

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 School
Number of pupils in school	311
Proportion (%) of pupil premium eligible pupils	47.3% (147 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 (2 nd year of a 3 year plan)
Date this statement was published	
Date on which it will be reviewed	July 2023
Statement authorised by	Lucy Middleton
Pupil premium lead	Lucy Middleton
Governor / Trustee lead	Sean Boyd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199,440
Recovery premium funding allocation this academic year	£21,605
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£15,901
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	£236,946

Part A: Pupil premium strategy plan

Statement of intent

Sutton Park Primary School was established in December 2019 after the previous school (Banners Gate) became part of the Prince Albert Community Trust. In the three years since conversion, we have identified key areas of need: with these becoming high focus for our pupil premium strategy and for the journey of school improvement. This strategy has been devised to overcome the challenges faced by all of our pupils, with a specific focus on disadvantaged pupils. It addresses not only the legacy of low attainment across school but also the social, emotional and mental health needs of our young people.

All of our staff and trustees accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment.

- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils;
- The funding will be used to narrow and close the gap between the achievements of non-pupil premium children.
- As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others;
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.
- We will ensure children, who are high achievers, will continue to make progress and reach their fullest potential.

Challenges

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

Challenge number	Detail of challenge
1	Phonics knowledge: recognition, recall and application of taught sounds.
2	Historic low attainment of school pre-conversion. The progress of pupil premium children across school is less than that of other pupils.
3	Home engagement with reading and homework. Limited access to reading resources at home for some pupils.
4	Writing attainment: this is the lowest of the core subjects across all year groups.
5	There are a number of children facing barriers to their learning. Demand for mentoring is high. Safeguarding and child protection concerns are also high. Families facing financial hardship are increasing in number and this is predicted to worsen this year.
6	Attendance: persistent lateness and absence for some pupil premium children.

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>Phonics outcomes:</p> <ul style="list-style-type: none"> • To increase the % of children achieving 32+ on their Y1 Phonics screen. • To reduce the number of children needing to resit Phonics screens in Y2. • To reduce the number of children needing phonics interventions beyond Y2. 	<p>Successful implementation of the ELS Phonics scheme.</p> <p>Successful implementation of targeted support via ELS interventions.</p> <p>Y1 Phonics outcomes increase (in line with local/national averages)</p> <p>Y2 Phonics: Targeted support for retake pupils to ensure they achieve 32+ on phonics screen.</p>
<p>To close the gap in ARE for Reading in years 1-6:</p> <ul style="list-style-type: none"> • Increase the number of pupils achieving EXS for Reading in Y2 and Y6. • Close the gap between PP and non-PP readers in Y3,4 and 5. 	<p>Implementation of parent workshop for focus subjects (Reading & Phonics)</p> <p>Increase in % of disadvantaged children achieving EXS at end of KS2 (+20%)</p> <p>R-Y5 increase % of disadvantaged pupils achieving ARE (+10%)</p>
<p>To continue to support children in achieving expected+ progress in writing to close the attainment gap between this and other core subjects.</p> <ul style="list-style-type: none"> • Increase in number of pupils achieving ARE in Writing. • Closing the gap between PP and non-PP writers in Y3 	<p>Increased ARE for Writing in all year groups, when compared to 2020-21 and 2021-22.</p>
<p>To improve attendance for disadvantaged pupils across school so that it is in line with national for all pupils.</p> <ul style="list-style-type: none"> • Reduce persistent lateness for focus pupils. • Reduce persistent absence. • Enhance parent understanding of attendance and its importance in their child's education. 	<p>Attendance improves and is in line with local average (Birmingham)</p> <p>The gap between school attendance and national attendance closes.</p> <p>Persistent lateness reduces. EOY figures are in line with local average and aiming for national average.</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: £ 49,853.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure high-quality first teaching in all year groups. (Ensuring that all staff are using the agreed core curriculum documents to focus on skills, progression across genres/subject strands, range of experiences and consistency in core teaching. Implementation of Power Maths. Use of ARE homework books in Y1-6. Support for teaching staff identified via monitoring cycle.)</p> <p>To develop the practise of ECTs/new to YG staff in core teaching.</p>	<p>EEF – Teacher feedback to improve pupil learning</p> <p>https://thirdspacelearning.com/blog/quality-first-teaching/</p> <p>(EEF - Mathematics EYFS, Y1 and Y2 – developing practitioners’ understanding of how children learn Maths; integrate Maths throughout the day)</p>	1, 2, 4
<p>Continue to develop the quality of Phonics provision for all pupils. (Implementation of ELS phonics. Respond to emerging needs of focus pupils, Increase focus on Y2 retakes – ensuring a systematic approach to teaching, intervention, and analysis.)</p>	<p>EEF – preparing for Literacy</p> <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</p>	1, 2, 4
<p>To ensure a well-planned PLD programme supports staff with professional pedagogy, curriculum content and embedding practice.</p>	<p>EEF – Effective professional development</p>	1, 2, 3, 4

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

Budgeted cost: £ 123,403.91

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Introduction of target group teaching by AHTs in high-focus year groups (Y3 & Y4)	https://thirdspacelearning.com/blog/quality-first-teaching/ EEF – Guide to Pupil Premium	1, 2, 4
To further develop support staff’s impact in delivering high-quality Reading and/or Phonics interventions Redeploy TA support for targeted interventions for pupils in high-focus areas: Years 1-2 Phonics Years 3-5 reading and writing	EEF – Guide to Pupil Premium	1, 2, 3

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

Budgeted cost: £ 63,683.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further development of pastoral provision to incorporate activities/ support/ workshops during lunchtimes. Use of pastoral staff (learning mentor x1, part-time TA) to ensure regular access to mentoring & physical intervention breaks.	EEF – Improving behaviour in schools.	5, 6
To ensure that attendance is improving with persistent absence addressed, leading to decreases.	EEF – Working with parents to support learning DfE: Working together to improve school attendance	5, 6
To significantly reduce the frequency of lateness to schools for disadvantaged pupils.	EEF – Working with parents to support learning DfE: Working together to improve school attendance	5, 6

Total budgeted cost: £ 236.946.00

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Aim:	Outcome:																																			
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

1. Teaching

- Careful planning of PLD and development.
- Rigorous monitoring cycle
- Senior Leaders timetabled to work 1:1 with identified staff
- Senior leaders to work with groups of staff to improve provision in all areas impacting upon pupil progress and outcomes: subject knowledge, planning, teaching, environment
- Pupil progress tracking and monitoring.
- IPG process and actions
- ECT program followed and implemented.

2. Targeted support

- Designated staff to target specific individuals and groups.
- Precise planning for interventions.
- Careful progress tracking to monitor the impact of interventions on disadvantaged pupils and other pupil groups.
- Investment in appropriate resources that support the delivery of interventions.
- Ongoing high quality PLD provided to staff which also includes targeted support from senior leaders.
- Interventions with specific outcomes and reviewed.

3. Wider strategies

- Senior leaders in school are all DSL trained and this training is maintained.
- The school has a pastoral team who work across the school with identified pupils and groups.
- All school staff receive extensive training in all aspects of safeguarding.
- Weekly updates on attendance.
- Half termly reports for attendance, lates and pastoral support. These are then action planned.
- Safeguarding trust lead monitors each term.