Sudley
Primary School

Pupil Premium Strategy Statement 2025-26

Aim High and Smile for a Brighter Future

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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	**801**
Proportion (%) of pupil premium eligible pupils	**10%**
Academic year/years that our current pupil premium strategy plan covers	**2025-26**
Date this statement was published	**December 2025**
Statement authorised by	**S. Connell**
Pupil Premium Lead Teacher	**S. O'Rourke**
Governor	**J. Thornhill**

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Funding Overview	
Detail	**Amount**
Pupil premium funding allocation this academic year	**£122,515**
Pupil premium funding carried forward from previous years.	**Nil**
Total budget for this academic year.	**£122,515**

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Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all pupils, regardless of their background or the challenges they face, make strong progress and achieve high attainment across all subject areas. At Sudley Primary School, pupils from disadvantaged backgrounds currently make up a small proportion of the school population (approximately 10%). Some of these pupils also experience additional vulnerabilities which can present further barriers to learning and achievement.

We are committed to ensuring that all disadvantaged pupils leave Sudley Primary as confident, resilient individuals who are the best they can possibly be. They will read fluently and widely, developing a love of reading and the ability to form thoughtful opinions about authors and texts. They will write with confidence to express their ideas and viewpoints, apply mathematical skills fluently to solve problems, and develop a secure understanding of the world around them through a carefully designed curriculum enriched by meaningful real-life experiences. They will have opportunities to compete as part of a team and/or learn to play a musical instrument. They will have high aspirations—equal to or exceeding those of their peers—and will have experienced leadership opportunities that enable them to feel successful and valued.

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In addition to our identified disadvantaged pupils, we recognise the challenges faced by other vulnerable groups, including pupils with special educational needs and those requiring support with their mental health and wellbeing. The strategies and provision outlined in this statement are intended to support all vulnerable pupils, regardless of whether they are identified as disadvantaged.

High-quality teaching is central to our approach, with a particular focus on addressing the areas in which disadvantaged pupils need the greatest support. While improving outcomes for disadvantaged pupils is a priority, we are equally committed to sustaining and further improving the attainment and progress of all pupils across the school.

Our approach is responsive to both shared challenges and individual needs, underpinned by robust diagnostic assessment. The strategies we employ are carefully selected to work cohesively and enable pupils to thrive. To ensure effectiveness, we will:

- **ensure disadvantaged pupils are appropriately challenged and supported in all learning**
- **intervene early when needs are identified**
- **adopt a whole-school approach in which all staff take collective responsibility for disadvantaged pupils' outcomes and maintain high expectations of what they can achieve**

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Objectives

- To close the school's attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to exceed nationally expected progress rates to reach Age Related Expectation at the end of Year 6

Key Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs

of socially disadvantaged pupils are adequately assessed, addressed and monitored.

- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

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Challenges

Challenge Number	Details of Challenge
1	Assessments, observations, and discussions suggest disadvantaged pupils generally have greater difficulties within maths, writing, than their non-disadvantaged peers.
2	Internal and external assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	Attendance rates for some PP pupils are lower compared to non-PP pupils which reduces their school hours, and the continuity and success of interventions put in place to improve attainment. Our attendance data over the last years indicates that attendance for most Pupils is recovering since the pandemic, however for a small minority of pupils, they are persistently absent from school. 22% (21) of our PP pupils have been 'persistently absent' compared to 4.27% of their peers during 2024-25. Our assessments and observations indicate that absenteeism is negatively impacting PP pupils' progress.

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Intended Outcome

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
The school is determined that every pupil will learn to read, regardless of the background, needs or abilities, therefore all PP pupils, including the weakest readers, make sufficient progress to meet or exceed age related expectations.	**All PP pupils will pass their phonics screening check in Year 2.** **All PP pupils, will make sufficient progress to meet or exceed age related expectations.**
Improve the overall attainment of PP pupils in line with non-PP pupils.	**All PP pupils make progress from their starting points in September 2025. This will be measured by comparison of teacher assessment and standardised test scores between September 2025 and July 2026.**
Increase attendance rates for pupils eligible for PP, as well as reduced rate of PA for PP pupils.	**Overall PP attendance will increase from 93.4% towards the school average of 96.3%.**

	PA figure for PP pupils reduces from 22% towards the school's overall figure of 6.4%.
Pupil Premium Pupils are supported to access all aspects of school provision in order to maximise engagement and attendance.	**PP pupils complete homework and engage in extra-curricular provision in line with non-PP pupils.**

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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £89,568

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Learning Support Assistants (x3)	Many disadvantaged pupils rely on additional LSA support to access tasks. They may have limited access to language, extra-curricular experiences and/or emotional/behaviour needs. Many pupils who are disadvantaged and on the SEN register will be working below age-related expectations. LSA support allows these pupils to receive tailored input to meet their specific needs. Additionally, pupils eligible for Pupil Premium will receive support to narrow their attainment gap compared to non-PP children. Priority reading with LSA if pupils are unable to read at home.	1,2

Phonics Reading Lead Teacher to support/train staff/and monitor the whole school phonics programme – Read Write Inc	Focused high-quality systematic synthetic phonics intervention sessions across all year groups that will improve literacy levels.	1,2

Targeted Academic Support
Budgeted cost: £7450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Third Space Learning (1-1 A-I Tutoring Support)	An online 1-1 weekly Tutoring session. Each PP pupil in Y6 & Y5 has access to their own bespoke Mathematics learning programme.	2
Reading Support – Volunteer Reading Helpers	4 x 0.2 - Reading Support Assistants who provide 1:1 support for Reading to accelerate progress and raise standards of achievement and enjoyment of reading.	1 & 2

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Wider strategies

Budgeted cost: £50,913

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for attendance and punctuality. SLA for EWO - weekly support package	EWO employed to monitor PP pupil's attendance and punctuality and work alongside the DHT to follow up quickly on absences.	3
Support/Monitoring of attendance and punctuality. DHT and School Attendance Officer - time focused on attendance and punctuality	Daily session to monitor PP pupil's attendance to identify absence issues as they happen. Therefore, able to focus on early intervention before issues escalate.	3
Targeted mental health and therapeutic support to address barriers arising from behavioural needs, bereavement, and social and emotional difficulties, enabling pupils to regulate emotions,	Supporting pupils' social and emotional wellbeing enables them to engage more effectively with learning and complements high-quality teaching.	1,2,3

engage positively with learning, and sustain improved attendance and behaviour.		

Total budgeted cost: £147,931

Part B: Review of outcomes in the previous academic year

KS1 Phonics – Year 1

Subject	Disadvantaged (Cohort – 3)	Non-Disadvantaged (Cohort -112)	All Pupils (Cohort - 115)
Phonic Screening Check	66.7 (2/3)	93.8	93

KS2 – Year 6
The Statutory KS2 Assessments – SAT's 2024-25 highlighted that the performance of disadvantaged pupils was lower than non-disadvantaged pupils in all areas - Reading, Writing, GPS and Maths. However, the

performance of the disadvantage pupils was higher than the national figures for disadvantaged pupils in all areas. It is also important to note the performance of our disadvantaged pupils was higher that the non-disadvantaged pupils nationally in GPS, Writing and Maths. The outcomes we aimed to achieve by the end of 24-25 were therefore partially met

Table 1.1

Subject	Disadvantaged (Cohort – 24)	Non-Disadvantaged (Cohort - 89)	All Pupils (Cohort - 113)
Reading	75%	94.4%	90.3%
Writing	87.5%	93.3%	92%
Maths	91.7%	93.3%	92.9%
GPS	91.7%	94.4%	93.8%
Combined RWM	66.7%	87.6%	83.2%
National Combined RWM	62.2%		

Absence, among PP pupils, was higher than their peers and persistent absence was also higher. This is why attendance is a focus of our current plan. (Refer to Table 1.1).

Table 1.2

Overall Attendance	24-25
PP Pupils	93.4%
Non-PP Pupils	96.69%

Table 1.3

Persistent Absentees	24-25
PP Pupils	22.34% (21/94)
Non-PP Pupils	4.27% (30/703)

Finally, it is important to point out that we are a newly amalgamated primary school, (September 2023), that has only recently introduced Read Write Inc as our Systematic Synthetic Phonics Programme. Therefore, we

have also focused our strategy on activities that will build and support reading progress throughout the school.

The above details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Externally provided programmes

Programme	Provider
Maths Intervention	Third Space Learning