

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	215
Proportion (%) of pupil premium eligible pupils	47%
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)	2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Andrew Marlow, Headteacher
Pupil premium lead	Andrew Marlow, Headteacher
Governor / Trustee lead	Ernie Benbow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£118,000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every child, irrespective of background or disadvantage, receives an ambitious, high-quality education and achieves as well as possible. We aim for disadvantaged children to achieve at least in line with similar children locally and nationally, maximising their future opportunities, aspirations and life chances.

High-quality teaching is at the heart of our approach. We will ensure children receive expert teaching across the curriculum, alongside carefully targeted academic support where assessment identifies gaps in knowledge, skills or understanding. We will maintain a relentless focus on ensuring children develop secure foundations in reading, writing and mathematics.

We recognise that disadvantage does not affect every child in the same way. Our strategy therefore responds to identified individual and cohort needs, including speech, language and communication, SEND, attendance, wellbeing, social care involvement and access to wider experiences.

Pupil premium funding will be used to reduce barriers to achievement and participation, narrow differences in outcomes and ensure disadvantaged children benefit fully from the academic, personal and wider opportunities available at Sutton Manor.

Our approach is informed by robust assessment, school evaluation and evidence of effective practice, including research from the Education Endowment Foundation. We will monitor the progress, attainment, attendance, participation and wider outcomes of disadvantaged children throughout the year and adapt provision where evidence shows that this is necessary.

Challenges

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

Challenge number	Detail of challenge
1	A significant proportion of disadvantaged children enter Nursery and Reception with literacy and numeracy knowledge and skills below age-related expectations, creating gaps in foundational learning from the earliest stages.
2	Some disadvantaged children have reduced access to a broad range of enrichment, cultural, sporting and wider experiences outside school, which can limit opportunities to develop confidence, character, talents and cultural capital.
3	Speech, language and communication skills on entry are frequently below expected developmental levels, with some children requiring additional or specialist support to develop secure communication and oracy skills.
4	A higher-than-average proportion of disadvantaged children experience multiple vulnerabilities, including SEND, additional needs, Early Help involvement and/or social care involvement. These overlapping needs can create additional barriers to attendance, engagement, wellbeing and academic 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
Disadvantaged children make strong progress in reading, writing and mathematics so that gaps in attainment reduce over time.	Outcomes for disadvantaged children improve across school and compare increasingly well with similar children locally and nationally. Tracking shows improving attainment in GLD, the Year 1 Phonics Screening Check, Year 4 Multiplication Tables Check and Year 6 statutory assessments. Internal assessment, including NFER reading, spelling and mathematics, shows disadvantaged children making strong progress from their starting points.
Disadvantaged children develop secure foundations in speech, language, communication and oracy.	Children's speech, language and communication needs are identified promptly through baseline assessment and ongoing teacher assessment. Identified children receive timely support and, where appropriate, referral to SALT. School-wide oracy approaches are implemented consistently. Assessment information shows disadvantaged children making measurable progress in communication and oral language.
Disadvantaged children with additional vulnerabilities receive timely, coordinated support that reduces barriers to learning and participation.	Children with SEND, Early Help involvement, social care involvement or other identified vulnerabilities have their needs identified and supported through appropriate provision. Leaders monitor the impact of support and adapt provision when progress is limited. Attendance, engagement, wellbeing and academic information are used together to evaluate impact.
Disadvantaged children have equitable access to enrichment, wider opportunities and personal development.	A broad programme of trips, residential, sport, arts, STEM, PSHE and wider experiences is available, with financial barriers reduced where necessary. Participation of disadvantaged children is monitored and gaps in access are addressed. Children demonstrate increased confidence, engagement and participation in wider school life.

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: £TBC within the £118,000 total allocation, pending final reconciliation of staffing costs between teaching and targeted academic support.

Activity	Evidence that supports this approach	Challenge number(s) addressed
WellComm language screening in EYFS, including staff training and dedicated staff time to assess children and respond to identified speech, language and communication needs.	Early identification of speech, language and communication needs enables teaching and provision to be adapted promptly. Evidence supports oral-language approaches, particularly those involving high-quality interaction, vocabulary development and structured opportunities for speaking and listening.	1, 3, 4
Develop staff expertise in speech, language and communication, including SALT-informed training and approaches.	Improving staff knowledge of communication development supports earlier identification of need and stronger universal classroom provision. Oral-language interventions have a positive impact on learning, particularly where approaches are structured and embedded within everyday teaching.	1, 3, 4
Embed Little Wandle Letters and Sounds Revised with a particular focus on phonics fidelity, reading practice and staff training. Maintain and extend appropriate decodable reading resources across Reception, KS1 and for children requiring continued phonics support.	Systematic synthetic phonics has a strong evidence base for improving early reading, particularly for children who are at risk of falling behind. Consistent implementation, appropriate practice and access to well-matched reading material are central to effective provision.	1, 3, 4
Continue to develop mathematics teaching through White Rose resources, staff professional development and a strong	Evidence supports explicit teaching, carefully sequenced learning, practice and retrieval in mathematics. Secure fluency and foundational knowledge support children in accessing increasingly complex	1, 4

focus on fluency and foundational mathematical knowledge. Introduce Fluency Bee in Years 1–4 and embed regular arithmetic and reasoning review in Years 1–6.	mathematical reasoning and problem solving.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £63,000 within the £118,000 total allocation, pending confirmation of the full-time SALT teaching assistant/support-room staffing cost.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated speech, language and communication provision, including a full-time teaching assistant working from a specialist support room to deliver targeted programmes, SALT plans and structured communication interventions for identified children.	Targeted oral-language interventions can have a positive impact on children's communication, language and wider academic outcomes. Structured interventions are most effective when they respond to identified need, are delivered by trained staff and are closely linked to classroom provision.	1, 3, 4
Delivery of individual and small-group speech, language and communication programmes for children identified through WellComm screening, teacher assessment and specialist advice.	Targeted intervention is most effective when it addresses clearly identified gaps and is regularly reviewed. Small-group and one-to-one support can provide additional opportunities for repeated practice, feedback and language development.	1, 3, 4
Implement SALT programmes and recommendations for children receiving specialist support, with progress monitored and provision adapted where required.	Close alignment between specialist advice, targeted intervention and classroom teaching helps ensure that children have repeated opportunities to practise and generalise communication skills.	3, 4
Elklan training for an identified member of EYFS staff to strengthen expertise in supporting speech, language and communication.	Training staff in evidence-informed approaches to communication supports earlier identification, stronger targeted provision and improved consistency between intervention and everyday classroom practice.	1, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)**Budgeted cost: £28,880**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise residential visits for disadvantaged children in Years 5 and 6 so that financial barriers do not prevent participation.	Residential and adventure-learning experiences provide opportunities for collaboration, resilience, problem solving, confidence and social development. Subsidising access supports equitable participation for disadvantaged children.	2, 4
Provide a free breakfast club, including staffing, to support attendance, punctuality, wellbeing and readiness to learn.	Breakfast provision can support children to arrive ready to learn and can contribute positively to attendance, punctuality, behaviour and engagement, particularly where provision is accessible to families experiencing disadvantage.	2, 4
Embed the PATHS programme across school to strengthen social and emotional development, relationships, self-regulation and wellbeing.	There is strong evidence linking social and emotional skills with improved academic engagement, behaviour, relationships and longer-term outcomes. A structured whole-school approach supports consistent development of these skills.	2, 4
Increase access to sport, physical activity and enrichment opportunities for disadvantaged children, including reducing financial or participation barriers where appropriate.	Participation in structured physical activity and enrichment can support wellbeing, confidence, belonging and engagement with school. Monitoring participation helps ensure disadvantaged children benefit equitably from wider opportunities.	2, 4
Introduce and use wellbeing monitoring, including Century wellbeing check-ins in KS2, to identify concerns early and target appropriate support.	Regular wellbeing monitoring can help leaders identify emerging barriers to learning and participation, particularly where children experience multiple vulnerabilities. Early identification allows support to be planned and reviewed more effectively.	4

Total budgeted cost: £118,000

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 2024 to 2025 academic year.

Outcomes in the early years and phonics were positive for disadvantaged children. In EYFS, 66.7% of pupil premium children achieved a Good Level of Development, compared with 61.1% of children not eligible for pupil premium. In the Year 1 Phonics Screening Check, 85.7% of pupil premium children met the expected standard, compared with 83.3% of non-pupil-premium children. This represented a substantial improvement on the previous year and was the school's strongest phonics performance for disadvantaged children to date.

At the end of Key Stage 2, 58.3% of pupil premium children (7/12) achieved the expected standard in reading and 66.7% (8/12) achieved the expected standard in writing. In mathematics, 11/11 disadvantaged pupils with a recorded outcome achieved the expected standard. Fifty per cent of pupil premium children achieved the combined expected standard in reading, writing and mathematics, compared with 44.4% of non-pupil-premium children. These outcomes show particular strength in mathematics while reading remained an area requiring continued focus.

Performance in the Year 4 Multiplication Tables Check was less strong: 6 of 18 pupil premium children (33.3%) met the expected threshold. This indicates that fluency and automatic recall of multiplication facts remained an important priority for the following year.

Speech, language and communication provision was strengthened through whole-school WellComm screening and targeted SALT support. Twenty-two children were identified as requiring additional support and all 22 received provision through one-to-one work, small-group intervention and/or ISP targets. Following annual reassessment, 14 children (63.6%) had moved closer to age-related expectations. This provided evidence of impact while also confirming the need to sustain targeted communication provision for children with ongoing needs.

The wider-strategy objective of removing barriers to participation was strongly achieved. One hundred per cent of pupil premium children eligible for the Year 5/6 residential attended. Across the year, 100% of pupil premium children participated in at least one sports competition and at least one club each term. Nine pupil premium children made regular use of breakfast club. No child was unable to attend a school trip or visit because of cost; where financial barriers arose, the school provided subsidy or additional support.

Pupil-premium-specific attendance and persistent-absence figures were not available at the point this review was completed, so no quantitative claim is made about attendance impact. Internal NFER subgroup data was also not available for this review and has therefore not been used to claim impact. These areas will remain part of ongoing monitoring and evaluation.

Overall evaluation

The 2024–25 strategy had clear positive impact in phonics, EYFS outcomes, mathematics, speech and language support, and equitable participation in wider opportunities. The review also identified multiplication fluency, reading outcomes and the need for consistently available disadvantaged-pupil attendance data as priorities for continued development in 2025–26.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year.

Programme	Provider
PATHS	Barnardo's
WellComm	GL Assessment

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Supporting access to sport and educational visits.
What was the impact of that spending on service pupil premium eligible pupils?	Supported equitable participation in wider opportunities. No eligible child was prevented from attending a school trip or visit because of cost.