

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	324
Proportion (%) of pupil premium eligible pupils	48% (157 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 (3 rd year of a 3 year plan)
Date this statement was published	7 th December 2023
Date on which it will be reviewed	July 2024
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	£197,152.50
Recovery premium funding allocation this academic year	£20,083.00
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	£217,235.50

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 3.5 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. (Closing the gap between school and national statistics) Close the gap between PP and non-PP readers in Y3. (31% of PP at ARE, compared to 49% of non-PP pupils) 	<p>Continued delivery of parent workshop for focus subjects (Reading & Phonics)</p> <p>Increase in % of disadvantaged children achieving EXS at end of KS2 (including combined).</p> <p>R-Y5 increase % of disadvantaged pupils achieving ARE (Minimum aim of +5% depending on YG starting point)</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. (High focus year groups for 2023-24 are Y3, Y5 and Y6) Closing the gap between PP and non-PP writers in Y3 and Y5. 	<p>Increased ARE for Writing in all year groups, when compared to 2020-21, 2021-22 and 2022-23 data. (Continue the trajectory of data improvement for this subject)</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: £ 77,748.24

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. (HoS enrolment and engagement with Chiltern Learning Trust Teacher Development Leadership Programme. DHT engagement with NPQH, Middle leader engagement with NPQLT and Senior leader engagement with NPQSL)</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: £ 70,308.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target group teaching by AHTs in high-focus year group.	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 Maths	EEF – Guide to Pupil Premium DfE – The Reading Framework	1, 2, 3

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

Budgeted cost: £ 70,394.57

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: £ 218,451.26

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 2022 to 2023 academic year.

Aim:	Outcome:																																																
<p>Progress in reading:</p> <ul style="list-style-type: none"> Increase in % of disadvantaged children achieving EXS at end of KS2 (+20%) R-Y5 increase % of disadvantaged pupils achieving ARE (+10%) 	<table border="1"> <thead> <tr> <th colspan="5" data-bbox="726 672 1404 705">Reading</th> </tr> <tr> <th rowspan="2"></th> <th colspan="2" data-bbox="829 712 1109 745">All pupils</th> <th colspan="2" data-bbox="1125 712 1396 745">Disadvantaged pupils</th> </tr> <tr> <th data-bbox="829 752 941 913">Last years outcome for that cohort.</th> <th data-bbox="949 752 1109 913">End of year data - July 2023</th> <th data-bbox="1125 752 1220 913">Number of PP</th> <th data-bbox="1228 752 1396 913">End of year data - July 2023</th> </tr> </thead> <tbody> <tr> <td data-bbox="726 920 821 954">Y6</td> <td data-bbox="829 920 941 954">44%</td> <td data-bbox="949 920 1109 954">45%</td> <td data-bbox="1125 920 1220 954">29</td> <td data-bbox="1228 920 1396 954">41%</td> </tr> <tr> <td data-bbox="726 960 821 994">Y5</td> <td data-bbox="829 960 941 994">47%</td> <td data-bbox="949 960 1109 994">53%</td> <td data-bbox="1125 960 1220 994">35</td> <td data-bbox="1228 960 1396 994">59%</td> </tr> <tr> <td data-bbox="726 1001 821 1034">Y4</td> <td data-bbox="829 1001 941 1034">50%</td> <td data-bbox="949 1001 1109 1034">41%</td> <td data-bbox="1125 1001 1220 1034">13</td> <td data-bbox="1228 1001 1396 1034">46%</td> </tr> <tr> <td data-bbox="726 1041 821 1075">Y3</td> <td data-bbox="829 1041 941 1075">42%</td> <td data-bbox="949 1041 1109 1075">60%</td> <td data-bbox="1125 1041 1220 1075">16</td> <td data-bbox="1228 1041 1396 1075">75%</td> </tr> <tr> <td data-bbox="726 1081 821 1115">Y2</td> <td data-bbox="829 1081 941 1115">43%</td> <td data-bbox="949 1081 1109 1115">49%</td> <td data-bbox="1125 1081 1220 1115">13</td> <td data-bbox="1228 1081 1396 1115">31%</td> </tr> <tr> <td data-bbox="726 1122 821 1155">Y1</td> <td data-bbox="829 1122 941 1155">49%</td> <td data-bbox="949 1122 1109 1155">55%</td> <td data-bbox="1125 1122 1220 1155">29</td> <td data-bbox="1228 1122 1396 1155">58%</td> </tr> </tbody> </table>					Reading						All pupils		Disadvantaged pupils		Last years outcome for that cohort.	End of year data - July 2023	Number of PP	End of year data - July 2023	Y6	44%	45%	29	41%	Y5	47%	53%	35	59%	Y4	50%	41%	13	46%	Y3	42%	60%	16	75%	Y2	43%	49%	13	31%	Y1	49%	55%	29	58%
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Attendance: To improve attendance for disadvantaged pupils across school so that it is in line with national for all pupils.	Attendance	All	PP	NPP
	2022-23	91.12%	88.53%	93.74%
Punctuality: To decrease the number of late marks for disadvantaged pupils. (Aim= 30% less)	Punctuality	All	PP	NPP
	2022-23	3.06% (3307)	4.45% (2425)	1.64% (882)

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
Power Maths White Rose Edition	Pearson Primary
Reading Rocketeers	John Murray CPD

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.