

# Pupil Premium Strategy Statement - Sutton Park

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 the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Sutton Park Primary School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	31% 2021-22 25% 2022-23
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was first published	December 2021
Date this statement was reviewed & updated	July 2023
Statement authorised by	Lorna Weatherby Principal
Pupil premium lead	Maryellen Homer Assistant Principal
Governor / Trustee lead	Katherine Maynereid PP Link Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,250
Recovery premium funding allocation this academic year	£10,108
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£93,358

# 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 a negative impact on all our children especially those who are disadvantaged. This in turn means those children have greater social and emotional needs.
5	Our monitoring of attendance has seen a dip due to the continuing impact of the pandemic.
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 2024 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 2024) 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 2022/23 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
Improved attendance levels among disadvantaged pupils.	Attendance levels are improved from previous years. The gap between PP and Non-PP children is reduced. Attendance has a high profile across school.
Rich curriculum offer accessible to all pupils with any specific barriers to PP/SEND removed.	All pupils will have equity with access to the curriculum and extra-curricular offers. Pupils will experience a broad and balanced curriculum which builds progressive on prior learning.

## 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: £47000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Vocabulary development and developing oral responses.</p> <p>Maintain strong 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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></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><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p>EYFS:</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years">https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years</a></p> <p>Unity: CUSP curriculum support:</p> <p><a href="https://www.unitysp.co.uk/cusp/">https://www.unitysp.co.uk/cusp/</a></p>	6

## Targeted academic support

Budgeted cost: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted phonics teaching</p> <p>Parental workshops / remote sessions</p> <p>Staff CPD</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, 3

	Reading & Comprehension: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	
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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a> Interventions: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1, 2, 3

## Wider strategies

Budgeted cost: £21358

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): <a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	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 <a href="https://www.thriveapproach.com/about-thrive/impact-of-thrive/our-stories/">https://www.thriveapproach.com/about-thrive/impact-of-thrive/our-stories/</a> Thrive Testimonials Self-regulation & Metacognition: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	4, 6
Effective use of attendance admin support.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a>	5

**Total budgeted cost: £93,358**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

<b>Aim</b>	<b>Outcome</b>
Attainment: 67% (8/12) to meet expected KS2 standard (combined)	Teacher Assessment July 2023: 75% (9/12) achieved – target exceeded.
67% (4/6) to meet expected KS1 standard (combined)	50% (4/8) achieved expected standard, pupils joining the cohort effected this target.
60% (3/5) to achieve GLD in EYFS	60% (3/5) achieved GLD – target met.
Improve the quality of reading teaching across KS1 & lower attainers. Promote oracy through meaningful and varied planned opportunities focusing on the quality of vocabulary.	73% KS1 in reading  All evidence from the monitoring both internally and by the SIP showed a significant improvement in both articulation and confidence. Vocabulary was also improved.
<b>Further information</b> School led tutoring programme used to supplement the provision in Years 2 and 6 during 2022-23 and will continue moving forwards with provision for other years also. This will have a focus on phonics, reading and Maths in KS2.	