Pupil premium strategy statement 2026 – 2027 Sturry C.E. Primary School

This statement details Wour 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	410
Proportion (%) of pupil premium eligible pupils	23.5%
Academic year/years that our current pupil premium strategy plan covers 26-27	2026-2027
Date this statement was published	September 2027
Date on which it will be reviewed	September 2028
Statement authorised by	Michelle Mannings
Pupil premium lead	Michelle Mannings
Trustee lead	Simon O'Keefe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 151,900
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*	£ 151,900

Part A: Pupil premium strategy plan

Statement of intent

At Sturry C.E. Primary School, our Pupil Premium strategy is rooted in our commitment to ensuring that every child flourishes academically, socially and emotionally, regardless of their starting point or circumstances. With 25.8% of our pupils eligible for free school meals and a higher-than-average proportion of pupils receiving SEND Support, we recognise that disadvantage can present through a range of interconnected barriers, including language development, attendance, emotional wellbeing, SEND, and access to wider experiences.

Our strategy builds upon the school's strengths as an IQM Flagship School, Little Wandle Champion School and Microsoft Showcase School. We are committed to providing an inclusive, ambitious and nurturing education where disadvantaged pupils benefit from high-quality teaching, early intervention and personalised support. Our approach is closely aligned to the priorities within our Academy Development Plan, ensuring that improving outcomes for disadvantaged pupils remains central to whole-school improvement.

At the heart of our provision is a therapeutic and relational approach. We understand that children learn best when they feel safe, valued and ready to learn. Through strong relationships, therapeutic classroom practice, nurture provision, ELSA support, outdoor learning and responsive pastoral care, we seek to remove barriers to learning and develop pupils' confidence, resilience and sense of belonging.

We know that language is the foundation of success. School assessment information and contextual data demonstrate the importance of continuing to strengthen communication, vocabulary and oracy, particularly for disadvantaged pupils. Our strategy therefore prioritises language-rich classrooms, explicit vocabulary instruction, high-quality classroom talk and early identification of speech and language needs. Alongside this, we will continue to strengthen reading fluency, comprehension and mathematical fluency through evidence-informed approaches and targeted support.

While the school has demonstrated strong outcomes and positive improvements in attendance, behaviour and pupil wellbeing, we remain ambitious for our disadvantaged learners. Attendance has improved significantly, persistent absence has reduced, and suspensions remain low; however, we recognise that sustained attendance, engagement and readiness to learn remain crucial factors in securing long-term success.

Our strategy combines high-quality teaching for all, targeted academic intervention and wider opportunities that enrich pupils' lives. We are committed to ensuring that financial disadvantage never limits access to educational visits, clubs, leadership opportunities,

cultural experiences or wider curriculum enrichment. Through courageous advocacy projects, pupil leadership, community partnerships and a broad curriculum, we aim to raise aspirations and ensure that disadvantaged pupils fully participate in the life of the school.

Through rigorous monitoring, evaluation and responsive use of funding, we will ensure that Pupil Premium funding continues to have a measurable impact on attainment, attendance, wellbeing and personal development. Our ultimate aim is that every disadvantaged pupil leaves Sturry with the knowledge, skills, confidence and resilience needed to thrive in the next stage of their education and beyond

Challenges

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

Challenge number	Detail of challenge
1	***Language, communication and vocabulary development.*** *Assessments and school monitoring indicate that a significant proportion of disadvantaged pupils enter school with lower levels of speech, language and communication, impacting their ability to access the curriculum, develop vocabulary and articulate their understanding. While previous interventions have had a positive impact, continuing to embed a whole-school focus on oracy, vocabulary acquisition and language-rich teaching remains a priority*
2	**Achievement in reading and early literacy.** Although phonics outcomes have improved over time and overall attainment remains strong, disadvantaged pupils continue to require targeted support to develop reading fluency, comprehension and a love of reading. Strengthening early reading and embedding a consistent approach to vocabulary and comprehension remains a key priority
3	**Attendance and engagement with learning.** Despite significant improvements in attendance and reductions in persistent absence, disadvantaged pupils continue to attend less regularly than their peers. Lost learning through absence can affect academic progress, wellbeing and participation in enrichment opportunities, making continued work with families a priority.
4	**Social, emotional and mental health needs affecting readiness to learn.** A number of disadvantaged pupils experience SEMH needs, difficulties with self-regulation and wider vulnerabilities that can impact attendance, engagement and achievement. While the school's therapeutic and relational approaches have successfully reduced suspensions and improved outcomes, further embedding therapeutic classroom practice remains essential to ensuring all pupils can access learning successfully.

5	**Mathematical fluency and confidence:** Despite strong overall attainment in mathematics, disadvantaged pupils continue to demonstrate lower levels of number fluency and multiplication recall, which can impact confidence and their ability to access age-related mathematical learning. Continued focus on fluency, retrieval practice and targeted support is required to further diminish differences between disadvantaged pupils and their peers
6	**Language, vocabulary and oracy development:** Some disadvantaged pupils have lower levels of communication and language development, limiting curriculum access, vocabulary acquisition and confidence in spoken language. Further embedding a whole-school focus on oracy and explicit vocabulary instruction remains a priority.

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
1.	- Disadvantaged pupils demonstrate increased confidence and competence in speaking, listening and articulating their thinking across all subjects. - Vocabulary progression is consistently embedded across the curriculum and evidenced through pupil voice, learning walks and book scrutiny. - Pupils identified with speech, language and communication needs make measurable progress from their starting points. - Increased proportion of disadvantaged pupils achieve age-related expectations in Communication and Language by the end of EYFS.
2.	- The attainment gap between disadvantaged and non-disadvantaged pupils in reading continues to diminish. - Phonics outcomes remain above national averages and disadvantaged pupils achieve outcomes increasingly in line with their peers. - Reading fluency, comprehension and enjoyment of reading are evident through assessment outcomes and pupil voice. - A greater proportion of disadvantaged pupils achieve age-related expectations in reading across all key stages.
3.	- Disadvantaged pupils make strong progress in mathematics from their starting points. - Internal assessment demonstrates improved number fluency and multiplication recall. - The gap between disadvantaged and non-disadvantaged pupils in multiplication fluency and mathematical attainment continues to narrow. - Outcomes for disadvantaged pupils in mathematics remain above national disadvantaged averages.

4.	- Attendance for disadvantaged pupils continues to improve and is closer to that of non-disadvantaged pupils. - Persistent absence amongst disadvantaged pupils continues to reduce. - Families engage positively with attendance support and early intervention strategies. - Increased attendance results in improved participation, attainment and wellbeing.
5.	- Pupils demonstrate increasing levels of self-regulation, resilience and positive engagement in learning. - Reduction in behaviour incidents requiring significant intervention. - Pupil voice demonstrates that children feel safe, supported and included within school. - Therapeutic classroom approaches are consistently embedded across the school and evidenced through monitoring and evaluation activities.
6.	- Increased participation of disadvantaged pupils in clubs, educational visits, leadership opportunities and enrichment activities. - Financial barriers do not prevent disadvantaged pupils from engaging in wider school experiences. - Pupil voice demonstrates increased aspirations, confidence and sense of belonging. - Disadvantaged pupils access opportunities that broaden horizons and support personal development.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed a whole-school oracy and vocabulary strategy through explicit vocabulary instruction,	EEF evidence identifies Oral Language Interventions as having an average impact of +6 months' progress. Structured discussion, high-quality classroom talk and explicit vocabulary instruction particularly	1, 2

structured talk opportunities, high-quality questioning and staff CPD.	benefit disadvantaged pupils and improve outcomes across the curriculum. (EEF Oral Language Interventions; EEF Improving Literacy Guidance)	
Develop language-rich classrooms through ambitious vocabulary instruction, modelled language and curriculum-specific vocabulary progression.	The EEF highlights the importance of intentionally developing vocabulary and language comprehension to support literacy, curriculum access and academic achievement. (EEF Improving Literacy in KS1 and KS2)	1, 2
Further embed therapeutic and relational classroom practice through staff training, coaching and consistent regulation approaches.	EEF evidence suggests that Social and Emotional Learning approaches can deliver an average of +4 months additional progress whilst improving behaviour, wellbeing and engagement. (EEF Social and Emotional Learning)	4
Sustain and further develop Little Wandle Letters and Sounds Revised implementation, drawing on Sturry's role as a Little Wandle Champion School. This includes ongoing coaching, fidelity monitoring, reading practice sessions and support for other schools.	Systematic synthetic phonics has consistently been shown to be one of the most effective approaches for improving early reading outcomes (+5 months). The Little Wandle programme is based on the latest evidence from cognitive science, the DfE Reading Framework and research into how children learn to read. Champion School status recognises excellence in implementation and the ability to model best practice. [littlewandle.org.uk], [faqs.littl...nds.org.uk], [willowdene...mpassps.uk]	2
Further develop reading fluency through the implementation of Little Wandle Fluency and high-quality reading practice sessions across Key Stage 2.	Little Wandle Fluency is based on evidence around repeated reading, prosody and comprehension development, helping pupils become confident, fluent readers with improved understanding of texts. [moorfirsts...hool.co.uk]	1, 2
Develop mathematical fluency through daily	EEF guidance recommends securing fluency as the foundation for mathematical success and highlights	3

retrieval practice, multiplication fluency teaching and consistent approaches to number sense.	the impact of retrieval and frequent practice.	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Early Talk Boost inter	EEF evidence shows that Oral Language Interventions can provide an average of **+6 months additional progress**, particularly for disadvantaged pupils. Early Talk Boost is a structured programme designed to improve communication, language and vocabulary development through targeted intervention and early identification. Strong oral language skills support reading comprehension, writing and wider curriculum attainment. (EEF Oral Language Interventions; Speech and Language UK Early Talk Boost) [	
Targeted vocabulary and oracy interventions	Explicit vocabulary instruction and structured opportunities for talk improve oral language, reading comprehension and attainment across the curriculum. (EEF Oral Language Interventions; Improving Literacy in KS2)	1, 2
Small-group and one-to-one reading interventions for disadvantaged	Small-group tuition has an average impact of **+4 months** and one-to-one tuition **+5 months** when well-targeted and aligned to classroom learning. (EEF Small Group Tuition; One-to-One Tuition)	2
Targeted Little	Systematic Synthetic Phonics remains one of the most effective approaches for early reading development (+5 months). As a **Little Wandle Champion School**, Sturry	2

	has recognised expertise in the delivery of high-quality phonics provision.	
Implementation	Little Wandle Fluency is based on evidence around repeated reading and prosody, which support reading fluency and comprehension development.	1, 2
Targeted mathematics interventions	EEF guidance highlights the importance of securing fluency and using structured intervention and small-group tuition to improve mathematical outcomes. (EEF Improving Mathematics in KS2 and KS3)	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed a whole-school therapeutic and relational approach, including ELSA support, nurture provision, Alternative Provision and staff training in emotional regulation and trauma-informed practice.	The EEF reports that Social and Emotional Learning approaches can provide an average of **+4 months additional progress**, whilst improving behaviour, emotional wellbeing and engagement in learning.	4
Targeted attendance strategy including attendance monitoring, early intervention, parental engagement, home visits, attendance support plans and use of the Parent Support Advisor.	The EEF Attendance Interventions Rapid Evidence Assessment highlights that tailored approaches, strong family relationships and responsive intervention are effective in improving attendance and reducing persistent absence.	4
Develop parental engagement through workshops and	The EEF highlights parental engagement as a key lever for improving pupil outcomes, particularly	1, 2, 4

support sessions focused on attendance, reading, oracy, vocabulary development and supporting learning at home.	when relationships between home and school are strong and support learning behaviours.	
Provide subsidised educational visits, residential experiences and curriculum enrichment opportunities to ensure disadvantaged pupils have equitable access to wider learning experiences.	The EEF recognises that participation in enrichment and extracurricular activities can improve motivation, engagement, confidence and sense of belonging, particularly for disadvantaged pupils.	4
Provide access to extracurricular clubs, music tuition, sporting opportunities and pupil leadership experiences including school council, courageous advocacy and community projects.	Wider participation supports personal development, confidence, resilience, communication skills and aspiration. These opportunities help build cultural capital and strengthen engagement with school.	1, 4
Further develop outdoor learning, forest school and therapeutic curriculum experiences to support wellbeing, resilience, communication and engagement.	Research suggests that outdoor learning and experiential approaches can have positive impacts on self-regulation, wellbeing, engagement and communication skills. These approaches complement therapeutic practice and support vulnerable learners.	1, 4

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider