



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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	295
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Jai Stark - Headteacher
Pupil premium lead	Mark Perry -
Governor lead	Peter Wheeler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,233
Recovery premium funding allocation this academic year	£7,395
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£83,628

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 tasks 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	Our assessments, observations and discussions with pupils and families indicate Pupils continue to be affected by the impact of partial school closures during COVID 19. Many of our disadvantaged pupils are experiencing multiple disadvantages. This has resulted in significant knowledge gaps.
2	Our attendance data indicates that attendance among disadvantaged pupils has been lower and lateness higher than for non disadvantaged pupils. Our assessments and observations highlight that absenteeism and punctuality is impacting progress.
3	Assessments, observations, and discussions with pupils indicate underdeveloped 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.
4	Internal and external assessments indicate that maths attainment among some groups of disadvantaged pupils is below that of non-disadvantaged pupils.

5	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers.
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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 achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: qualitative data from student voice, and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: the overall unauthorised absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.
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 maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.

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: **£45,995**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	3, 4 & 5

<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. We will introduce Word Aware</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>3 & 5</p>
<p>Continue to subscribe to a DfE validated Systematic Synthetic Phonics programme which is securing stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p>	<p>5</p>
<p>Enhancement of our maths teaching and curriculum 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.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics_guidance: key stages 1 and 2</p>	<p>4</p>

<p>Develop Metacognitive approaches in focus curriculum areas - specifically retrieval practice - throughout the school.</p>	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), al methods</p>	<p>3, 4 & 5</p>
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	require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>We will implement Zones of Regulation throughout the school</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):</p> <p>Improving_Social_and_Emotional_Learning in Primary Schools EEF</p>	1 & 2

Targeted academic support

Budgeted cost: **£25,085**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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:	3 & 5

<p>Additional maths sessions targeted at disadvantaged pupils who require further maths support.</p>	<p>Maths intervention approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds</p>	<p>4</p>
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<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p>	<p>3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£12,548**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approaches with the aim of developing our school ethos	In 2022-2023, Sutton Green developed behaviour throughout the school. This priority builds on the implementation of trauma-informed approaches and education around self-regulation. We have identified the need to develop areas within the school building and outdoors to support the trauma informed approach and SEND behaviour	1 & 2
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2

<p>Develop Pupil Leadership across the school</p>	<p>Increased student engagement – Pupil leaders are more likely to be engaged in their education and invested in the success of their school. The development of valuable personal skills such as communication, teamwork, problem-solving, and decision making which will enhance their learning.</p>	<p>1 & 2</p>
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<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>
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Total budgeted cost: £83,628

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that

9 % difference between PP and nonPP in reading at the end of year. At the start, the gap was 10%

8% difference between PP and nonPP in Writing at the end of year. At the start, the gap was 7%

7% difference between PP and nonPP in Maths at the end of year. At the start, the gap was 9%

The gap has closed for Reading and Maths but there is a 1% increase for writing.

The Writing Action Plan will focus on the provision of writing intervention.

The increase in difference in writing was influenced by the arrival of new pupils in the summer term.

There is an attainment gap between pupil premium boys and girls in Writing and Maths.

It should be noted 22% of PP Girls have Special Educational needs compared to 10% of boys.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that in Writing and Maths our disadvantaged pupils were in line with the national level for disadvantaged pupils but in Reading our pupils were below. We have analysed why and highlighted gaps in vocabulary and understanding of questions as an area for focus.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that improvement in wellbeing led to improvement in behaviour and improvement in progress. Improved attendance also led to improved progress. Pupil Premium boys and girls all progressed more than non PP pupils.

Based on all the information above, the performance of most of our disadvantaged pupils met or exceeded expectations, and we are at present *on course* to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

[Service pupil premium funding](#)

How our service pupil premium allocation was spent last academic year

We provided a Learning Support Assistant dedicated to the emotional wellbeing and academic achievement of service children.

We identified gaps in service children's education which we addressed with targeted support.

The impact of that spending on service pupil premium eligible pupils

Teachers observed improvements in wellbeing amongst service children.

Assessments demonstrated progress in subject areas where extra support was provided.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include: embedding more effective practice around feedback.

Utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why any activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also worked with local schools to share good practice and to achieve high-performing disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

