

Sundon Lower School Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sundon Lower School
Number of pupils in school	62
Proportion (%) of pupil premium eligible pupils	6.45%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	20 th November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Local Governing Committee
Pupil premium lead	Richard Kingham
Governor lead	Razika Azim

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 3,030
Recovery premium funding allocation this academic year	0
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	£ 3,030

Part A: Pupil premium strategy plan

Statement of intent

Our Vision

Our whole school is 'Learning for Life,' with all staff and Governors fully committed to providing high quality education and excellent pastoral care for the whole community. We are passionate about learning and the education of our children and we therefore strive for continuous growth and improvement in order to make these the best they can be. We are therefore committed to delivering an exciting, challenging curriculum made accessible to all in a supportive and inclusive environment. In turn, we believe that this will enable every child to understand the importance of learning and instil in them a love for learning that is lifelong.

In order for all of our children to reach their full potential we must maintain our high expectations with regards to their academic development, as well as the social, emotional, physical and behavioural aspects of their growth; we will work tirelessly in order that there is fair and equal opportunity for all, regardless of ages and stages of development.

We will endeavour to ensure any child who meets the criteria for the funding allocated to the school is given targeted and strategic support to learn as effectively as possible in order that these children are not disadvantaged by their personal circumstances.

The targeted and strategic use of pupil premium will support us in achieving our vision.

Principles

- We ensure teaching and learning opportunities meet the needs of all the children.
- We ensure appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils we recognise that not all children who receive Free School Meals (FSM) will be socially disadvantaged.
- We also recognise that not all children who are socially disadvantaged are registered to qualify for FSM.
- Pupil Premium funding will be allocated following a learning needs analysis which will identify priority support which could be group or individually based.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that a high proportion of our disadvantaged children are working below age-related expectations and making lower than expected progress.
2	A higher percentage of our pupil premium children have additional special educational needs than that of the percentage of the whole cohort. A high proportion of these special educational needs link to speech and language.
3	Many of our disadvantaged children are persistently absent from school.
4	Our observations show that many of our parents of disadvantaged children find it difficult to support their children with homework and reading.
5	Many of our disadvantaged pupils have delayed language skills; a contributing factor to this is a smaller vocabulary compared to their peers.
6	For a variety of reasons including the long-term impacts of COVID and cost of living crisis, many children have limited out-of-school life experiences meaning a reduction in their culture capital.

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 – For all pupil premium children to make at least good progress from their individual starting points in reading, writing and maths. For many pupil premium children to make accelerated progress. - For the percentage of children reaching age-related expectations and above age-related expectations to increase.	• Tracking data on PIXL shows that all pupil premium children make at least good progress from their starting points in reading, writing and Maths (good progress is defined as staying at the same PIXL language of assessment). • Tracking data shows that some pupil premium children make accelerated progress in reading, writing and Maths (accelerated progress is defined as the PIXL language of assessment increasing). • Phonics assessments (Twinkl and mock Phonics Screening Checks)

	show that children are making accelerated progress in phonics.
2 – Children who are also SEND make accelerated progress in Reading, Writing and Maths. They also make good progress as defined by their MSP (My Support Plan) targets.	- Tracking data shows that pupil premium children who are also SEND make accelerated progress in reading, writing and Maths (accelerated progress is defined as the PIXL language of assessment increasing). - Phonics assessments (Twinkl and mock Phonics Screening Checks) show that children are making accelerated progress in phonics. - PP pupils who are also SEND receive external support where required and this advice is incorporated into their MSPs. - PP pupils who are also SEND meet their MSP targets.
3 – A reduction in the number of Persistent Absentees among pupil premium children.	- Attendance tracking data shows that all PP pupils have attendance of at least 96%. - No pupil premium children are persistent absentees.
4 – Parents feel more supported, and therefore more able, to support with homework and reading at home.	- Homework tracking shows that all children are completing agreed homework in line with their peers. - Reading at home tracking shows that all children are reading at home. - Parental feedback indicates increased confidence in supporting their child's learning at home. - Pupil voice shows increased parental support with homework.
5 – Pupil premium children's vocabulary increases and oracy and language skills improve.	- Pupil voice indicates an increased love of reading. - Case studies show that children's vocabulary and oracy improves. This is evidence through teacher assessment and through their writing. - Pupil premium children with speech and language difficulties increase their scores on Speech Sounds increase.
6 – All pupil premium assess a range of experiences which contribute to their cultural capital.	- Pupil feedback captures positive views of school and learning. - All pupils experience a range of cultural capital experiences within school.

	• All pupil premium pupils experience a range of cultural capital experiences out of school (e.g. trips and visits). • Pupils are able to verbalise the impact of extra-curricular school experiences. • All pupil premium pupils access a club during the school year.
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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)

Budgeted cost: £1150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching, adaptive teaching and in class intervention to support children to make good progress from starting points. PIXL is used to support this.	The Educational Endowment Foundation (EEF) states that research shows that high quality teaching can narrow the disadvantage gap. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk) Accuracy and clarity of assessment is crucial to understanding pupil achievement and planning for next steps. Consistency of assessment allows accurate data analysis and planning for next steps within lessons in order to improve pupil outcomes. Assessment and feedback EEF (educationendowmentfoundation.org.uk)	1, 2, 6
Subject leaders to monitor their subjects and curriculum progression documents to ensure that they are used consistently across the school in order to improve quality of education across the school.	Ofsted's reviews show that a strong curriculum is the underpinning of strong outcomes. Curriculum research reviews - GOV.UK (www.gov.uk) According to Ofsted, what is most crucial for a quality education is, quite simply, whether pupils are gaining the knowledge they need to achieve the goals of their education. Without this knowledge being identified, quality education cannot occur.	1, 2, 6

Work with the Maths Hub to sustain Mastery Maths and continue to raise quality of teaching and learning in Maths.	The Maths Hub Programme, coordinated by the NCETM, draws on evidence on the value of the teaching for mastery approach. Supporting Research, Evidence and Argument NCETM	1, 2, 4
KS2 teacher to undertake CPD on Mastering Number in order to implement it in KS2. Continue to work with the Maths Hub to embed Mastering Number in KS1 in order to embed the principles of number and further raise outcomes in Maths in KS1.	Mastering number is a NCETM programme which aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. It draws on evidence on the value of the teaching for mastery approach. Mastering Number at Reception and KS1 NCETM Supporting Research, Evidence and Argument NCETM	1, 2, 6
Embed Pathways to Write and Pathways to Read as the schemes to teach reading and writing. Books are selected for Pathways to Write and Pathways to Read in order to inspire a love of reading and develop cultural capital, as well as ensuring that those with protected characteristics are represented in books.	Pathways to Write has been chosen because it is a book-based curriculum which puts reading and a love of reading at the heart of the English curriculum. Developing a love of reading is the current barrier for PP pupils. Pathways to Write covers all the skills for writing in each year group and is mapped to the National Curriculum. Research by the Centre for Literacy in Primary Education has shown that developing reading and providing regular meaningful opportunities for writing lead to an improvement in writing standards. Writing in Primary Schools 0.pdf (clpe.org.uk) The scheme of work for Pathways to Write involves teaching writing composition strategies through modelling and supported practice. Research by the EEF shows that this is a highly effective way of improving Literacy at KS2. Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) The books selected through Pathways to Write cover themes such as environmental issues as well as including black and minority ethnic characters, characters with disabilities and LGBTQ+ characters. Diversifying the books we share with pupils will increase children's understanding of diversity and respect for other people and well as improving representation in literature for those who currently feel under-represented. The importance of this is highlighted by Leahy & Foley, 2018, World Journal of Educational Research. (PDF) Diversity in Children's Literature (researchgate.net) The Pathways to Write books are chosen to improve cultural capital for pupils. Research shows	1, 2, 6

	that developing cultural capital for disadvantaged pupils is a way to narrow the disadvantaged attainment gap. Creating cultural capital - Sutton Trust	
Twinkl Phonics training is used to embed practices in phonics and ensure fidelity to the scheme. Training on Twinkl Phonics is provided to all members of staff. As a result of the training, the quality of teaching and learning in Phonics and Early Reading improves and Reading and Phonics outcomes in KS1 continue to improve.	Extensive evidence shows phonics has a positive impact of +5 months and is an important component in the development of early reading skills. The teaching of phonics should be explicit, systematic and with fidelity to the chosen scheme (Twinkl) Phonics EEF educationendowmentfoundation.org.uk Choosing a phonics teaching programme - GOV.UK (www.gov.uk) Twinkl Phonics - DfE Validated Scheme - Primary Resources	1, 2, 4, 5
The use of PIXL is embedded in order to forensically analyse data and identify precise gaps which prevent pupils from reaching their potential. Staff then adapt quality first teaching in order to ensure the best possible outcomes for pupils.	Accuracy and clarity of assessment is crucial to understanding pupil achievement and planning for next steps. Consistency of assessment allows accurate data analysis and planning for next steps in order to improve pupil outcomes. Assessment and feedback EEF educationendowmentfoundation.org.uk PIXL language of assessment focuses on a pupil's trajectory rather than their current attainment point. As a result of this, the focus moves onto early identification of children falling behind so that actions can swiftly be put into place to address this. PIXL enables staff to forensically analyse data to identify the precise gap which is preventing the child from reaching their potential. By identifying this and using the PIXL resources to close this gap, pupils will make accelerated progress and success will be ensured for every child. www.pixl.org.uk	1, 2
All teachers receive high-quality CPD on the school's agreed principles of teaching and learning. They also receive personalised coaching to improve their teaching and learning.	Instructional coaching is recognised as one of the most effective and high-impact forms of professional development, delivering measurable improvements in both teacher practice and student outcomes. The Education Endowment Foundation evidence base consistently supports this model due to its structured approach and strong mechanism for embedding new skills. Effective Professional Development EEF	1, 2

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

Budgeted cost: £2203

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics intervention ensures that disadvantaged pupils not currently on track in Phonics make accelerated progress.	Extensive evidence shows phonics has a positive impact of +5 months and is an important component in the development of early reading skills. The teaching of phonics should be explicit, systematic and with fidelity to the chosen scheme (Twinkl). Phonics EEF educationendowmentfoundation.org.uk Choosing a phonics teaching programme - GOV.UK (www.gov.uk) Research has shown that tutoring is one of the most effective tools for helping pupils close gaps in their learning. One to one tuition EEF educationendowmentfoundation.org.uk	1, 2, 4, 5
PIXL therapies to close identified gaps and ensure that disadvantaged pupils make at least good progress from their starting points.	PIXL language of assessment focuses on a pupil's trajectory rather than their current attainment point. As a result of this, the focus moves onto early identification of children falling behind so that actions can swiftly be put into place to address this. PIXL enables staff to forensically analyse data to identify the precise gap which is preventing the child from reaching their potential. By identifying this and using the PIXL resources to close this gap, pupils will make accelerated progress and success will be ensured for every child. www.pixl.org.uk	1, 2, 5
In class support in Maths and English for identified children.	The EEF states that teaching assistant led interventions have a moderate impact of +4 months progress for moderate cost based on moderate evidence. Teaching Assistant Interventions EEF educationendowmentfoundation.org.uk	1, 2
Communication and language interventions for identified children. Speech Sounds assessments lead to referrals to the Speech and Language team as well as interventions such as Lift off to Language, catch-up phonics and reading	The EEF states that teaching assistant led interventions have a moderate impact of +4 months progress for moderate cost based on moderate evidence. Teaching Assistant Interventions EEF educationendowmentfoundation.org.uk EEF research also summarises that oral language which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils. Some studies show slightly	1, 2, 5

support, taking place in school.	larger effects for younger children and pupils from disadvantaged backgrounds. A focus on oral language skills will have benefits for both reading and writing. Oral language interventions EEF (educationendowmentfoundation.org.uk) Lift Off to Language is a speech and language programme for education settings, developed by Bedfordshire and Luton speech and language therapists, which helps educators develop children's speech, language and communication skills. Lift off to language	
Daily reading for all disadvantaged children.	UCL Faculty of Education found that children who read regularly score higher in reading tests. Children who read books daily score higher in school tests, vast new study states IOE - Faculty of Education and Society - UCL – University College London Furthermore, being taught reading comprehension strategies through this daily reading is very high impact (+6 months) for very low cost based on extensive evidence (EEF). Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 2, 5

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

Budgeted cost: £616

Activity	Evidence that supports this approach	Challenge number(s) addressed
Seek support from external agencies to identify SEND needs and seek advice to incorporate into MSPs.	Ofsted's 'Supporting SEND' research identifies the importance of identifying special educational needs as early as possible. Supporting SEND: a summary for children and young people - GOV.UK (www.gov.uk)	2
Enhance cultural capital by providing funding for pupils to attend extra-curricular clubs including instrumental lessons.	The EEF toolkit highlights that arts involvement has a moderate impact of +3 months' progress at a low cost. Arts participation EEF (educationendowmentfoundation.org.uk)	6
Enhance cultural capital by providing funding for pupils to attend trips and visitors that they	The EEF toolkit highlights that arts involvement has a moderate impact of +3 months' progress at a low cost. Arts participation EEF (educationendowmentfoundation.org.uk)	6

would not otherwise be able to afford.		
Enhance cultural capital by providing funding for all KS2 pupils to learn a musical instrument.	The EEF toolkit highlights that arts involvement has a moderate impact of +3 months' progress at a low cost. Arts participation EEF (educationendowmentfoundation.org.uk)	6
Further develop information on the school website to aid parents with supporting their children with their homework. The focus for this is particularly on supporting Twinkl, Pathways to Write and Mastery Maths.	The EEF states that effective parent engagement can have an impact of 4 month's additional progress. Tips, support and resources can make home activities more effective. Targeted support is encouraged. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk)	4
		6
Personalised invites for parents to workshops for phonics, Maths and Reading etc to provide support and strategies with helping their child's learning at home.		4
Invite PP parents to attend parent forums. As a result of this, PP parental voices are heard and support and provision is targeted to support PP parents.		4
SENDCo holds SEND coffee mornings with PP/SEND children to support SEND parents and focus on support needed for SEND pupils.		2, 4
Attendance is monitored frequently and personalised support is provided by the Attendance Lead and Attendance Champion, for PP pupils with less than 96% attendance.	The EEF states that targeted parental engagement around attendance can have a positive impact. Evidence brief on improving attendance and support for... EEF (educationendowmentfoundation.org.uk)	3

Attendance lead provides support and strategies for children identified as persistently absent. This includes personalised letters/phone calls, home visits and meetings with the attendance lead as appropriate.	Good attendance is crucial for the overall success of a school and its students. It is a key factor in the achievement of educational goals and the development of students' skills and knowledge. The Education Endowment Foundation (EEF) emphasises the importance of attendance in improving student outcomes and the quality of the school's curriculum, ethos, behaviour, and inclusivity. By fostering a culture of attendance, schools can create a supportive environment that encourages students to stay engaged and committed to their education. Supporting attendance EEF	3
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Total budgeted cost: £3969

As the total budgeted cost is higher than the Pupil Premium allocation for 2025-2026, additional spending will be taken from other restricted income.

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.

Aim: For all pupil premium children to make at least good progress from their individual starting points in reading, writing and maths. For some pupil premium children to make accelerated progress.

Data for PP children will not be published as having less than 10 PP pupils makes them identifiable from the data. 33% of PP pupils are also SEND made at least good progress from their starting point as defined by their MSP and individual targets. 66% of PP pupils are on our watch list and likewise made at least good progress against their individual targets.

Aim: PP children who are also SEND make at least good progress from their starting point. They make good progress as defined by their MSP (My Support Plan) targets.

All current PP children with SEND have made at least good progress from their individual starting points, as evidenced by their MSP and individual targets. This is evidenced by progress in books and MSP reviews.

Aim: For all disadvantaged pupils to have attendance of at least 96%.

100% of PP children who have been in the school since 2023-2024 have improved their attendance this academic year. Current attendance for PP children is 92% which has increased from 88.3% last year. Individual support packages were in place for pupils attending less than 97%. However, this needs to continue to be a focus in 2025-26 as 33% of PP pupils were persistent absentees.

Aim: The quality of curriculum and learning experiences is consistently good or better. Evidence shows a positive impact on pupils' cultural capital.

The quality of curriculum and learning experiences has developed over the course of year. The development of Pathways to Write has increased cultural capital through a wide range of books. This is evidenced through pupil voice. All pupil premium children had access to a number of in-school experiences including anti-racism workshops, a Ramadan presentation, a Hinduism storytelling workshop, Sports Day and music assemblies, both internal and run by external music groups. All of these experiences broadened cultural capital, as evidenced by pupil voice. 33% of PP pupils received a term of instrumental music sessions (learning the ukulele) and a term of singing coaching, delivered by Inspiring Music. The child who participated in the music tuition gained confidence which was demonstrated through their participation in an end of year performance. They were able to complete an act in the talent show, demonstrating their increased confidence.

100% of PP pupils accessed a school trip/ event day in 2024-25. 33% PP pupils accessed a residential trip which gave access to activities that they would otherwise been unable to do. One child developed their skills of resilience and independence: skills they struggled with in

school. 100% of KS1 PP pupils were able to visit Shuttleworth museum for the first time, thus giving them new experiences and developing cultural capital. All these children enjoyed the day and it was shared with parents how much they benefitted from this experience. 100% of KS2 PP children accessed an extra-curricular sports club which they would otherwise have been unable to do so. As a result of this, they became more physically active and developed their confidence. All KS1 and KS2 PP children accessed a club for at least part of the academic year, whether this was an after-school or a lunchtime club.

Aim: Language skills for PP children improve.

66% of PP children have made good progress in reading from their individual starting points. Pupils on the Read Write Inc Phonics scheme made good progress from their starting points and many made accelerated progress. This was also demonstrated in mock Phonics Screening check for KS1 children. Exposure to high quality texts across the curriculum and staff modelling high- quality vocabulary has enabled all PP children to improve their vocabulary and oracy, as evidenced in both spoken and written work.

Aim: Support parents to support pupils with homework.

Parental voice led to a change in homework expectations this year. The focus shifted to an emphasis on the importance of reading five times a week and supporting basic mathematical skills. Times Tables Rock Stars has been purchased, which has led to an improvement in times table recall for KS2 pupils. Through the Read Write Inc scheme, all PP children were provided with quality reading books to read at home. Continuing to support parents with supporting their children at home is an ongoing focus for 2025-26. Additional support has been provided for one child as they transition to Middle School.

Externally provided programmes

Programme	Provider
Twinkl Phonics	Twinkl
PIXL	PIXL
Pathways to Write	The Literacy Company
Pathways to Read	The Literacy Company
Mastering Number	NCETM
Music Enrichment	Inspiring Music
Tom Sherrington Walk Thrus	Tom Sherrington
Lift off to Language	NHS
Hamish and Milo interventions	Hamish and Milo

Further information