# Pupil Premium Strategy statement Sturry C E Primary School

This statement details our school's use of pupil premium (and recovery 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 | 416 |
| Proportion (%) of pupil premium eligible pupils | 27% |
| Date this statement was published | Sept '25 |
| Date on which it will be reviewed | Sept '26 |
| Statement authorised by | Michelle Mannings |
| Pupil premium lead | Michelle Mannings |
| Governor / Trustee lead | Simon O'Keefe |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £148,000 |
| **Total budget for this academic year** | £ 148,000 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Sturry C E Primary School we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Ultimate objectives for disadvantaged pupils

- Close the attainment gap between disadvantaged (Pupil Premium, PP) pupils and their peers so all pupils access the full curriculum and leave primary school well prepared for secondary education.
- Ensure disadvantaged pupils develop age-appropriate communication and language, early reading and number fluency (so GLD / Phonics / KS2 outcomes for PP move towards non-PP outcomes).
- Reduce non-academic barriers (attendance, SEMH, engagement) so pupils can benefit from high-quality teaching.
- Build sustainable capacity across the school (teachers, TAs, leadership) so Pupil Premium funding leads to lasting improvements, not short-term “bolt-ons”.

How this strategy works towards those objectives

- We use the DfE “Menu of Approaches” (three tiers) and prioritise evidence-informed activities with the strongest match to our identified challenges: high-quality teaching (Tier 1), targeted academic support (Tier 2) and wider strategies (Tier 3).
- Interventions are selected where there is high-quality evidence (principally Education Endowment Foundation reviews and evaluations, plus sector reports on early language). Each activity is explicitly cross-referenced to the school’s locally identified challenges and the DfE tiers.
- We combine whole-class improvement (CPD, curriculum intent, structured phonics and maths), targeted support (small-group / one-to-one tuition, targeted speech & language programmes), and wider strategies (attendance work, nurture, extra-curricular access) so pupils receive coherent, aligned support.
- We monitor impact through clearly defined success criteria and school-level data: termly progress checks, phonics screening, EYFS GLD, KS1/KS2 outcomes, attendance and persistent absence, behaviour records and evaluation of targeted support.

Key principles of the strategy

- Start with excellent teaching: make the classroom the first line of action and strengthen it with targeted support where needed (EEF Tiered approach).
- Prioritise early identification and early intervention (EYFS speech & language, phonics, early maths).

- Use structured, evidence-informed interventions with fidelity (follow programme guidance and implementation best practice).
- Use Pupil Premium to invest in sustainable capacity (staff CPD, coaching, high-quality TA deployment)
- Target resources to pupils with the greatest need but ensure whole-cohort elements where evidence shows universal benefit (e.g. structured phonics).
- Evaluate: measure uptake, fidelity and outcomes. Redirect funding if approaches are not delivering impact.
- Governance: a named Pupil Premium Link Governor reviews strategy and outcomes each term; Pupil Premium Lead (senior leader) coordinates delivery and reporting.

Context note (Sturry C.E. Primary School)

- Sturry C.E. Primary School is a form entry primary, 416 pupils, 27% eligible for disadvantaged funding, FSM 25%, EYFS GLD overall 78.3% but only 50% for PP, Year 1 phonics 90% overall but 55.6% for PP; KS2 combined 77.6% overall with small gaps; attendance 94.2% with persistent absence 13.4%. Mobility is higher than national. SEND support slightly above national and EHC in-line. The strategy is therefore weighted to early language/phonics, SEMH/attendance and targeted academic catch-up (especially phonics and maths). (School data supplied by Sturry C.E. Primary)

Framework note: we follow OFSTED inspection framework in our approach to curriculum intent, implementation and impact; this strategy documents intent-to-impact mapping.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Early communication, speech & language and fine-motor development: increasing need on entry to EYFS (speech & language and fine motor), leading to a large GLD gap for disadvantaged pupils (GLD: overall 78.3%; PP 50.0% vs non-PP 82.7%). |
| 2 | Phonics and early reading gap: Year 1 phonics screening overall 90% but PP 55.6% vs non-PP 96.1%; risk to decoding skills and future reading comprehension. |
| 3 | Maths fluency and MTC gap: low proportion achieving the MTC threshold for PP (MTC: 57.6% scored 25; PP 22.7% vs non-PP 78.4%). |
| 4 | SEMH (social, emotional, mental health) needs: increased numbers of pupils, particularly among PP, requiring SEMH / nurture support and in-school interventions. Persistent fixed-term exclusions are declining but SEMH remains a barrier. |

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| 5 | Attendance gap and persistent absence for disadvantaged pupils: overall attendance 94.2% with persistent absence 13.4%; attendance gap for PP is a barrier to accessing education. |
| 6 | Mobility, SEND needs and disadvantage intersection: higher than average mobility plus PP pupils with SEND support (15.25%) requiring targeted SEND-specific interventions, and risk of provision gaps. |

## 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 | Termly tracking |
|---|---|---|
| 1. Rapid improvement in early language, communication and fine motor readiness in EYFS (reduce GLD gap) | - PP GLD (Communication & Language + PSED + Fine motor-linked areas) increases from 50.0% to at least 70% within 2 years; overall GLD sustained above national. - All reception pupils screened at entry; those identified receive targeted NELI / Talk Boost style small-group support and show measurable progress on Language Screen / school baseline assessment termly. (Monitoring: termly tracker, EYFSP outcomes). Evidence base: oral language interventions and NELI. EEF Oral language interventions, NELI summary (EEF), Speech & Language UK report (Getting in early).<br>- Creation of Alternative Provision to support speech and language through the use of highly skilled Speech and language specialist Teaching Assistant. | |
| 2. Higher phonics pass-rates for disadvantaged pupils and improved reading accuracy | Year 1 Phonics pass rate for PP increases from 55.6% to 80% within 2 years; Year 2 catch-up reduced proportion. - Targeted phonics intervention delivered 4–5x weekly for identified pupils; monitoring shows accelerated progress (termly assessments). Evidence base: systematic phonics. EEF Phonics. | |
| 3. Improved primary maths fluency and MTC | - Increase % of pupils meeting MTC standard across cohorts; PP cohort median score moves toward non-PP by at least 0.4 SD within 2 years. | |

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| performance for PP | - Targeted small-group/school-led tuition and curriculum time allocated for number fluency; termly assessment shows improvements. Evidence base: small-group tuition and targeted maths interventions. EEF Small group/one-to-one tuition and EEF early-years/early-maths programme evaluations (see Activity evidence). | |
| 4. Reduced SEMH barriers and better engagement in learning for PP pupils | Reduction in number of pupils requiring fixed-term behaviour interventions; improved internal welfare measures and improved classroom engagement metrics.<br>- Universal SEL programme plus targeted Nurture/ELSA provision for higher-need pupils. Evidence base: SEL programmes. EEF Social and emotional learning.<br>- Embedded use of Alternative provision within school<br>- Increase access to bushcraft for all and further develop outside learning | |
| 5. Improved attendance and reduced persistent absence among PP pupils | - Overall attendance improves toward ≥96% and persistent absence among PP reduces from 13.4% to below 8% within 2 years.<br>- Targeted parental engagement and responsive interventions reduce absences for identified pupils. Evidence base: EEF attendance rapid evidence assessment (promising approaches: parental engagement, responsive approaches). EEF Attendance interventions REA, EEF blog on tailored approach.<br>- Parent Support advisor to develop her role and increase parental engagement. | |
| 6. Improved outcomes for disadvantaged pupils with SEND and high mobility | - SEND PP pupils have clear individual plans, termly progress targets met or showing accelerated rate; reduced disruption due to moves.<br>- Strengthened assessment & transition arrangements minimising learning loss for mobile pupils. Evidence base: EEF guidance on SEND and targeted small-group tuition / TA deployment. EEF Teaching assistants guidance (deploying TAs effectively).<br>Implementation of NFER to track progress and identify gaps. | |

## 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)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Whole-school systematic synthetic phonics review and strengthened SSP implementation (adopt/validate programme, ensure scope & sequence, fidelity monitoring, phonics coaching, phonics leader time) — include regular assessment and immediate small-group follow-up. CPD for all EYFS/KS1 staff and targeted coaching for weaker phonics teachers. | Systematic synthetic phonics has extensive evidence for improving early reading (+5 months) and closing disadvantage; EEF guidance emphasises systematic approach, training and responsiveness. EEF Phonics | 2 |
| Early years speech, language & communication high-quality interactions training across EYFS staff (high-quality interactions, storybook-rich practice, vocabulary instruction, staff CPD) plus early screening at entry (LanguageScreen or similar). | Oral language interventions show high impact (+6 months) and are particularly effective when integrated with curriculum; EEF / EEF Early Literacy material and NELI evidence recommend early identification and structured delivery alongside CPD. EEF Oral language interventions, EEF Early Literacy, NELI summary (EEF) | 1,2 |
| Phonics-linked reading across the curriculum: ensure teachers explicitly map phonics progression into reading sessions and guided reading; protect time for systematic reading practice and interactive reading in EYFS/KS1. | EEF guidance on effective professional development and “high-quality teaching” as the highest-leverage use of PP funding; EEF resources on effective CPD and implementation. EEF Teaching & Learning Toolkit and Implementation guidance (see EEF resources hub) | 1,2,3,6 |

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| | Reading squad embedded into practice | |
| Strengthen early fine motor provision in EYFS (structured mark-making, finger gym, targeted catch-up groups, linked to handwriting & early writing) with TA training. | EEF Early Literacy evidence highlights the role of physical development and fine motor skills in early writing and literacy. EEF Early Literacy | 1 |
| Curriculum sequencing and knowledge progression for maths (number-first approach, small-step fluency) with teacher CPD and shared curriculum resources for number facts and fluency across KS1/KS2. | The impact of collaborative EEF evidence for early maths approaches and that focused number sense work and fluency can support later maths attainment (EEF early years/maths evaluations). EEF Early Years evaluations summary, [EEF Teaching & Learning Toolkit resources for maths]. | All |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Implement NELI / Talk Boost (or equivalent evidence-informed oral language programme) in Reception (targeted small groups 3–6 pupils; structured sessions; LanguageScreen entry/exit assessments). Train TAs and ensure fidelity. | NELI evidence and EEF oral language reviews: NELI produced 2–4 months' additional progress in trials and is classed as a promising programme; oral language interventions show high impact for disadvantaged pupils. NELI summary (EEF), EEF Oral language interventions, Speech & Language UK report | 1 |

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| Targeted phonics catch-up groups (4–5x weekly short sessions, small groups up to 6) delivered by trained TAs/teachers; rapid progress monitoring and exit criteria. | Phonics targeted small-group/1:1 is highly effective; EEF recommends frequent, regular sessions and small groups for catch-up. EEF Phonics | 2 |
| Small-group and one-to-one tuition for identified PP pupils in KS1/KS2 for reading and maths (school-led tutoring model; short regular sessions, 30–60 mins, 3x weekly over termly blocks), with curriculum alignment and progress monitoring. Use school-led tutoring or NTP where available. | One-to-one and small-group tuition show high impacts (1:1 +5 months; small group +4 months on average) when aligned to curriculum and frequent; DfE/EEF guidance and independent review emphasise alignment and quality tutor training. EEF One-to-one tuition, DfE independent review of tutoring | 2 and 3 |
| Targeted small-group maths programme (number fluency, pre-teaching & consolidation) for Y2–Y6 PP pupils who fall behind; weekly short fluency sessions plus targeted tuition blocks for MTC preparation. | EEF evidence (tutoring / small-group tuition) and early years maths evaluations suggest focused, frequent practice and small-group tuition aid maths attainment; tutor programmes such as Tutor Trust have produced measurable gains in KS2 maths. EEF One-to-one tuition, Tutor Trust trial summary (EEF) | 3 |
| Structured phonics and early reading intervention for pupils who did not pass phonics screening in Year 1: targeted 1:1/small group programmes with strict exit criteria and parental engagement package. | EEF phonics and early literacy guidance supports targeted one-to-one/small group phonics for low-attaining pupils; targeted programmes are effective when linked to classroom teaching. EEF Phonics, EEF Early Literacy | 2 |
| Targeted SEND interventions: adapt structured interventions | EEF resources on effective TA deployment and targeted interventions for pupils with SEND; targeted | 6 |

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| for PP pupils with SEND (diagnostic assessment → bespoke small-group work; specialist TA training; involvement of SENCo and external therapists where needed). | interventions and diagnostic assessment increase effectiveness. EEF: Making Best Use of Teaching Assistants guidance | |
| Targeted SEMH interventions that directly support learning engagement for pupils on cusp of exclusion: nurture groups, ELSA, 1:1 counselling for short blocks, and behaviour coaching with evidence-informed techniques. | SEL and behaviour-focused interventions show positive impacts on attitudes, behaviour and some academic outcomes; EEF SEL toolkit. EEF Social and emotional learning | 4,6 |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Attendance strategy including: personalised parental communication ("nudge" letters/texts showing days missed), early identification, targeted responsive support (home visits / welfare calls / casework), and use of the school Senior Social Worker and PSA to remove barriers (transport/timetabling/family support). | EEF Rapid Evidence Assessment on attendance: evidence is limited but shows promise for targeted parental engagement approaches and responsive, individually tailored interventions; EEF emphasises tailoring and parental communications. EEF Attendance interventions REA, EEF blog: taking tailored approach | 5 |
| Breakfast provision / Magic Breakfast style targeted support for vulnerable PP pupils (targeted or universal where feasible), | Evidence on breakfast clubs shows mixed but sometimes small positive effects on attendance; EEF REA notes meal provision may have small benefits and that how clubs are delivered | 5 |

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| plus school routines that incentivise and celebrate improved attendance & punctuality. | matters. EEF Attendance interventions REA | |
| Universal SEL curriculum (character education: PLACES values embedded, assemblies, Picture News, class SEL lessons) plus whole-school behaviour strategies to improve climate; combine with targeted SEMH support for high-need pupils (nurture, ELSA). | EEF Social and Emotional Learning toolkit: SEL approaches produce positive social and academic effects when embedded and supported by CPD. EEF Social and emotional learning | 4 |
| Free places in extracurricular offers (Rocksteady music, Rocksteady free PP place; sports coach to ALL KS2 children; library & child-led clubs; Year 4 camping trip subsidy) to boost engagement, cultural capital and belonging. Prioritise PP for subsidised trips and after-school clubs; monitor attendance and engagement. | Evidence on extracurricular activities is mixed for attendance but supports engagement and wider development; EEF notes extra-curricular activities can aid engagement but evidence for attendance is limited—still an important component of wider strategies for disadvantage. EEF Attendance interventions REA (extra-curricular section) | 4,5 |
| Parent/carer workshops (early language, reading at home, phonics info sessions, attendance conversations) and a strengthened Parent Forum/PSA to build partnership and support home learning; targeted home-learning packs for PP pupils. | EEF guidance highlights parental engagement as promising for attendance and for supporting literacy and early language development; EEF's Guide to Working with Parents. EEF Pupil Premium guide/Parental engagement resources | 1,2,5 |
| Use of Senior Social Worker and Trust-wide specialist resources | Responsive, multi-component approaches and targeted casework are highlighted by the EEF as promising for | 5,6 |

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| (Executive Headteacher/School Improvement Partners, Trust support) to support vulnerable families, coordinate multi-agency responses and maintain continuity for mobile pupils (transition packs, targeted induction). | attendance and for addressing complex barriers. EEF Attendance interventions REA | |
| Subsidised enrichment and careers-related events (When we grow up day, Courageous advocates, Mini Cadets, Church links) and promotion of leadership/voice (school council, voting) to increase belonging and aspiration. | SEL and character-building activities contribute to pupil engagement and school belonging; EEF SEL resources and Pupil Premium guidance emphasise non-academic supports as important components of closing gaps. EEF Social and emotional learning | 4 |

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

EYFS:

| | EYFS | Year 1 Phonics: |
|---|---|---|
| Year | PP | |
| 2024-25 | 50% | 55.6% |
| 2023-24 | 55% | 73% |
| 2022-23 | 56% | 46% |
| 2021-22 | 40% | 56% |

Year 4 - MTC:

| Year | PP<br><br>24/25 |
|---|---|
| 2024-2025 | 22.7% |
| 2023-24 | 13.3% |
| 2022-23 | 18% |
| 2021-22 | 6% |

KS2 – SATs:

| PP | Reading | Reading GD | Writing | Writing GD | Maths | Maths GD | Combined | Combined GD |
|---|---|---|---|---|---|---|---|---|
| Year | | | | | | | | |
| 2024-25 | 76% | 0% | 80% | 0% | 84% | 0% | 72% | 0% |
| 2023-24 | 68% | 5% | 63% | 11% | 58% | 11% | 47% | 0% |
| 2022-23 | 54% | 47% | 87% | 7% | 73% | 21% | 67% | 0% |
| 2021-22 | 74% | 32% | 74% | 16% | 63% | 16% | 63% | 16% |

# Monitoring, Evaluation and Governance

- Pupil Premium Lead (senior leader) will coordinate strategy implementation, track progress and report termly to the Headteacher/CEO and Pupil Premium link governor.
- Data dashboards to monitor: GLD by subgroup (communication & language, fine motor), phonics pass rates by PP/non-PP, KS1/KS2 progress, MTC scores, attendance and persistent absence by PP, behaviour incidents and SEMH referrals, uptake & attendance at tutoring and extracurricular activities.
- Termly reviews: intervention fidelity checks (observation of tutoring, phonics sessions), TA/tutor training logs, uptake rates and exit criteria for targeted interventions, parental engagement logs.
- Impact evaluation: review of cohort outcomes annually; internal evaluation of tutoring blocks (pre/post diagnostics); process evaluation for new programmes (NELI/Talk Boost) to check fidelity and adaptations.
- Governance: termly Pupil Premium Report to governors with measurable progress vs success criteria in Section 3. Include case studies (anonymised) illustrating impact on attendance/engagement.

# Implementation plan and key milestones (summary for this academic year)

- Autumn term

- Baseline screening: EYFS language/fine motor baseline; phonics entry checks; identify targeted cohorts; set intervention cohorts and tutor rosters.
- CPD: phonics refresher for EYFS/KS1; staff briefing on NELI/Talk Boost options and language screening tools; attendance strategy finalised.
- Attendance comms: “attendance nudges” messaging templates prepared; Parent Forum dates set.
- Spring term

- Start NELI/Talk Boost small-group delivery in Reception; begin targeted phonics catch-up groups; start small-group maths fluency sessions.
- Begin school-led tutoring blocks (15 hours modules) for prioritised KS1/KS2 PP pupils (aligned with curriculum).
- Launch SEL curriculum sequences and implement nurture group interventions for identified pupils.
- Summer term

- Post-intervention assessment (phonics reassess, LanguageScreen/EYFS monitoring, maths diagnostics); evaluate tutoring impact.
- Report to governors; plan next-year provision based on outcomes; embed successful approaches into whole-school practice and budgets.

## Costing principles

- Pupil Premium funding will prioritise evidence-based interventions with sustainable impact:
- Investment in staff CPD and coaching (time + cover) to build capacity.
- Targeted small-group tuition / school-led tutoring (use NTP subsidy where possible).
- Purchase / subscription/licence costs for structured programmes (NELI packs, phonics resources) and assessment tools (LanguageScreen).
- Wider strategies: targeted breakfast provision, subsidised residential & trips, PSA / Senior Social Worker time.
- All expenditures will be recorded in the Pupil Premium budget and reported termly; cost-per-pupil estimates for major programmes (tutoring, NELI) will be calculated as part of the process evaluation.

Evidence references for costing choices: see EEF guidance on costs and programme implementation (EEF project pages linked in activity evidence above).

# Evidence summary (key sources used in preparing this strategy)

- Education Endowment Foundation — Oral language interventions (EEF Teaching & Learning Toolkit): EEF Oral language interventions
- Education Endowment Foundation — NELI project page and summary of Nuffield Early Language Intervention: NELI (EEF)
- Speech & Language UK — Getting in early: speech and language interventions report: Speech & Language UK: Getting in early
- Education Endowment Foundation — Phonics (EEF Teaching & Learning Toolkit): EEF Phonics
- Education Endowment Foundation — Early literacy / Early Years evidence store: EEF Early Literacy
- Education Endowment Foundation — One-to-one tuition (EEF Teaching & Learning Toolkit): EEF One-to-one tuition
- DfE / Ofsted review of tutoring: Independent review of tutoring in schools: DfE / Ofsted tutoring review
- Education Endowment Foundation — Social and emotional learning (EEF Teaching & Learning Toolkit): EEF Social and emotional learning
- Education Endowment Foundation — Attendance interventions rapid evidence assessment & related guidance: EEF Attendance interventions REA, EEF blog: Taking a tailored approach
- Education Endowment Foundation — Tutor Trust evaluation (example of small-group tuition impact): Tutor Trust trial (EEF)
- EEF resources on TA deployment and implementation guidance: EEF resources hub

This Pupil Premium strategy aligns Sturry Primary School's identified needs (early language, phonics, maths fluency, SEMH and attendance) with high-quality evidence and the DfE Menu of Approaches. Implementation will be monitored termly, reported to governors and used to refine the plan each year to ensure that Pupil Premium funding continues to be used in the most effective way to raise the achievement and wellbeing of disadvantaged pupils.