

# Pupil premium strategy statement – December 2023

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Sutton Primary
Number of pupils in school	250
Proportion (%) of pupil premium eligible pupils	18% (44)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mike Harrison, Headteacher
Pupil premium lead	Ruth Garbutt, Deputy Headteacher Katy McCullough Pupil Premium Champion
Governor	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£817
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£71,282

# Part A: Pupil premium strategy plan

## Statement of intent

We have high aspirations for all our pupils and are determined to provide an education that enables all to achieve academically and socially. As a staff, it is our shared belief, that social disadvantage should not be a barrier to learning and through the use of pupil premium funding we are working to reduce these barriers, accelerate progress and narrow the attainment gap.

We will consider the challenges faced by vulnerable pupils, such as those who have a family worker, social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our aim is that all pupils, regardless of background reach their full potential, attaining well and achieving good outcomes. We want them to value their education and drive their desire to learn and do well regardless of their background. This includes challenging our high attainers and supporting those who have additional needs to do their very best. We also strive to engage families in education and support them in having high aspirations for their children.

The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. We want all our pupils to strive to meet our CORE Values of:

- Safety
- Togetherness
- Respect
- Integrity
- Excellence

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge																																													
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.																																													
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.																																													
3	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p> <p>2023 Results</p> <table border="1" data-bbox="371 1014 1404 1200"> <thead> <tr> <th>Phonics</th> <th>Year 1</th> <th>Year 2 (retake)</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>75%</td> <td>20.%</td> </tr> <tr> <td>All</td> <td>70%</td> <td>59%</td> </tr> </tbody> </table> <table border="1" data-bbox="371 1317 1404 1503"> <thead> <tr> <th>END OF KS1</th> <th>Reading ARE</th> <th>Writing ARE</th> <th>Maths ARE</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>33%</td> <td>33%</td> <td>33%</td> </tr> <tr> <td>All</td> <td>59%</td> <td>41%</td> <td>52%</td> </tr> </tbody> </table> <table border="1" data-bbox="371 1568 1404 1753"> <thead> <tr> <th>END OF KS1</th> <th>Reading GD</th> <th>Writing GD</th> <th>Maths GD</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>All</td> <td>10%</td> <td>3%</td> <td>13%</td> </tr> </tbody> </table> <table border="1" data-bbox="371 1818 1404 2004"> <thead> <tr> <th>END OF KS2</th> <th>Reading ARE</th> <th>Writing ARE</th> <th>Maths ARE</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>57%</td> <td>57%</td> <td>36%</td> </tr> <tr> <td>All</td> <td>73%</td> <td>75%</td> <td>61%</td> </tr> </tbody> </table>	Phonics	Year 1	Year 2 (retake)	PP	75%	20.%	All	70%	59%	END OF KS1	Reading ARE	Writing ARE	Maths ARE	PP	33%	33%	33%	All	59%	41%	52%	END OF KS1	Reading GD	Writing GD	Maths GD	PP	0%	0%	0%	All	10%	3%	13%	END OF KS2	Reading ARE	Writing ARE	Maths ARE	PP	57%	57%	36%	All	73%	75%	61%
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4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils largely due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>9 pupils (5 of who are disadvantaged) have a family worker.</p> <p>30 pupils (19 children and 63% PP currently require additional support with social and emotional needs. All of our disadvantaged pupils in need of additional support have accessed, or are scheduled to access, our emotional wellbeing provision in school (ELSA, reading therapy).</p> <p>Key adults are assigned to each pupil premium child and are timetabled to read and check in with the children at least once a week.</p>																							
5	<p>Our attendance data over the last academic year indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils.</p> <table border="1"> <thead> <tr> <th></th> <th>Whole School</th> <th>Non-Pupil Premium</th> <th>Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>94.1%</td> <td>94.5%</td> <td>92.8%</td> </tr> <tr> <td>Authorised</td> <td>5.2%</td> <td>5%</td> <td>5.9%</td> </tr> <tr> <td>Unauthorised</td> <td>0.7%</td> <td>0.4%</td> <td>1.3%</td> </tr> <tr> <td>Minutes Late</td> <td>3,688</td> <td>1,681</td> <td>2,007</td> </tr> </tbody> </table>					Whole School	Non-Pupil Premium	Pupil Premium	Attendance	94.1%	94.5%	92.8%	Authorised	5.2%	5%	5.9%	Unauthorised	0.7%	0.4%	1.3%	Minutes Late	3,688	1,681	2,007
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6	<p>Attendance is the most common factor linked with safeguarding concerns.</p> <p>54% of concerns logged relating to pupil attendance were linked to Pupil Premium Children. This is statistically significant when considering Pupil Premium pupils make up just 18% of the school population.</p> <p>74% of all concerns raised in the 2022-23 academic year were linked to Pupil Premium children.</p>																							

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that more than 85% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2025/26 show that more than 67% of disadvantaged pupils met the expected standard. With a combined score of 71%
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>• Pupil premium attendance being in line with their peers who are not pupil premium</li> </ul>

## Activity in this academic year 2023/2024

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: **£2,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding diagnostic activities across the school curriculum through using TAF statements, assessment for learning within teaching strategies, such as reasoning in maths and open ended, high level questioning, discussions and debates across the curriculum . These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>Speech and language specialist TA in post.</p> <p>EYFS lead developing practice in preschool provision.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Increased number of PP children make accelerated progress</p>	1
<p>Little Wandle training and assessment to identify gaps that need closing with focused and timely intervention. Employment of reading champions to focus on children that need additional support – both in KS2 and KS1</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Enhancement of our maths teaching and curriculum</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the</p>	3

<p>planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Maths intervention that is researched based delivered in addition to maths lessons (firstclass@ and diminishing the difference)</p>	<p>National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="https://www.eef.org.uk/~/media/EEF/Reports-and-publications/Improving-Mathematics-in-Key-Stage-2-and-3.pdf">Improving Mathematics in Key Stages 2 and 3</a></p>	
<p>Improve the quality of emotional social learning (ELSA)</p> <p>SEL approaches will be embedded into routine educational practices through the PSHE curriculum and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://www.educationendowmentfoundation.org.uk/~/media/EEF/Reports-and-publications/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5

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

Budgeted cost: **£50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early identification and screening of language difficulties and Improving spoken language in children through the Language Link Programme (with researched based intervention)</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p>	1,4
<p>Curriculum planned to ensure vocabulary and used to inform the Word</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking,</p>	1, 4

<p>Aware in class teaching and support.</p>	<p>listening and a combination of the two show positive impacts on attainment:  <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. In LKS2 and UKS2 – Little Wandle</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="https://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="https://educationendowmentfoundation.org.uk">Year 2 children that had interventions and retook their phonics screening test in 2021/2022 had a 100% success rate</a></p>	2
<p>Additional interventions and support will be provided by our ELSA specialist for those that need it.</p> <p>A second ELSA trained to meet the social and emotional demand of our children.</p> <p>Lego therapy Reading therapy will be offered in addition.</p>	<p>Social and emotional needs of PP children impact self-esteem, ability to make friendships and their ability to engage with the curriculum.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5
<p>Maths interventions delivered by trained TA success@arithmetic and firstclass@number to provide intensive support for those children who have significant gaps in their mathematical understanding</p>	<p>The EEF tested 1stclass@number, a programme <b>delivered by teaching assistants</b> which provides intensive support for pupils struggling with maths. We funded this project because it has been used by over 4,000 schools and a similar intervention, Numbers Count, has strong evidence of impact.  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber#:~:text=The%20EEF%20tested%201stclass%40n umber,has%20strong%20evidence%20of%20impact.">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber#:~:text=The%20EEF%20tested%201stclass%40n umber,has%20strong%20evidence%20of%20impact.</a></p>	3

Reading 'key adults' and targeted reading intervention used to accelerated progress	<a href="https://educationendowmentfoundation.org.uk/news/primary-pupils-reading-skills-boosted-by-programme-which-gets-them-to-question-texts">https://educationendowmentfoundation.org.uk/news/primary-pupils-reading-skills-boosted-by-programme-which-gets-them-to-question-texts</a>	2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£19, 282**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on SEND, behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures and ensure attendance letters and meetings are arranged to improve attendance.  Breakfast club to facilitate getting children to school on time, targeted at the PP families with poor attendance and who do not have breakfast	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Provision of extracurricular enrichment: before and afterschool, trips, lunchtime clubs and music lessons at a reduced cost	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	5,6
Encourage PP children to engage with physical exercise –  Competition in 'For All' events within the partnership such as friendship runs and girls football,	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	5,6

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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**Total budgeted cost: £71,282**