

Pupil Premium Strategy Statement - Sutton Park

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 Park Primary RSA Academy
Number of pupils in school	206 (+23 Nursery)
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Angela Crawley Executive Principal
Pupil premium lead	Lorna Weatherby Head of School
Governor / Trustee lead	Katherine Maynereid PP Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,665
Recovery premium funding allocation this academic year	£8,989
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	£85,654

Part A: Pupil premium strategy plan

Statement of intent

Our vision is to develop confident and creative young people who thrive in a changing world. We ensure this is the case by providing a broad and ambitious curriculum for all, with an emphasis on targeted support, where needed, to stop a pupil's circumstances affecting their academic progress and therefore life chances. Our priority is to implement our vision through highly effective classroom teaching supplemented by interventions to support vulnerable learners. In planning our Pupil Premium Strategy, we have drawn on a range of experience, evidence-based research and best practice from across our Trust and the Education Endowment Foundation's Teaching and Learning Toolkit which found that the most important factor in improving narrowing the disadvantage gap is effective teaching day after day.

High quality teaching and learning is therefore the most effective strategy in narrowing this gap, but our school plan also detail a range of out of lesson interventions to support pupils further. The causes and consequences of disadvantage affect all pupils differently and as such our interventions are bespoke and targeted. All leaders, including the Governors, are committed to ensuring the Pupil Premium funding is targeted to provide the best possible outcomes to pupils that may be at a disadvantage. We use the EEF tiered approach. [EEF's pupil premium guide](#) .

1. High Quality Teaching
2. Targeted Academic Support
3. Wider Strategies relating to significant non-academic barriers including attendance, behaviour and Social and Emotional Learning/support.

We are driven by a moral imperative to improve outcomes and experiences for learners from disadvantaged backgrounds and understand the tiered approach and agreed focus areas within each tier. As a school we are committed to improving our expertise as leaders and teachers working with the disadvantaged and most vulnerable learners and are working closely with the EEF, the guidance documents and the Big Picture Teaching and Learning Toolkit [EEF Big Picture](#)

Challenges

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

Challenge number	Detail of challenge
1	Raising the % of disadvantaged pupils achieving ARE in Reading, writing and maths at the end of KS1 and KS2.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. Disadvantaged pupils use age-appropriate vocabulary less often than their peers in partner discussion.

3	Assessments suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers which negatively impacts their development as readers.
4	Our observations, Thrive assessments and parental surveying shows that adverse mental health and wellbeing of our wider school community has negative impact on all our children especially those who are disadvantaged. This in turn means those children have greater social and emotional needs.
5	National lockdowns and covid restrictions meant the curriculum became narrower than normal with the quality of practical subjects such as science and DT suffering as a result of the limitations of online learning. The importance of monitoring provision effectively is paramount with the challenge of narrowing the gap.
6	Our assessments, monitoring and discussions with pupils and families have identified that a lack of enrichment opportunities has had an adverse effect on pupils' education and wellbeing creating low self-esteem and aspirations.

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 attainment at KS1 and KS2 in reading, writing and maths.	KS1 and KS2 reading, writing and maths outcomes in July 2022 show the percentage of disadvantaged children meeting the expected standard is closer to or in line with national data.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessment and observations indicate significantly improved oral language and use of subject specific vocabulary among disadvantaged pupils year on year. This is shown through sources of evidence including engagement in lessons, book scrutiny, pupil voice and ongoing formative assessment.
Improved phonics attainment among disadvantaged pupils.	KS1 phonics outcomes (July 2022) show the percentage of disadvantaged children meeting the expected standard is closer to or in line with national data.
To achieve and sustain improved wellbeing for all pupils particularly our disadvantaged pupils.	Sustained high levels of well-being from 2023/24 demonstrated by: Whole class thrive assessments Pupils needing 1-1 Thrive support decreases Pupils successfully accessing WEST intervention Community Café is established, well supported and valued, signposting parents to effective support networks Qualitative data from pupil voice, parent surveys and teacher observations
Curriculum offer is broad and balanced and delivered effectively.	Children will experience a broad and balanced curriculum. Curriculum will be progressive building on prior learning. Consistently high-quality provision demonstrated in books. Cohesive planning will be evident. Teachers will

	<p>articulate reasons for their planning sequences and how barriers to learning have been addressed.</p> <p>Pupil book study monitoring demonstrates effective practice.</p>
<p>Rich curriculum offer accessible to all pupils with any specific barriers to PP/SEND removed.</p>	<p>All pupils will have equity with access to the curriculum and extra-curricular offers.</p> <p>Pupils will experience a broad and balanced curriculum which builds progressive on prior learning.</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

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Vocabulary development and developing oral responses.</p> <p>Develop stronger reading culture across the school</p> <p>Analysis of reading assessments to inform planning</p> <p>Continue to plan explicitly for oracy within sequences of learning.</p> <p>Teaching and Learning team to drive oracy through KASE - communicative, fluent and collaborative</p> <p>Programme of relevant CPD to match school improvement priorities.</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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</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>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Embedding of primary curriculum and ensuring it is bespoke to SP and delivered using the Teaching and Learning Cycle.</p> <p>Embed the EYFS curriculum changes.</p> <p>Ensure high quality resources are used to support the learning in wider curriculum subjects (CUSP)</p> <p>Monitoring of the provision using the Pupil Book Study approach.</p>	<p>Collaborative working:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>EYFS:</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years</p> <p>Unity: CUSP curriculum support:</p> <p>https://www.unitysp.co.uk/cusp/</p>	5, 6

Targeted academic support

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics teaching Parental workshops / remote sessions Staff CPD	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: Phonics Toolkit Strand Education Endowment Foundation EEF Reading & Comprehension: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2, 3
KS1 RWM attainment - data led Interventions by experienced staff Books are pitched and matched correctly in line with reading ages. Use of PiXL resources to support planning and interventions Use of NGRT assessments to identify children needing additional support in reading. Non-negotiables in place supporting reading for pleasure through quality resources	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF Interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3

Wider strategies

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental engagement - community café Signposting for mental health support Family and adult learning sessions provided	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): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4
Focusing of Thrive class action plans 1-1 Thrives sessions Support for trips/visits with cultural emphasis Extra-curricular clubs Enrichment tracker	Thrive helps develop resilience in young people (Hart and Heaver 2015); Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self confidence and attendance (McGuire-Snieckus et al 2015) Thrive https://www.thriveapproach.com/about-thrive/impact-of-thrive/our-stories/	4, 6

	Thrive Testimonials Self-regulation & Metacognition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
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Total budgeted cost: £85,000

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 2020 to 2021 academic year.

Aim	Outcome
Attainment: 50% (3/6) to meet expected KS2 standard (combined) 17% (1/6) to achieve high KS2 standard 50% (4/8) to meet expected KS1 standard (combined) 13% (1/8) to achieve high KS1 standard 75% (3/4) to achieve GLD in EYFS	Teacher Assessment July 2021: 50% achieved – target met No children achieved combined GD. 50% achieved – target met No children achieved combined GD. 50% (2/4) achieved GLD
Improve the quality of reading teaching across KS1 & lower attainers. Promote oracy through meaningful and varied planned opportunities focusing on the quality of vocabulary.	63% KS1 in reading with 13% GD All evidence from the monitoring both internally and by the SIP showed a significant improvement in both articulation and confidence. Vocabulary was also improved.
Reduce personal barriers to learning and increase the quality of home learning by removing barriers and supporting parents.	All PP children had a device to work from at home with access to the internet. Data from completion of work on Seesaw was positive from the PP children. Teachers sent video tutorials home for both parents and children to support remote learning. Thrive sessions continued within school and through welfare calls during lockdown. Increasing numbers of children attending face to face in school through lockdown to better meet needs.

Further information (optional)

School led tutoring programme will be used to supplement the provision in Years 2 and 6. This will have a focus on phonics and reading within those cohorts.