

Pupil premium strategy statement – Salisbury Manor Primary

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	259
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Emily Curtis
Pupil premium lead	Emily Curtis
Governor / Trustee lead	Beth Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,865
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£137,865

Part A: Pupil premium strategy plan

Statement of intent

At Salisbury Manor Primary School, our mission is to ensure that every child achieves “the best in everyone,” and this commitment extends fully to our disadvantaged pupils. We recognise that socio-economic disadvantage should never be a barrier to success, and our ultimate objective is to enable all disadvantaged pupils to thrive academically, socially, and emotionally, achieving outcomes that are at least in line with their peers.

Our aim is to close the attainment gap between disadvantaged pupils and their peers, ensuring that every child has equal access to high-quality learning opportunities. We want our pupils to develop a lifelong love of learning and acquire the skills and knowledge needed for future success. Alongside academic achievement, we prioritise emotional well-being and resilience so that pupils grow into confident, respectful individuals who are ready to learn. By the time they leave Salisbury Manor, we want every disadvantaged pupil to have built strong foundations for learning and to make a successful transition to secondary school and beyond.

To achieve these goals, we deliver an engaging, knowledge-rich curriculum that inspires curiosity and promotes excellence for all. Our approach includes targeted academic support and interventions informed by robust educational research, ensuring that teaching is consistently effective and inclusive. We work in close partnership with families to create a collaborative approach to pupil success, recognising that strong home-school relationships are key to progress. In addition, we invest in high-quality professional development for staff so they can prioritise both academic and emotional progress. By creating a safe, nurturing environment and embedding our school values of being “safe, respectful and ready to learn,” we ensure that disadvantaged pupils are supported holistically to reach their full potential.

Our strategy is underpinned by a commitment to evidence-based practice, ensuring that every decision we make is informed by research and proven impact. We maintain high expectations for all pupils, regardless of background, and adopt a whole-child approach that balances academic achievement with emotional and social development. Collaboration is central to our work, with strong engagement from families and the wider community to support pupil success. Finally, we embrace continuous improvement through regular monitoring and evaluation, refining our approach to secure sustained progress for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Low starting points – data shows disadvantaged children on track for GLD at the Autumn term baseline in 2024 in EYFS was 0% compared to non-PP children at 12%.
2	Attendance – pupil premium attendance in 2024/2025 was 92.2%, a gap of -1.8% to non-pp at 94%.
3	Social, emotional and mental health and wellbeing – we have a high % of children on a safeguarding plan or with social worker support, as well as a high % of LAC and SGO children who will all have experienced some form of trauma as part of this intervention.
4	Maths – data shows a pupil premium gap in maths attainment across the school.

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
To ensure disadvantaged children make accelerated progress in the prime areas so their end of year outcomes are in line with their peers.	End of year GLD outcomes in 2027/28 show that a minimum of 90% of disadvantaged pupils meet their expected standard.
To ensure sustained and improved attendance for our disadvantaged children so that they are in line with their peers and above the school DFE attendance target.	Pupil premium children will have a minimum of 94.1% attendance in 2025/2026 and be at least in line with their peers. (DFE target)
To improve the social, emotional and mental health of disadvantaged pupils, including those with safeguarding plans, LAC and SGO children.	Pupil premium children will have regular and ongoing access to the bespoke support required to support them with their emotional and mental health.
To narrow the attainment gap in maths between disadvantaged pupils and their peers so 90% of disadvantaged pupils achieve age-related expectations.	End of year maths outcomes in 2027/28 show that a minimum of 90% of disadvantaged pupils meet their expected standard.

--	--

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.

Challenge number	Detail of challenge
1	Low starting points – data shows disadvantaged children on track for GLD at the Autumn term baseline in 2024 in EYFS was 0% compared to non-PP children at 12%.
2	Attendance – pupil premium attendance in 2024/2025 was 92.2%, a gap of -1.8% to non-pp at 94%.
3	Social, emotional and mental health and wellbeing – we have a high % of children on a safeguarding plan or with social worker support, as well as a high % of LAC and SGO children who will all have experienced some form of trauma as part of this intervention.
4	Maths – data shows a pupil premium gap in maths attainment across the school.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 62,039.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit and retain the best teachers to teach our pupils. More pay, more time, more support (United Learning)	Managing workload and offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning. 1. High-quality teaching EEF The Great Teaching Toolkit: Evidence Review - Evidence Based Education United Learning: Teach with us Teaching vacancies Career in Teaching United Learning	1 & 4
Ensure use of leadership time for instructional coaching and line	Instructional coaching combines granular goals, targeted feedback and rehearsal. This means that it contains many of the mechanisms identified as being central to effective professional development (EEF, 2021), supporting it to	1 & 4

management meetings to support teacher development	have an impact on classroom teaching and pupil attainment (Gregory et al. 2017). Implementing instructional coaching: A guide for school leaders EEF-Effective-Professional-Development-Guidance-Report.pdf	
High quality CPD for Maths teaching to upskill teachers with support EEF guidance, consultants and White Rose.	EEF improving maths in the EYFS & KS1 Improving Mathematics in the Early Years and Key Stage 1 EEF improving maths in the EYFS & KS1 https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster_update.pdf	1 & 4
Regular External Training led by experienced RWI consultant at least 3 x a year for staff across the school	Extensive evidence shows systematic synthetic phonics (teaching letter-sound links explicitly and sequentially) is highly effective for early reading, especially for decoding, benefiting most young learners and those struggling, with reports showing positive impacts and a vital role in early literacy Phonics - Phonics EEF	1
Use of formative assessments to support gap analysis and next steps No More Marking PIRA SMARTGrade	EEF's Teaching and Learning Toolkit shows that feedback interventions can have a very high impact on pupil outcomes, based on extensive evidence. In the evaluation, pupils in schools implementing EFA made the equivalent of two months' additional progress. Embedding Formative Assessment EEF Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	

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

Budgeted cost: £ 41,359.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted reading sessions for disadvantaged pupils who require further phonics or comprehension support (1:1 and group sessions)	Phonics - Phonics EEF Reading - Reading comprehension strategies EEF	1

Purchase and implement Wellcome in EYFS ensuring adult support is funded for daily intervention both in small groups and 1-1	<p>Evidence strongly supports early language intervention in schools, showing it significantly boosts vocabulary, listening, and narrative skills, especially for disadvantaged pupils, leading to better long-term educational outcomes in reading, maths, and well-being, with programs translating to 3-4 months of additional progress in language development. Interventions are crucial as early language weakness predicts later difficulties, and small group sessions focusing on back-and-forth conversation are highly effective.</p> <p>Oral language interventions EEF Literacy KS1 Guidance Report 2020.pdf – recommendation 1 and 8</p>	1
Pre teaching sessions during assembly every day for targeted groups using gaps analysis	<p>Evidence shows pre-teaching effectively boosts confidence and progress, especially for struggling students, by front-loading new concepts, vocabulary, or skills before the main lesson, reducing in-lesson failure and allowing deeper analysis later; studies highlight its positive impact on maths, literacy, and overall engagement by building essential prior knowledge. It works by making students feel more in control, enabling them to access challenging work and support peers, leading to accelerated learning and better outcomes for all.</p> <p>Research and Practice Summary - Support for early career teachers - GOV.UK</p> <p>EEF Blog: ECF– Exploring the Evidence: Prior knowledge and... EEF</p>	1 & 4
Play therapy sessions for children who need access to bespoke support.	<p>Evidence strongly supports play therapy in schools, showing it effectively improves children's emotional regulation, social skills, self-concept, and even academic achievement by providing a non-threatening way for kids to process trauma, anxiety, and behavioural issues, with meta-analyses highlighting significant positive outcomes for various challenges like ADHD, aggression, and trauma. Research indicates high effectiveness making it a valuable tool for supporting children's overall development within educational settings.</p> <p>About Play Therapy - Play Therapy UK</p>	3
Mental first aid training for staff to support children with social and emotional needs	<p>Evidence shows Mental Health First Aid (MHFA) training improves knowledge, reduces stigma, and increases confidence in helping those with mental health issues, with studies showing positive effects on adults in schools, though more research is needed on</p>	3

	<p>direct recipient mental health outcomes and actual helping behaviours, with benefits including earlier intervention and linking to professional support. Research suggests MHFA can boost student outcomes indirectly by improving overall school well-being and creating supportive environments, linking to better academic performance.</p> <p>CMH0081 - Evidence on Children and young people's mental health—the role of education</p>	
--	--	--

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

Budgeted cost: £ 34,466.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced curriculum, included paying for HLTA forest school teacher to provide pupils with exposure to new skills and experiences.	<p>Forest Schools significantly boost children's holistic development, enhancing confidence, social skills, independence, communication, problem-solving, and creativity, alongside fostering a crucial connection with nature and improved well-being, with impacts seen across ages, including preschool and SEND (Special Educational Needs and Disabilities) students.</p> <p>Forest school: outdoor learning experiences in UK primary education : My College</p>	2 & 3
School to fund reduced or free places on school trips and residential.	Evidence shows school trips and residential significantly boost student confidence, resilience, social skills (teamwork, peer/teacher relationships), and can improve academic engagement, attendance, and future attainment by offering new experiences, fostering independence, and supporting	2 & 3

	<p>emotional development, with long-term studies linking participation to higher rates of further education and employment.</p> <p>An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK</p>	
<p>Free breakfast club and after school club provision for all children so there is equal opportunity and access for PP and non-PP children.</p>	<p>Evidence suggests that extracurricular activities can play a key role in building these skills² and can benefit all pupils, including improving outcomes around attainment. However, there is evidence that wealthier children and those in private schools are more likely to access and utilise extracurricular provision relative to their less socio-economic advantaged peers. ³ Designing provision to ensure children from all backgrounds are able to take part and access the benefits engagement in extracurricular activity can offer is an important consideration from this perspective.</p> <p>Extracurricular activities to develop life skills - findings and lessons for practice</p>	2
<p>Attendance officer to track and analyse disadvantaged children's attendance, including daily intervention and highlighting with HT, to identify patterns and barriers.</p> <p>Release for attendance officer to run contract meetings with parents of pupils who are persistently late or absent</p> <p>EWO support for attendance lead to give bespoke support for families with attendance concerns.</p>	<p>Extensive evidence shows a strong, direct link between pupil attendance and academic attainment, with lower attendance leading to significant learning gaps, lower grades (GCSEs, SATs), reduced confidence, and even lower lifetime earnings, as every missed day reduces the likelihood of achieving expected standards, especially in core subjects like English and Maths.</p> <p>The link between attendance and attainment in an assessment year</p> <p>Why school attendance matters, and what we're doing to improve it – The Education Hub</p>	2

Total budgeted cost: £137,865

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

N/A - new strategy from September 2025.

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
Accelerated Reader	Renaissance
TT Rockstars / Numbots	Maths Circle
Reading Eggs	3P learning
Purple Mash	2Simple
SATS companion	SATS companion
Puma / Pira	Rising Stars
Speech and Language therapist	Learning Talking Service
Oxford Owl	Ruth Miskin