

# Pupil premium strategy statement – Sexton’s Manor 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	160 pupils 76%
Proportion (%) of pupil premium eligible pupils	25 pupils 16%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Richard Selby
Pupil premium lead	Kirsten Steele - Acting Executive Headteacher
Governor / Trustee lead	Richard Selby – Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,780 Estimated allocation based on current DfE rates. Final figure will be confirmed by the Trust and adjustments made accordingly
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	N/A

## Part A: Pupil premium strategy plan

### Statement of intent

Our intent for 2025–2026 is to narrow attainment gaps for disadvantaged pupils, with a particular focus on Writing and Maths, while sustaining improvements in reading fluency and emotional readiness for learning.

We are committed to ensuring that every pupil, regardless of background or need, has access to high-quality teaching, targeted academic support, and wider strategies that build resilience, engagement, and confidence.

This year, we will prioritise:

- Embedding a coherent, ambitious curriculum that secures progression and challenge across all subjects.
- Expanding targeted interventions in EYFS and KS1 through additional TA capacity, enabling structured oracy development and bespoke support for vulnerable learners.
- Increasing ELSA provision and embedding therapeutic approaches to strengthen emotional regulation and readiness to learn.
- Providing focused support for Year 6 pupils, particularly boys, to work towards overcoming barriers in Writing and ensure they are fully prepared for transition to secondary school.

Our approach is evidence-informed and designed to identify barriers to learning and work towards overcoming them, accelerating progress and ensuring that disadvantaged and SEND pupils thrive academically and socially

### Challenges

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

Challenge number	Detail of challenge
1	Curriculum design has lacked consistency and ambition, resulting in gaps in progression and limited challenge for all learners.
2	SEND provision has been inconsistent, previously lacking clear systems for early identification, timely interventions, and strategic oversight, resulting in delays in support for vulnerable learners
3	Disadvantaged pupils, particularly those with SEND, significantly underperform in Reading and Writing across multiple year groups.
4	Persistent gaps in vocabulary and oracy skills are limiting pupils' ability to access the curriculum and produce high-quality writing.
5	Emotional regulation and readiness to learn remain significant barriers, impacting engagement and resilience in learning.

6	Teaching assistant training has not been sufficiently targeted or specific to meet the needs of vulnerable learners.
7	Investment in high-quality resources to support targeted interventions and curriculum delivery has been limited.

## 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
A coherent, ambitious curriculum is embedded across all subjects, providing clear progression and appropriate challenge for every learner.	Curriculum maps and progression documents are in place; monitoring confirms consistent implementation. Evidence from pupil work and assessment demonstrates improved outcomes in Writing and Maths for disadvantaged pupils.
Robust SEND systems ensure early identification and targeted support for all pupils with additional needs.	Every pupil with SEND has an accurate, timely plan following identification, and termly reviews demonstrate positive progress. Evidence from assessment and classroom practice shows improved attainment and engagement in core subjects for pupils with additional needs.
Disadvantaged and SEND pupils make accelerated progress in Reading and Writing through targeted interventions.	Focused support and high-quality teaching enable these pupils to close gaps in attainment, with evidence from assessments, work scrutiny, and monitoring of intervention delivery showing stronger progress. Success will also be measured by ensuring the school has sufficient capacity (staffing and resources) to sustain these interventions effectively.
Structured oracy and vocabulary development is embedded across the curriculum to strengthen language and writing outcomes.	An oracy framework is implemented in all classes, supported by the school's investment in the Welcomm screening package to assess every child in Nursery and Reception. Pupil voice and classroom evidence demonstrate growing confidence in spoken language, and writing shows clear improvement for disadvantaged pupils through targeted vocabulary and oral language strategies.
Pupils develop resilience and self-regulation strategies, enabling full engagement in learning.	Emotional regulation strategies are embedded across the school, supported by enhanced ELSA provision through additional time investment. Senior leaders will undertake Therapeutic Thinking training, and the behaviour curriculum will be reviewed to reflect this approach. Targeted pupils access nurture and emotional support, with evidence showing improved engagement and reduced behaviour incidents over time, supported by pupil voice surveys and behaviour logs. Sustainability will be ensured through ongoing staff training in Therapeutic Thinking and embedding emotional regulation strategies into the behaviour curriculum.

Teaching assistants receive high-quality, role-specific training to deliver effective interventions.	The school invests in targeted professional development for TAs, delivered by senior leaders and external specialists through regular scheduled weekly TA meetings, workshops, and in-class coaching. Staff will evidence implementation through intervention records, pupil progress data, and reflective logs.
High-quality resources are available to support curriculum delivery and targeted interventions.	Resource audit completed; new materials in place for Writing, Maths, and SEND support; pupil engagement and attainment data show measurable improvement.

## 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: £ 14,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school Writing improvement plan: embed writing curriculum, editing strategies, and structured vocabulary/oracy program.	Education Endowment Foundation (EEF) reports that oral language interventions and structured writing approaches can add up to +6 months progress for disadvantaged pupils. CLPE research highlights the impact of teacher modelling and purposeful talk on writing quality.	1,2,4,7
Implement a whole-school oracy framework including sentence stems, dialogic teaching, and structured discussion. Daily vocabulary sessions linked to core texts and curriculum themes.	EEF Toolkit: Oral language interventions have a high impact for low cost, improving reading comprehension and writing. DfE Reading Framework (2022) emphasizes vocabulary development as critical for closing attainment gaps.	1,4,7
Extend Mastering Number principles into KS2 with daily fluency sessions and reasoning journals. Use manipulatives and representations to	EEF: Mastery learning approaches can add +5 months progress when implemented consistently. NCETM research supports mastery for improving problem-solving and resilience in maths.	1,2,7

deepen conceptual understanding.		
<p>Deliver structured CPD programme for Teaching Assistants, including workshops on evidence-based interventions and in-class coaching.</p> <p>Provide opportunities for peer learning and reflective practice to strengthen confidence and consistency in delivery.</p>	<p>Making Best Use of Teaching Assistants” guidance highlights that targeted training and structured interventions significantly improve pupil outcomes. Research shows TA-led programmes in literacy and numeracy can accelerate progress when staff are well-trained and supported.</p>	2,3,6
<p>Continue Reading Cafés and sharing afternoons to model reading strategies for parents.</p> <p>Develop home reading packs with guidance for supporting phonics and comprehension.</p>	<p>National Literacy Trust and EEF highlight the link between reading for pleasure and improved attainment.</p> <p>Parental engagement programs can add +4 months progress when focused on learning.</p>	3,4
<p>Provide disadvantaged pupils with access to high-quality digital learning platforms (e.g., phonics, maths fluency, and reading comprehension tools) and ensure they can use school devices where home access is limited. This supports continuity of learning beyond the classroom and helps close gaps in core subjects.</p>	<p>Education Endowment Foundation (EEF):</p> <ul style="list-style-type: none"> <li>• <i>Digital Technology</i> approaches can add +4 months progress when used to supplement teaching and targeted interventions.</li> <li>• Impact is greatest when technology is integrated into structured learning rather than used as a standalone activity.</li> </ul> <p>DfE Remote Education Guidance: Highlights the importance of equitable access to technology for disadvantaged pupils to prevent widening attainment gaps.</p> <p>National Literacy Trust: Reports that digital reading platforms improve engagement and comprehension, particularly for reluctant readers.</p> <p>EEF Implementation Guidance: Emphasises that training staff and monitoring usage are key to ensuring digital tools deliver intended impact.</p>	1,2,7

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

**Budgeted cost: £ 29,780**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement small-group or 1:1 interventions in Reading, Writing, and Maths using proven programmes (e.g. Little Wandle SSP, phonics catch-up, precision teaching, reciprocal reading, Numberstacks, TTRS).	Education Endowment Foundation (EEF) reports that structured interventions delivered by trained staff can add +4 months progress for disadvantaged pupils. Targeted support is most effective when sessions are regular, short, and linked to classroom learning.	1,2,3,4,6&7
Provide role-specific CPD for TAs to deliver interventions effectively, supported by coaching and peer learning.	EEF's <i>Making Best Use of Teaching Assistants</i> guidance shows that trained TAs delivering structured interventions significantly improve outcomes compared to ad-hoc support.	2,3&6
Embed structured oracy strategies across the curriculum and use screening tools (e.g. Welcomm) to identify language gaps early.	EEF's <i>Oral Language Interventions</i> toolkit suggests these approaches can add +6 months progress, particularly for younger pupils and those with language delays.	2,3,4&7
Host Reading Cafés, Sharing Afternoons and provide home reading packs with phonics and comprehension guidance.	National Literacy Trust and EEF highlight that reading for pleasure strongly correlates with improved attainment. Parental engagement programmes focused on learning can add +4 months progress.	1,5&7
Regularly assess gaps in knowledge and skills to tailor interventions (e.g. termly standardised tests, phonics screening).	EEF recommends diagnostic assessment to ensure interventions are targeted and responsive, improving efficiency and impact.	2,3,4,6&7
Provide additional tutoring or homework clubs for disadvantaged pupils, aligned with classroom content.	EEF's <i>Small Group Tuition and One-to-One Tuition</i> approaches can add +4 to +5 months progress, especially when delivered by trained staff.	1,3,5&7
Increase TA capacity in EYFS and KS1 to deliver targeted oracy interventions, provide bespoke support for vulnerable learners. Expanded ELSA	EEF evidence shows that oral language interventions and social-emotional support have significant impact on early attainment and wellbeing (+4 to +6 months progress). Additional trained adults allow for consistent delivery of	2,3,4,5,6

provision and mental health support	structured programmes and emotional support, reducing barriers to learning.	
Provide extra teaching assistant capacity to deliver targeted interventions in early language development, phonics, and writing for EYFS/KS1, and focused booster sessions for Year 6 pupils in Reading and Writing. This aims to accelerate progress for disadvantaged learners and ensure readiness for transition to secondary school.	<p>Education Endowment Foundation (EEF):</p> <ul style="list-style-type: none"> <li>• <i>Early Years Interventions and Small Group Tuition</i> can add +4 to +6 months progress, especially when delivered by trained staff and linked to classroom learning.</li> <li>• <i>Making Best Use of Teaching Assistants</i> guidance highlights that structured, evidence-based TA-led interventions significantly improve outcomes compared to ad-hoc support.</li> </ul> <p>DfE Pupil Premium Guidance (2023): Emphasises the importance of early intervention and targeted support for closing attainment gaps.</p> <p>NCETM Research: Shows that additional adult support in mastery-based approaches improves fluency and problem-solving in maths.</p> <p>National Literacy Trust: Reports that early language and phonics interventions have a long-term impact on reading and writing attainment.</p>	2,3,5&6

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**  
**Budgeted cost: £ 12,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement first-day response calls and personalised attendance plans for vulnerable pupils. Use attendance mentors to build positive relationships and address barriers.	EEF and DfE guidance highlight that consistent communication and relationship-building improve attendance and engagement. Research shows that mentoring and early intervention reduce persistent absence (DfE, 2022).	3&5
Embed Emotional regulation strategies across the school. Provide ELSA sessions and nurture groups for targeted pupils. Review behaviour curriculum following	EEF's <i>Social and Emotional Learning</i> toolkit suggests SEL approaches can add +4 months progress. Structured emotional regulation programmes improve behaviour and learning readiness.	2,3,5,6&7

Therapeutic Thinking training for SLT.		
Increase access to school-based counselling and mental health support. Deliver mindfulness and resilience workshops for pupils.	Public Health England and EEF report that wellbeing interventions improve engagement and attainment, particularly for disadvantaged pupils. ELSA, SEL and resilience programmes reduce anxiety and improve classroom participation.	2,3,5,6&7
Host parent workshops on supporting learning and wellbeing at home. Provide structured communication (e.g., newsletters, drop-ins) to strengthen home-school links.	EEF states parental engagement programmes focused on learning can add +4 months progress. Strong family-school partnerships improve attendance and behaviour.	1,3&5
Develop language-rich environments in Nursery and Reception by purchasing:  Home Corner resources (role-play furniture, utensils, pretend play items) to encourage dialogue and imaginative play.  Story sacks and high-quality picture books to promote shared reading and vocabulary development.  Small-world play sets (farm, transport, community figures) to stimulate conversation and narrative skills.  Visual prompts and puppets for structured oral language activities.	EEF Early Years Toolkit: Oral language interventions have a high impact (+6 months progress), especially for disadvantaged pupils.  DfE Early Years Foundation Stage guidance stresses the importance of language-rich play environments for vocabulary and communication development.  National Literacy Trust research shows that interactive storytelling and role-play significantly improve expressive language and comprehension.  Welcomm screening identifies gaps, but resources like story sacks and home corners provide the practical context for closing those gaps through play-based learning.	1,2,4,5&7
Provide disadvantaged pupils with access to educational trips, residential experiences, music lessons, and essential items such as school uniform.  These opportunities aim to broaden horizons, build confidence, and remove financial barriers to	Education Endowment Foundation (EEF): <i>Research on Arts Participation and Outdoor Adventure Learning</i> shows these activities can add +3 months progress, particularly when linked to curriculum goals and delivered alongside high-quality teaching. DfE Pupil Premium Guidance (2023): Emphasises the importance of cultural capital and enrichment for disadvantaged pupils to support engagement and aspiration.	3,5,7

<p>participation in the wider curriculum.</p>	<p>National Literacy Trust: Highlights that experiences beyond the classroom enhance vocabulary, comprehension, and writing quality.  Social Mobility Commission: Reports that access to enrichment activities improves confidence, resilience, and long-term outcomes for disadvantaged learners.</p>	
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**Total budgeted cost: £ 55,780**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Evaluation of Current Position

Analysis of baseline data for September 2025 highlights significant attainment gaps for disadvantaged pupils, particularly in Writing and Maths. While progress has been made in developing a stronger reading culture and embedding mastery approaches in EYFS and KS1, these gains have not yet translated into consistent outcomes for PPG and SEND pupils across all year groups.

#### Key findings include:

- PPG pupils underperform compared to their peers in Writing and Maths across most year groups, with concerns in some year groups where attainment in these subjects is close to zero.
- SEND pupils show extremely low attainment in Reading and Writing in some year groups and Writing remains a major barrier for children in Year 6.
- Gender gaps persist, where boys lag significantly behind girls in Reading and Writing.
- Whole-school analysis confirms that Writing is the weakest subject overall, especially for vulnerable groups.

#### Impact of Previous Strategy

- Reading initiatives (Little Wandle, Reading Cafés, cultural capital texts) have improved engagement and phonics outcomes.
- Mastery Maths approaches are becoming embedded in EYFS and KS1, supporting fluency and number sense.
- Emotional and social interventions (ELSA, Forest School, Music Therapy) have strengthened resilience and readiness to learn.

#### Next Steps for 2025–2026

- Implement a whole-school Writing improvement plan, embedding the writing curriculum and structured editing strategies, alongside targeted vocabulary and oracy development.
- Extend mastery principles into KS2 Maths with a focus on reasoning and problem-solving.
- Deliver intensive small-group interventions for PPG and SEND pupils, prioritising Writing and Maths.
- Provide booster support for Year 6 boys in Reading and Writing ahead of transition. Two TAs will be allocated to Year 6 classes where possible to deliver structured writing booster sessions
- Strengthen parental engagement through termly workshops and digital platforms to support home learning. Impact will be measured through attendance at workshops, parental feedback surveys, and improved home learning engagement (e.g., reading logs and homework completion).
- Continue emotional regulation strategies, embedding Zones of Regulation, Therapeutic Thinking and increasing ELSA provision and nurture provision.

### Success Criteria

- Reduce Writing gap for PPG.
- SEN pupils make significant progress in Writing and Maths by July 2025.
- Close gender gaps in Year 6 Reading and Writing
- Whole-school Writing attainment improves for all groups.

This refined strategy ensures that resources are directed towards the most urgent needs, while sustaining the positive impact of previous initiatives. Our focus remains on high-quality teaching, targeted support, and strong partnerships with families to secure improved outcomes for all disadvantaged learners.

## 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
Little Wandle SSP	

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*