



Pupil premium strategy statement

Sutton-at-Hone CE Primary School



2024-2025

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	398
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2023/2024 to 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Karen Trowell, Headteacher
Pupil premium lead	Michelle Tolhurst, Deputy headteacher
Governor / Trustee lead	Aaron Young, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,150
Pupil premium funding carried forward from previous years	£11,121
Total budget for this academic year	£117,271

Part A: Pupil premium strategy plan

Statement of intent

We are God's family – learning together, loving together, growing together – striving to be the best we can be for ourselves, for God and for others

'Which one of you, having a hundred sheep and losing one of them, does not leave the ninety-nine in the wilderness and go after the one that is lost until he finds it?'
(Luke 15:4) 'I am the Good Shepherd' (John 10:11)

At-Sutton-at-Hone no-one gets left behind

Community Love Service Forgiveness Perseverance Thankfulness

Our vision draws inspiration from the parable of the lost sheep. Every member of our school community is important, unique and valued. In the parable, God is like the shepherd; he loves us just like the shepherd loves his sheep. In the same way, the leaders and staff care for their sheep and look after and value each member. As a school family, part of God's family, at Sutton-at-Hone, no-one gets left behind or left out. Each member is supported to flourish and 'be the best they can be'.



Our intention is that all pupils at Sutton-at-Hone CE Primary School, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach. This is key for all learners, 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential (ensuring 'no one gets left behind'), including those who are already high attainers, through improving teaching and learning, improving classroom pedagogy, developing an ethos of aspiration for all to succeed, supporting attendance, supporting children's wellbeing and self-esteem, ensuring high quality teaching for all.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic. Overcoming barriers (many which have been made more complicated due to the Covid-19 pandemic) is key to ensure all learn and achieve well. We believe we can make a significant difference to these children.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- prioritise needs, ensuring effective provision (which includes group and 1:1 support)
- adopt a whole school approach, 'high expectations from everyone, of everyone' so that 'no one gets left behind.' in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

At Sutton-at-Hone CE Primary School we believe in a long-term strategy which is aligned to our School Plan, using a tiered approach to balance our strategies to improving teaching, targeted academic support, and wider strategies. We recognise that many approaches within the tiered model will overlap categories, and the balance between categories will vary from year to year as our school priorities change.



Challenges

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

Challenge number	Detail of challenge
1	<p>Social and emotional difficulties</p> <p>Our assessments (including Leuven wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Some children have lower levels of wellbeing which affects their ability to engage fully. Social and emotional health and wellbeing of many of our disadvantaged pupils were also impacted by the COVID-19 pandemic.</p>
2	<p>Attendance</p> <p>Low attendance data and poor attendance habits for some families, negatively impacts disadvantaged pupils' progress. Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 3 - 4% lower than for non-disadvantaged pupils.</p>
3	<p>Communication and language</p> <p>Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.</p>

4	<p>Reading, Writing, Maths – basic skills and foundational knowledge Significant learning and knowledge gaps in Reading, Writing and Maths. Some disadvantaged pupils generally have greater difficulties with phonics which negatively impacts their development as readers.</p> <p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Some disadvantaged pupils have difficulty with automaticity in recalling maths facts and basic fluency skills.</p>
5	<p>Wider experiences Social issues for many pupils and a lack of enrichment and wider cultural opportunities.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 outcomes show that more than 80% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 outcomes show that more than 80% of disadvantaged pupils met the expected standard.
Improved attendance for disadvantaged pupils.	Attendance for disadvantaged pupils is in line with other. Attendance for all groups is above 96%. Persistent absence is below 8%. Sustained high attendance by 2025/26. The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. The percentage of all pupils who are

	persistently absent being no more than 2% lower than their peers.
Participation in a range of enrichment activities and experiences to widen cultural capital and enhance learning.	Greater range of extra-curricular opportunities promoted and accessed. Increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £58,636

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Professional development to support implementation	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF Supporting continuous and sustained development is crucial to developing teacher practice. Content of PD is based on the need to build knowledge, motivate teachers, develop specific techniques and embed new approaches.	3, 4
Develop and embed Kagan structures to enhance collaborative learning and build resilience, support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Professional development to	EEF Toolkit shows an impact of +5 for Collaborative Learning. Collaborative learning approaches EEF (educationendowmentfoundation.org.uk) QFT, high impact on learning (Supporting disadvantaged pupils briefing – Nov 2015) Spotlight on disadvantage report – NGA. Pupil premium usage is not the only determinant of disadvantaged pupil progress and attainment. The survey data revealed a clear correlation between outcomes for all pupils and outcomes for pupil premium pupils. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are	3, 4, 5

support implementation	inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	
Supporting the recruitment and retention of teaching staff (Teacher Apprenticeship and NPQs)	Managing workload and offering effective professional development are key to retaining great teachers, which, in turn is crucial to maintaining a high standard of teaching and learning, Guidance report /EEF-Effective-Professional-Development-Guidance-Report Evidence base to support teacher recruitment and retention. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews	3, 4
Mentoring and coaching for teachers (support for Teacher Apprentice)	Mentoring and coaching is an important source of support, particularly for ECTs National Institute of Teaching - what can research tell us?	3, 4
Develop metacognition and self-regulation strategies and approaches. Professional development to support implementation.	Positive impact on learning, +7. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition Developing a set of skills and habits which facilitate self-awareness and resilience in learning. Use metacognition to help them transfer learned skills from one context to another and help them understand how they learn best and how to use this learning most effectively. Metacognition studies show very high effects on learning. They understand themselves as learners and how to tackle challenges effectively.	3, 4, 5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Accelerated Reader	We have seen a positive impact in previous years in terms of pupil achievement, reading stamina	3, 4

<p>-additional pupil subscriptions</p> <p>-continuous professional development</p>	<p>and attitudes to reading. 'Millionaire readers' are motivating our pupils.</p> <p>'AR was very well received by the vast majority of teachers, teaching assistants, and librarians who perceived positive impacts on pupil reading ability, reading stamina, and attitudes'</p> <p>EEF Evaluation Conclusion</p>	
<p>Purchase of standardised (NTS) diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups. The ability to quickly and simply identify and plan for groups of children who require additional support and teaching.</p> <p>Diagnostic assessment EEF</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	4
<p>Technology and other resources that support high quality teaching, for example software to support diagnostic assessment</p>	<p>To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged students, and use technology in a way that is informed by effective pedagogy. To improve the impact of pupil practice. Clicker 8, TTRS, AR, learning resources on iPads, Espresso, EdShed, MathsHub.</p> <p>EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	4
<p>Embedding Formative Assessment Project (2 years) Completed June 2024.</p> <p><i>Embedding Formative Assessment is a professional development programme which aims to improve pupil outcomes by embedding the use of formative assessment strategies across a school. Schools run monthly workshops, known as Teacher Learning Communities, and</i></p>	<p><i>This project ended in June 2024. We intend to use the TLC structures for other areas identified on our school improvement strategy.</i></p> <p>Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_search&search_term=ass</p>	3, 4

<i>teachers conduct structured peer observations focusing on the use of formative assessment strategies.</i>	The programme builds on existing evidence that FA can improve students' learning. EEF funded this evaluation as it offers a scalable approach to supporting schools to deliver the approach.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £26,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rapid catch-up. Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	3, 4
Additional adult support for Year 6 to address learning gaps.	Small group sizes, target knowledge gaps and specific needs. Small group tuition Toolkit Strand Education Endowment Foundation EEF Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	4
Improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. CPD. Use of SpeechLink interventions.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	3
Teaching assistant deployment and interventions.	Strategic deployment of TAs to ensure priority pupils are supported. /eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf	1, 3, 4
To ensure precision teaching interventions are used to meet the gaps identified in pupils' learning to accelerate progress and attainment.	Good impact seen from previous years. Continue with approach. One of the most effective teaching strategies for ensuring high levels of fluency and accuracy. Targeted to meet gaps identified in pupils learning. Carefully designed tasks allow children to practise key skills until they are fluent. It provides the	1, 4

	mechanisms for assessing and monitoring progress.	
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	4

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extracurricular activities - Artsmark Award Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration.	Arts participation can have a positive impact academic outcomes in other areas of the wider curriculum https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Jam Coding Club - aimed at furthering digital literacy and skills development among students and staff. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.	5
To support families with attendance and acute needs. Attendance officer support and FLO. Funded places at breakfast club.	Principles of good practice set out in the DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. NfER briefing for school leaders identifies addressing attendance as a key step.	2

Improving attendance and readiness to learn for the most disadvantaged pupils. Reluctant families.	Making good use of DfE guidance and research about improving attendance.	
To ensure emotional, social and mental health needs are met. To provide support for children, parents and families. FLO, clubs, parent workshops, mile, signposting to support/resources. Support with school journey/swimming/other opportunities	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1, 5
Pupil Leadership roles and responsibilities e.g. Readers, Leading Lights, School Council, Play Leaders, Sports representatives.	Pupil leadership has been shown to be the driving force behind many of the most successful schools in our network. (SSAT) Vocabulary rich - Cultural enrichment is an important part of a child's readiness for life and the next stage of their education.	1, 3, 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. E.g., 'Helping children talk about their lives book' and 'A treasure deck of feelings'.	All

Total budgeted cost: £117, 271

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Evidence from learning walks, book scrutiny and pupil voice indicates the focus on the support given to pupils in lessons is improving, in particular with more evidence of formative assessment strategies and opportunities for Kagan and collaborative learning. The focus on reading also appears to be making good progress with 84% achieving the expected standard at KS2.

EYFS GLD 54% (improvement from 40% the previous year)
Year 1 phonics 50% retakes 0%

KS1 pupil premium outcomes

EXS+ Reading 50%, Writing 37.5%, Maths 37.5%

For GDS, we achieved 25% for Writing and 12.5% for Maths.

This was an area for improvement from last year and an improvement from 0% in 2022/23.

KS2 pupil premium outcomes

EXS+ Reading 84%, Writing 84%, GPS 50%, Maths 50%, Combined 50%

GDS Reading 33%, Writing 0%, GPS 33%, Maths 33%, Combined 17%

Whilst it is important to be cautious when making direct comparisons with data from previous years, and to recognise the uneven impact of the pandemic on school performance data, it would appear the progress of our disadvantaged pupils has steadily increased. There is still a gap between our disadvantaged and non-disadvantaged pupils, but the progress of disadvantaged pupils at KS2 seems to be getting much closer to the minimum stated goal of 80% achieving the expected standard for this strategy. This was achieved for Reading and Writing but not GPS or Maths.

Targeted academic support

There is evidence that pupils are making progress on their targeted areas for development. Some pupils have achieved more success in achieving their ambitious targets. For some pupils their progress is more stubborn, they often have more severe and intractable learning and cognition needs. Standardised tests (NTS) are due to take place in the Autumn term to further evidence progress.

Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Wider strategies

Despite the best efforts of the school to support pupils' social, emotional and mental wellbeing, there is still a gap in attendance, as evident in schools nationally and this remains a challenge. Whilst we recognise schools are one agency in tackling improving attendance, we make it a strong ambition for school leaders to have a positive impact on attendance in the short and long term. The appointment of a new attendance officer, with continued support from the FLO is beginning to make a difference with some harder to reach families. This remains an area of focus. Case studies within the school evidence this impact.

Absence among disadvantaged pupils was 3% higher than their peers in 2023/24 and persistent absence higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour, wellbeing and mental health improved last year, but challenges remain a focus. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

There are higher levels of wellbeing demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations but these now need to be sustained. It is felt that our assessments and observations indicate that pupil behaviour, wellbeing and mental health are still impacted by COVID-19 related issues.

There is a greater range of extra-curricular opportunities promoted and accessed. There has been an increase in participation in enrichment activities, particularly among disadvantaged pupils. We target those who are not attending and carry out pupil voice to gather further information.

Next steps/key areas of focus:

- Continue to tackle low attendance
- Greater Depth Standard
- Securing Phonics –
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The impact on disadvantaged pupils has been particularly acute. These results mean that we need further actions to achieve the outcomes that we set out to achieve by 2025/26, as stated in the 'Intended Outcomes' section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the 'Activity in This Academic Year' section above.

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
Accelerated Reader	Renaissance
TTRS	Maths Circle Ltd
Embedding Formative Assessment	SSAT
Kagan	T2TUK
Phonics	Little Wandle
NTS Tests	National Test Style Standardised Assessments
Espresso	Discovery Education
EdShed (The Literacy Shed, Literacy Shed Plus, Spelling Shed and MathShed)	Education Shed Ltd

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback

Following on from completing the 2 year 'Embedding Formative Assessment' Project (June 2024) we intend to build on the formative assessment strategies used as part of the project and intend to use the TLC structures for other areas identified on our school improvement strategy. The programme builds on existing evidence that formative assessment can improve students' learning.

[EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils. Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons. [EEF/guidance-for-teachers/assessment-feedback](#)

Pupil Premium Champions group

As part of Aletheia Academies Trust, we engage with the 'Pupil Premium Champions' best practice team. As a family of schools, we are able to work in partnership, to develop, provide support and challenge and share expertise to improve outcomes for all. We have been able to discuss the shared challenges faced by disadvantaged pupils in our schools. Where schools have high-performing disadvantaged pupils, we have been able to share good practice and learn from their approach. We have looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.