Pupil premium strategy statement

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.

School overview

Detail	Data
School name	Sutton-on-Trent Primary and Nursery school
Number of pupils in school	110 (excluding N)
Proportion (%) of pupil premium eligible pupils	15%
Academic year that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	J Hutchinson
Pupil premium lead	J Hutchinson
Governor	C Durbin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,725
Post Lac funding	£2630
Services pupil premium allocation this academic year	£350
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	£25,705

Part A: Pupil premium strategy plan

Statement of intent

We intend our pupil premium strategy plan to ensure we have equal opportunities for all pupils in our school through quality first teaching, delivered by highly qualified and experienced staff. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates including those who are already high attainers.
- To support our children's wellbeing to enable them to access learning at an appropriate level.
- To embed a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We have adopted the 3-tiered approach recommended by the Education Endowment Fund (EEF), the DfE and Ofsted, to support Pupil Premium children in order to balance approaches to:

improving teaching; targeting academic support and implementing wider strategies

The 3-tiered approach will ensure the school focuses on a small number of strategies that are likely to make the biggest difference. Within this tiered model an evidence-based approach has been adopted.

We intend all pupils in our school to access to a broad and balanced curriculum, enriched with extra-curricular activities, trips, visits and experiences thus promoting their mental health and well-being through equality of opportunity.

Where there is a pupil with a specific need or significant gap, we aim to provide staff with the appropriate level of expertise and time to develop and plan timely support in small groups or on an individual basis.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Please note this is a very small number of pupils.

Challenge number	Detail of challenge
1	Social, emotional & mental wellbeing
2	Correlation between PP and SEND or EAL meaning many PP children have low academic starting points.
3	Low levels of parental engagement affecting reading in particular.
4	A lack of cultural capital through limited life experiences outside their immediate locality
5	A small number of children are persistently absent or persistently late

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
Ensure high quality teaching and learning is in place at all levels and is addressing the attainment gap for PP pupils	Teaching and learning is judged to be at least good across the school as evidenced through QA monitoring and evaluation, including book reviews, lesson visits, pupil voice, classroom environment and curriculum content.
Disadvantaged children make at least expected progress in line with national averages.	School based assessment and national tests demonstrate that at least expected progress has been made.
All staff are able to identity, address and support pupils' emotional wellbeing as a result of quality training	All pupils in receipt of pupil premium have positive self-esteem and the resilience to approach learning with confidence
Pupils with SEND or EAL are able to access the intended learning and make good progress	QA monitoring and evaluation, including book reviews, lesson visits, pupil voice shows that all staff have the skills and knowledge they need to make the necessary adaptations to support all learners.
Pupil are well regulated and demonstrate improved motivation and application to learning	Pupil survey data, parent surveys and teacher observations evidence accelerated progress as a result of increased motivation and application.
To ensure that pupils, especially those who are disadvantaged, have a breadth of experiences and the 'cultural capital' required to provide them with the essential knowledge needed to prepare them for their future success.	All children, including those who are disadvantaged, access the opportunities available to them as any barriers (i.e. financial) are supported.
Pupils access the full timetable with limited missed learning through persistent absence or late arrival	The number od children who are persistently absent or persistently late decreases. Absence and late rates for disadvantaged pupils are the same or better when compared to non disadvantaged pupils.

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

Teaching

Budgeted cost*: £9,426*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retain high quality staff through leadership and development opportunities *TLR £3711*	EEF Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils	1,2
Provide high quality CPD for all staff with a focus on maths(mastering number),	EEF Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils	1,2

English (spelling) and Early Years *National College £1240* *Training budget £2000*		
Curriculum review and development *Subject leader release time £1220*	EEF Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils	1,2
Opportunities for staff development through collaboration	Teachers and share best practises, especially in mixed-age classes, to refine pedagogy and improve the sequencing and coherence of the curriculum (EEF - Effective Professional Development)	1,2
Continue to prioritise early reading strategies with CPD for new support staff and resources to support high quality phonics lessons and home reading. Release staff to meet with parents for phonics and reading opportunities *Reading for pleasure budget £500*	EEF +5 Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. → The teaching of phonics should be explicit and systematic → The teaching of phonics should be matched to the pupils' current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and graphemes (EEF Improving Literacy in Key Stage 1 report)	1,2,3
Purchase of NFER standardised tests and training for staff to ensure assessments are administered and interpreted correctly. *Assessments £700*	Individual needs can be met when learning gaps are identified through assessment. School data is accurate and consistent and is a useful tool for identifying development prioirities.	2
Embed a whole-school approach to developing pupils' vocabulary and spelling *Active Spelling new teacher training £55*	(EEF - Improving Literacy in Key Stage 1 and 2)	2

Targeted academic support

Budgeted cost: £12,978

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted TA intervention focus on all maths and English skills *£10,058*	EEF +4 Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored – particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum -will be more effective. (EEF - Special Educational Needs in Mainstream Schools)	2,3
SENDco time - £1444 *TA ELSA £1226*	EEF +4 Social and emotional learning interventions seek to improve pupils' decision making skills, interaction with others and their self-management of emotions, rather	1,2,3

	than focussing directly on the academic or cognitive elements of learning. Interventions might focus on the ways a pupil works with (and alongside) their peers, teachers, family or community. (EEF Guidance Report: Improving Social and Emotional Learning in Primary Schools)	
Outdoor and adventurous learning for all pupils *Staff* *Resources £250*	Outdoor learning or adventure activities can help build resilience, self-confidence, and teamwork skills (EEF Guidance Report: Outdoor Adventure Learning)	1,2,3

Wider strategies

Budgeted cost: £3594

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP first approach to marking and feedback	EEF +6 Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to and be capable of producing) improvement in students learning. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. This feedback can be verbal or written or can be given through tests or via digital technology.	2
Monitoring attendance and offering support and challenge where required *£400*	EEF Attendance interventions rapid evidence assessment	5
Enrichment activities eg Music tuition and sports clubs *£300*	EEF +3 Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. Opportunities for pupils to engage in regular physical activity, which can have a positive impact on their mental health and well-being (EEF Guidance Report: Physical Activity and Mental Health)	1,4
Subsidies for BC/ASC/ Visits where required *BC £840* *ASC £1012* *Trips £882*	EEF +3 Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.	1,4,5
Communication. *Tapestry* *£160*	EEF +4 We define parental engagement as the involvement of parents in supporting their children's academic learning.	1,2,3,5

	It includes: • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities	