Pupil premium strategy statement – Sutton Park Primary

Before completing this template, read the Education Endowment Foundation's guide to the pupil premium and DfE's pupil premium guidance for school leaders, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	289
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024/25-2027/28
Date this statement was published	16.12.2024
Date on which it will be reviewed	July 2024
Statement authorised by	
Pupil premium lead	Liz Lee
Governor / Trustee lead	Lesley Stocks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,160
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*	£99,160

Part A: Pupil premium strategy plan

Statement of intent

It is our firm belief that pupils from all backgrounds should make at least good progress and achieve in all curriculum areas. We recognise that our disadvantaged children face additional challenges to reach their potential and, as a result, risk not achieving as highly as their peers. At Sutton Park Primary School, we are committed to removing these barriers through 'Quality First' teaching. This has been proven to have the greatest impact on closing the gap for disadvantaged children.

Our strategy is to provide children with combination of specific plans and support tailored to meet their specific needs. We insist on high expectations for disadvantaged pupils. Regardless of starting points, we are committed to ensuring that all pupils develop not only academically, but also socially and emotionally so they can become active socially responsible citizens of the future.

Challenges

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

Challenge number	Detail of challenge
1	Pupils entering Foundation Stage with limited social, emotional and physical development. This difficulty with SEMH continues into KS1 and KS2.
2	Increased numbers of pupils with high needs SEND, with more also being eligible for FSM than their non-SEND peers, requires staff training and support to ensure achievement for all pupils.
3	On entry data and also the children on the SEND register indicates that a large number of pupils have speech, language and communication difficulties.
4	By the end of KS2, outcomes for writing are in line with average but the number of children achieving a higher standard is lower, especially for FSM pupils.
5	Attendance of FSM pupils is lower that non FSM pupils.

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
Improve writing outcomes for disadvantaged pupils.	The gap between Pupil Premium and non-Pupil Premium children is reduced significantly.
Improve the Social and Emotional Wellbeing of Pupils that are eligible for PP across all key stages.	Pupil Questionnaires and staff observations have shown an increase in social wellbeing and engagement with peers and towards their work.
To support the needs of the SEND children to try to close the gap for those who are also FSM.	The attainment gap between Pupil Premium and non-Pupil Premium children is reduced significantly for children with SEND.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *36,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher to prevent a Y4/5 mixed class to support the needs of disadvantaged pupils.	Our evidence shows that our pupils thrive in smaller classes/groups. Classes in Y4 and 5	2,4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *28,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed

Use of Lexia programme to support reading and spelling	Lexia has a proven record of providing a personalized learning model that ensures differentiated, adaptive instruction in support of pupils and teachers. Phonics/Toolkit/Education Endowment Foundation/EEF	2 ,4
Speech and Language support 1-2-1	Speech and language therapy helps safeguard and promote the welfare of children with communication and interaction needs. Speech and language therapy promotes social, emotional and mental health and wellbeing. Recommendation 7/Evidence/Guidance-Reports/literacy-ks2/ Education Endowment Foundation/EEF	1,2,3
Provide Friendship and Social Groups (ELSA)	Several studies have found links between strong friendships and school performance. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. This is largely related to the positive attitudes related to seeing friends in the school grounds, and children are more likely to want to go to school if they have strong, positive relationships with their peers. Recommendation1/Education-evidence/guidance-reports/primary-sel.Education Endowment Foundation/EEF	1,3,5
Library Service Books providing literacy and topic class resources	This service provides all children, including disadvantaged with a range of topic related texts. Access to these texts will enable these children to have a greater depth of understanding of a range of subject areas. Access to good quality texts help to support the teaching of strategies and this has a significant impact on improving reading fluency in Key Stage 1 and Key Stage 2. Education Endowment Foundation/EEF	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *37,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a EWO to work with families and an attendance officer.	EWO provides a vital link between parents/guardians and school. Working with attendance coordinators, the EWO can provide vital support in individual casework. Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. DFE Review of best practice in parental engagement, 2010.	5
Providing children with Emotional Well Being Support	This allows children to deal with any on-going worries or concerns that are having an impact on their learning or general well-being. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Education Endowment Foundation	1

Total budgeted cost: £102,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. **Improve writing outcomes for disadvantaged pupils.**

- Writing in KS2 for the whole school was 72%
- *FSM pupils 56% but 2 pupils have EHCP plans and 6 others had SEN needs, 2 working at pre-KS.*

2. **To improve phonics skills for pupils eligible for PP across Key Stage One and FS**

- Phonics results for 2023/4 was 90%. This is above local and national average.
- There were 8/30 disadvantaged pupils 7/8 (88%) achieved expected standard
- Average mark for disadvantaged pupils was 37 (30 national).
- School average for all pupils was 35.

3. **Improve the Social and Emotional Wellbeing of Pupils that are eligible for PP across all key stages.**

    - Pupils across the school speak positively about the support and pupil questionnaires demonstrate that they know who they can speak to.
    - Parents questionnaires demonstrate positive support
    - Behaviour logs show a decreasing in behavioural incidents across the school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.