



# 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	312
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Jai Stark - Headteacher
Pupil premium lead	Lauren Mooney
Governor lead	Peter Wheeler

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,330 + £2,030 Recovery Premium
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£87,360

## 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 the 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	<p>Narrow the attainment gap in reading</p> <p>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.</p>
2	<p>Narrow the attainment gap in maths.</p> <p>Internal and external assessments indicate that maths attainment among some disadvantaged pupils is below that of non-disadvantaged pupils.</p>
3	<p>Narrow the attainment gap in writing.</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers.</p>
4	<p>Attendance and punctuality for disadvantaged pupils are not in line with national standards.</p> <p>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.</p>

5	<p>Underdeveloped oral language skills and vocabulary compared to peers.</p> <p>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.</p>
6	<p>Struggling to emotionally regulate and not be ready for learning.</p> <p>Children can struggle with emotional regulation and finding ways to cope with big emotions. This can be especially prevalent of children who have experienced trauma.</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
<p>To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of well-being by 2025/26 demonstrated by : qualitative data from student voice, and teacher observations.</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p> <p>Engagement and use of zones of regulation language within pupils to explain how they are feeling.</p>

<p>To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2024/25 demonstrated by a smaller gap between disadvantaged and non disadvantaged pupils. Attendance for disadvantaged children will be in line with National figures</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>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.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.</p>
<p>Improved writing attainment among disadvantaged pupils.</p>	<p>KS2 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.</p>

**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
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment   EEF</p>	1,2,3
<p>Embedding dialogic activities across the school curriculum. These can support pupils in articulating key ideas, consolidating understanding and extending 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>	3 & 5
<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>	1, 3, 5

<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>2</p>
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<p>Develop Metacognitive approaches in focus curriculum areas - specifically retrieval practice - throughout the school. Rosenshine's principles to be and embedded implemented across school.</p>	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), all methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed</p>	<p>1,2,3,5</p>
<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 continue to embed 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>	<p>5,6</p>



## 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 are more effective when delivered as regular sessions over a period up to 12 weeks:	1,3
Additional maths sessions targeted at disadvantaged pupils who require further maths support.	Maths intervention approaches have a strong evidence base indicating a positive impact on pupils, particularly those from disadvantaged backgrounds  Doodle Maths and Timestable Rockstars online interventions time to support catch up.	2
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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	5

<p>PP pupils progress discussed during Pupil progress to ensure learners remain on track and receive timely <i>interventions</i></p>	<p>Targetted deployment to deliver interventions and support to small groups and interventions has a great impact.</p> <p>EEF - impact of effective deployment of teaching assistants is about 4+ months progress.</p>	<p>1,2,3</p>
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: **£12,548**

<p><b>Activity</b></p>	<p><b>Evidence that supports this approach</b></p>	<p><b>Challenge number(s) addressed</b></p>
<p>Whole staff training on trauma-informed behaviour management approaches to develop our school ethos</p>	<p>In 2023-2024 Sutton Green developed behaviour throughout the school. This priority builds on the implementation of trauma-informed approaches and education around self-regulation.</p> <p>We have received outreach support and training from Specialist settings to extend teacher knowledge and introduce sensory areas within the school building and outdoors to support the trauma-informed approach and SEND behaviour</p>	<p>6</p>

<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>Add Detail</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>
<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. Developing valuable personal skills such as communication, teamwork, problem-solving, and decision making will enhance their learning.</p> <p>School council members elected.</p>	<p>5,6</p>
<p>Pastoral lead time dedicated to supporting families to overcome and manage social and emotion barriers to learning.</p>	<p>Emotional well being is key to supporting pupils' wellbeing is key to supporting pupils' learning. Working with pastoral lead on a regular and adhoc basis prepares pupils for better learning. This time has also proven invaluable for CIN and TAF meetings.</p> <p>£11917 @ 40%</p>	<p>4,5,6</p>
<p>ELSA trained specialist to have time for intervention</p>	<p>EEF +4 months</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p>	<p>6</p>

	Any extra behaviour training for LM?	
Developing the hub to self regulation support regulation	<p>EEF self regulation +3 months</p> <p>Developing a space to support children to regulate their emotions outside of the classroom and then return to their learning.</p> <p>There are some indications that children from disadvantaged backgrounds are more likely to begin early years education with weaker self-regulation skills than their more affluent peers. As a result, embedding self-regulation strategies into early years teaching is likely to be particularly beneficial for children from disadvantaged backgrounds.</p>	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.	
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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

23 % difference between PP and nonPP in reading at the end of year. At the start, the gap was 20%

11% difference between PP and nonPP in Writing at the end of year. At the start, the gap was 18%

17% difference between PP and nonPP in Maths at the end of year. At the start, the gap was 23%

The gap has narrowed for Writing and Maths but there is a 3% increase for reading .

The gap was narrowed for writing and maths. However there was an increase in reading by 3%

#### **To achieve and sustain improved attendance and punctuality for all pupils particularly disadvantaged.**

Disadvantaged child average was still 3% below non disadvantaged pupil average. This will remain a target. We will continue with the meetings and pastoral support for disadvantaged pupils who are struggling to attendance.

#### **Improve oral language skills among our pupils.**

Pupils have engaged well with oral language interventions such as word aware. Teachers have introduced explicit vocabulary teaching to introduce new vocabulary to pupils. This has also been a focus with in maths to work on children's oracy when explaining and talking mathematically.

#### **Improved maths attainment**

There was a 3% improvement of PP children who were EXP or above in Summer data compared Autumn data. There was an increase of 6% improvement of greater depth. There has been a big push in improving fluency therefore there should be a continued improvement maths

#### **Improved writing attainment.**

Writing data improved by 7% in Summer 23 compared to Summer 24. The gap continued to reduce through the year. However the reading data did fall and therefore this will be the focus for 24/25.

## 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.