

# 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	232
Proportion (%) of pupil premium eligible pupils	27.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027 Current plan - 2025-2026
Date this statement was first published	December 2024
Date this statement was reviewed & updated	October 2025
Statement authorised by	Lorna Weatherby Principal
Pupil premium lead	Maryellen Homer Vice Principal
Governor / Trustee lead	PP Link Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,960
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	£80,960

## Part A: Pupil premium strategy plan

### Statement of intent

Our vision is to develop confident and creative young people who thrive academically and socially in an ever-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, endeavouring 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. High quality teaching and learning is therefore the most effective strategy in narrowing this gap, but our school plan also details a range of out of lesson interventions to support pupils further. 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.

### 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 or above combined in Reading, Writing and Maths at the end of KS1 and KS2.
2	Assessments and observations show pupils have variable starting points in terms of background knowledge needed to access and thrive across the curriculum.
3	Our monitoring of attendance has identified pupils being at risk of PA.
4	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. Disadvantaged pupils use age-appropriate language less often than their peers during discussions, which links to their writing outcomes.
5	Assessments, observations, and discussions with pupils generally have greater difficulty with phonics than their peers which impacts their development as readers.
6	Our observations, Thrive sessions and discussions with pupils and families have shown that adverse mental health and well-being of our wider school community have negatively impacted on all our children especially those who are disadvantaged. Meaning pupils need to develop strategies to support their social and emotional needs.

## 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 RWM combined.	<p>Outcomes at all end points will show an increase in the percentage of pupils achieving ARE or above in reading, writing, maths and their combined data is closer or in line with national data.</p> <p>Adaptive teaching strategies are embedded into QFT.</p> <p>Gap analysis will identify pupils that require high quality intervention programmes.</p> <p>Data will show progress and demonstrate that the gap is narrowing between disadvantaged pupils and their peers.</p>
To achieve and sustain improved attendance for all pupils, particularly our dis-advantaged pupils.	<p>Attendance has a high profile across school for all stakeholders.</p> <p>Strong communication with pupils, staff and families to support and reduce barriers relating to attendance.</p> <p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced, including PA.</p> <p>Implementation of 'power hour' supports all pupils attendance.</p> <p>Use of attendance tracker is embedded so data is accurately analysed, and actions support attendance of all pupils, including those at risk of PA.</p> <p>Implement early intervention plans with families causing concern.</p> <p>Attendance levels improve based on historical data.</p>
Improved knowledge and increased confidence within speaking and listening strand of the English curriculum.	<p>Assessments, observations, and pupil voice will show an increase in using and understanding subject specific vocabulary.</p> <p>Pupils will clearly articulate their learning.</p> <p>Pupils will be provided with high quality speaking and listening opportunities which will show a positive link to their writing attainment and outcomes.</p> <p>Data will show an increase in pupils' attainment.</p>
Improved phonics attainment among disadvantaged pupils.	<p>Phonics outcomes will show an increase in the number of disadvantaged pupils meeting the expected standard and pupils that re-take PSC will be closer to or in line with national data.</p> <p>Assessments and gap analysis will identify pupils that require high quality intervention programmes.</p>

	<p>Pupils will become more fluent readers.</p> <p>Reading attainment will improve.</p>
A range of enrichment experiences accessible to all pupils.	<p>Enrichment tracker shows a high level of uptake by pupil premium children, participating in an increased number of activities.</p> <p>Pupil voice and parent voice shows that the trips and hooks provided are highly valued and support the development of the children.</p> <p>All pupils will have access to the curriculum and extra-curricular activities.</p> <p>Pupils will experience a broad and balanced curriculum which builds on prior learning.</p> <p>Pupils will participate in a range of student agency groups.</p>
To improve independent learning behaviours for all pupils particularly our disadvantaged pupils.	<p>Whole class thrive assessments show an increase in attainment.</p> <p>Pupils needing 1.1 Thrive sessions decreases.</p> <p>Broad and balanced PSHE curriculum to provide strategies to support MHWB.</p> <p>Pupils will articulate the meaning of resilience and show it in all areas of their learning.</p> <p>Pupils will articulate risks and dangers at school, home and online, and know where to seek support and help in a range of situations.</p> <p>Pupils and families successfully access support from WEST team.</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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>- Vocabulary development and developing oral responses.</li> <li>- Develop stronger reading culture across the school</li> </ul>	<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>	1, 2, 4

<ul style="list-style-type: none"> <li>- Analysis of reading assessments to inform planning</li> <li>- Continue to plan explicitly for oracy within sequences of learning.</li> <li>- Teaching and Learning team to drive oracy through KASE - communicative, fluent and collaborative</li> <li>- Programme of relevant CPD to match school improvement priorities.</li> </ul>	<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="https://educationendowmentfoundation.org.uk/oral-language-interventions/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<ul style="list-style-type: none"> <li>- Ensuring a high-quality curriculum is delivered using the Teaching and Learning Cycle.</li> <li>- Continue to embed a high quality EYFS curriculum.</li> <li>- Ensure high quality resources are used to support the learning in wider curriculum subjects.</li> <li>- QA of provision using the Pupil Book Study approach.</li> </ul>	<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>	<p>1, 2, 6</p>

## Targeted academic support

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>- Targeted phonics teaching</li> <li>- Staff CPD</li> </ul>	<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> <p><a href="https://schools.ruthmiskin.com/">https://schools.ruthmiskin.com/</a></p> <p>Reading &amp; Comprehension:</p> <p><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></p>	1, 2, 5
<ul style="list-style-type: none"> <li>- KS1 RWM attainment - data led</li> <li>- Interventions by experienced staff</li> <li>- Books are pitched and matched correctly in line with reading ages.</li> <li>- Use of PiXL resources to support planning and interventions</li> <li>- Use of NGRT assessments to identify children needing additional support in reading.</li> <li>- Non-negotiables in place supporting reading for pleasure through quality resources</li> </ul>	<p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>Interventions:</p> <p><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></p>	1, 5

## Wider strategies

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>- Parental engagement - community café</li> <li>- Signposting for mental health support</li> <li>- Family and adult learning sessions provided</li> </ul>	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p> <p><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></p>	3, 6
<ul style="list-style-type: none"> <li>- Focusing of Thrive class action plans</li> <li>- 1-1 Thrives sessions</li> <li>- Support for trips/visits with cultural emphasis</li> <li>- Extra-curricular clubs</li> </ul>	<p>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)</p> <p>Thrive</p> <p><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></p> <p>Thrive Testimonials</p> <p>Self-regulation &amp; Metacognition:</p> <p><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></p>	3, 4, 6
<ul style="list-style-type: none"> <li>- Forensic data analysis using tracking system</li> <li>- Staff CPD</li> </ul>	<p><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></p>	5

**Total budgeted cost: £80,960**

## 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 2023 to 2024 academic year.

Aim	Outcome																								
Improved attainment in KS1 and KS2 in reading, writing and maths.	Teacher assessment July 2025 KS1 data for PP: Combined = 56% Reading = 67% Writing = 56% Maths = 78%  KS2 data for PP: Combined = 57% Reading = 71% Writing = 57% Maths = 86%																								
Improved oral language skills and vocabulary among disadvantaged pupils.	Year 1 78% (7/9) passed PSC. Year 2 43% (3 out of 7) passed PSC.																								
Improved attendance levels among disadvantaged pupils.	2022-23 PP overall attendance = 91.4%  2023-24 PP overall attendance = 92.2%  2024-2025 PP overall attendance= 90.1%																								
Rich curriculum offer accessible to all pupils with any specific barriers to PP/SEND removed.	All pupils have attended at least one or more enrichment activities throughout the year. 100% participation rates higher than the whole school overall enrichment figure. <table><tr><th colspan="6">OVERVIEW ENRICHMENT ACTIVITY CATEGORY</th></tr><tr><th>NAME</th><th>1+Activities</th><th>%1+activities</th><th>%1+activitiesOnRoll</th><th>5+Activities</th><th>%5+activities</th></tr><tr><td>Sutton Park Primary School</td><td>62</td><td>100%</td><td>98%</td><td>50</td><td>81%</td></tr><tr><td>Total</td><td>62</td><td>100%</td><td>98%</td><td>50</td><td>81%</td></tr></table>	OVERVIEW ENRICHMENT ACTIVITY CATEGORY						NAME	1+Activities	%1+activities	%1+activitiesOnRoll	5+Activities	%5+activities	Sutton Park Primary School	62	100%	98%	50	81%	Total	62	100%	98%	50	81%
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