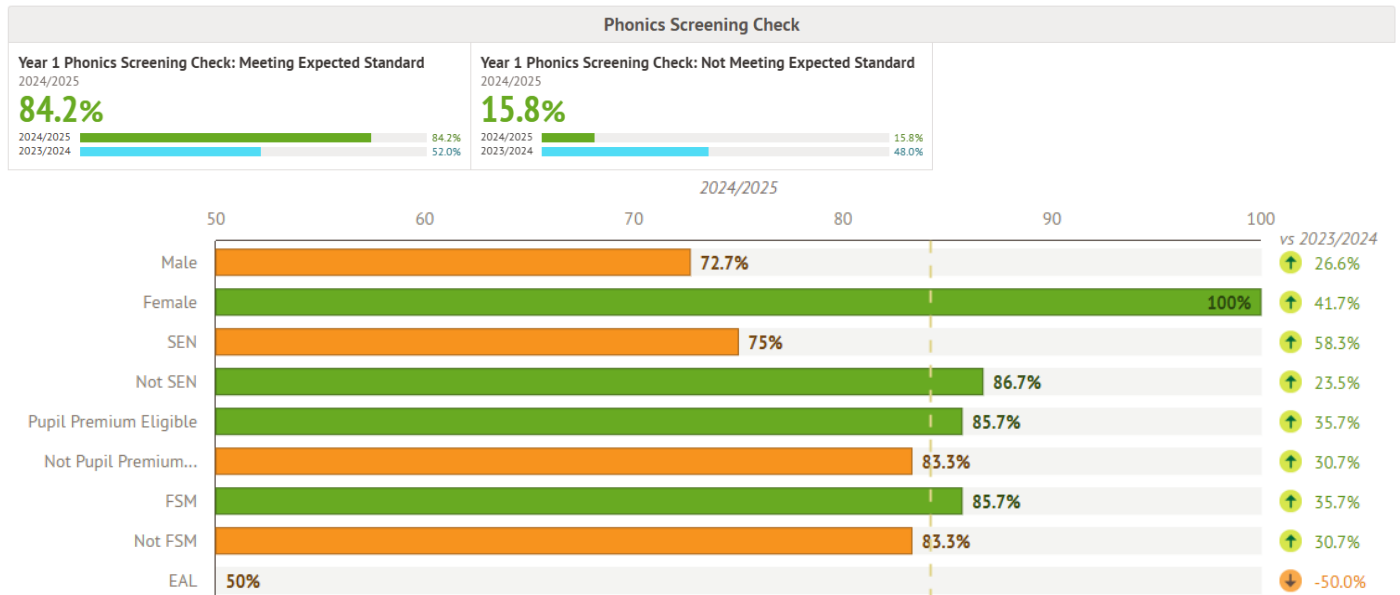
Budgeted cost: £28,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subsidised residential visits for Y5 and 6</i>	Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also self-regulation) may also be involved. All the above have been shown to have a positive impact on outcomes- EEF	2
<i>Staffing of free breakfast club 8.15-8.45</i>	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance.	2 and 4
<i>PATHS programme introduced throughout school</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).	2 and 3
<i>Sports funding</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).	2

Total budgeted cost: £123,880

Part B: Review of the previous academic year
Outcomes for disadvantaged pupils
EYFS GLD 2024-2025
Children meeting GLD

Year 1 Phonics Outcomes 2024-2025
Children meeting the expected standard in phonics



End of Key Stage Two
Children meeting the secondary ready expected standard

AWAITING RESULTS

Externally provided programmes.

Programme	Provider
PATHS	Barnardo's
Wellcomm	GL Assessments

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
Supporting access to sport and visits
The impact of that spending on service pupil premium eligible pupils

Part B: Review of outcomes in the previous academic year 2024-2025

Pupil premium strategy outcomes

Intended outcome	Outcome
Ensure progress in reading, writing and mathematics allows children to catch up over time so that it is at least in line with national expectations	Performance in the Y1 phonics screening check is the strongest the school has had. 85% of children in receipt of PP achieved the expected standard in phonics and this is a rise of 36% on the previous year.
Ensure that all children develop a strong base in early communication skills and that any gaps or additional needs are identified and addressed early to allow children to develop strong oracy skills	Wellcomm assessment tool has been introduced. TA with SEN allowance delivers all SALT plans and liaises with the SALLt service.
Plan and implement a full programme of extra-curricular and wider opportunities to ensure that children become confident learners and a holistic approach to developing character, talents, and STEM/Arts	A programme has been devised that includes access to sport, art, music, and a range of developmental trips, visits, and experiences. Trips and visits have been subsidised from pupil premium funding and additional support has been targeted at those families who required support for their children to attend. The PSHE curriculum has been enhanced to include elements of financial education, CCE, CSE, and relationships. Increases in participation of breakfast, after-school,