

Pupil premium strategy statement – Sutton Park Primary School

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	292
Proportion (%) of pupil premium eligible pupils	58% (169 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-26 (2nd year of a 3-year plan)
Date this statement was published	19 th December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Emily Dunning
Pupil premium lead	Emily Dunning
Governor / Trustee lead	Bharat Patel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£226,934.46
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£226,934.46

Part A: Pupil premium strategy plan

Statement of intent

Sutton Park Primary School received a 'good' grading from Ofsted in its May 2024 inspection. It has continued to grow since this grading, focusing heavily on implementing high quality PLD and continuing to evolve pedagogy in school to engage and challenge pupils as well as to work hard on closing the gaps in outcomes for disadvantaged/non-disadvantaged pupils.

This pupil premium strategy has been devised to overcome the challenges faced by all our pupils, with a specific focus on disadvantaged pupils who make up over half of our pupil numbers. Both the issue of low prior attainment and social, emotional and mental health needs of our pupils are addressed in the targeted use of our pupil premium funding. Our intent is to level the playing field for our disadvantaged pupils, to ensure access to high quality teaching, life experiences and targeted support to facilitate a love of learning and an aspirational outlook.

Our staff and trustees each recognise their roles and responsibilities for our disadvantaged pupils and are fully committed to meeting their pastoral, social and academic needs within a nurturing environment.

- Pupil premium funding will be used to provide additional educational support to improve 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 disadvantaged/non-disadvantaged pupils.
- Funding will be used to address any underlying inequalities between children eligible for pupil premium and those who are not.
- Funding will be prioritised for those who need it most; this is intended to positively impact on their lives and their education.
- Children who are high achievers will continue to make progress and fulfil their potential through targeted use of funding.

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	Communication and language needs in EYFS – children often join us with a little or no language
3	The progress and attainment of pupil premium children across school is less than that of other children.
4	Writing attainment: this is the lowest of the core subjects in most year groups and spelling is a concern across school.
5	A high number of our pupils have challenges to overcome which can affect their attendance and engagement in learning. These include: safeguarding and child protection issues; financial hardship at home and issues at home which worry them during the day. As a result, demand for mentoring is very high.
6	Attendance: persistent lateness and absence for some pupil premium children. Attendance is still below national figures.

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
Phonics outcomes: <ul style="list-style-type: none"> To continue to increase the % of children achieving 32+ on their Y1 Phonics screen. To reduce the number of children needing to re-sit Phonics screens in Y2. To reduce the number of children needing phonics interventions beyond Y2. Embedding the ELS Phonics scheme will support this. 	Embedding targeted support via ELS interventions. Y1 Phonics outcomes increase (in line with local/national averages) Y2 Phonics: Targeted support for retake pupils to ensure they achieve 32+ on phonics screen.
To close the gap in ARE for Reading, Writing and Maths in years 1-6 <ul style="list-style-type: none"> Increase in number of pupils achieving ARE in Reading, Writing and Maths (year groups for high focus: Y5, Y3, Y2) 	Increase in % of disadvantaged pupils achieving ARE across all core subjects and achieving combined scores.
To continue to support children in achieving expected+ progress in writing to close the attainment gap between this and other core subjects. <ul style="list-style-type: none"> Increase in number of pupils achieving ARE in Writing (High focus year groups for 2024-25 are Y2, Y4, Y5 and Y6) Closing the gap between PP and non-PP writers in all year groups 	Increased ARE for Writing in all year groups, when compared to 2022-23 data. (Continue the trajectory of data improvement for this subject)
To improve attendance for disadvantaged pupils across school so that it is in line with national for all pupils.	Attendance improves and is in line with local average (Birmingham) The gap between school attendance and national attendance

<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. 	closes. Persistent lateness reduces. EOY figures are in line with local average and aiming for national average.
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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: £99,239.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop the quality of Phonics provision for all pupils. (Implementation of ELS phonics.</p> <p>Respond to emerging needs of focus pupils, increased 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, 3,4
<p>To continue to ensure high-quality first teaching in all year groups.</p> <p>(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. 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>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, 3,4
<p>To ensure a well-planned PLD programme supports staff with professional pedagogy, curriculum content and embedding practice.</p> <p>(DHT engagement with NPQSL, Middle leader engagement with NPQLT and Senior leader engagement with NPQSL)</p>	<p>Government research report: Investigating the role of language in children's early educational outcomes.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/181549/D_FE-RR134.pdf</p>	1, 2, 3, 4

	EEF Effective professional development	
<p>To ensure attendance is a priority as a whole school and teachers are aware of their input and impact.</p> <p>To continue the work of the welfare team to combat and reduce issues relating attendance.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>https://researchschool.org.uk/durington/news/the-evidence-base-behind-attendance-interventions</p>	5, 6
<p>To further develop our strategic plan for children who are persistently absent/persistently late to identify and support.</p> <p>(Liaising with relevant services and parents)</p>	<p>https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</p>	5,6

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

Budgeted cost: £51,947.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target group teaching by AHTs in high-focus year group	Third space learning Group Tutoring Or One To One: Which Is Best For Your Pupils?	1, 3, 4
<p>To further develop support staff's impact in delivering high-quality interventions</p> <p>TA staff to be deployed according to needs to work with high-focus pupils to close the gap on peers.</p>	Small group tuition EEF	1,3, 4

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

Budgeted cost: £78,688.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further development of pastoral provision according to pupil needs Including activities and support over lunchtimes. Pastoral staff to continue to mentor pupils, provide parent drop-in sessions, parent workshops and staff support sessions. Children to have access to physical breaks if needed.	EEF – Improving behaviour in schools	5,6
To ensure that attendance is improving and to close the gap on/exceed National target of 96% Persistent absence is reduced, severe absence is addressed and external agencies and liaised with.	EEF – Working with Parents to Support Children's Learning EEF DFE – Working together to improve school attendance	5,6
To continue to reduce the frequency of lateness, especially for our disadvantaged pupils	EEF – Working with Parents to Support Children's Learning EEF DFE – Working together to improve school attendance	5,6

Total budgeted cost: £226,934.46

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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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
ELS Phonics programme	Oxford Owl
Wellcomm	G L Assessment

Service pupil premium funding (optional)

<i>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</i>
None
The impact of that spending on service pupil premium eligible pupils
None

Further information (optional)

1. Teaching

- targeted focus for PLD and development.
- Rigorous monitoring cycle, feedback and monitoring of impact through use of Steplab
- 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, including follow up actions and monitoring of impact
- 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