

# 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 Road Primary School
Number of pupils in school	<b>580 pupils with 176 PP (24-25)</b> 617 with 200 PP (23-24) 574 with 155 PP (22-23)
Proportion (%) of pupil premium eligible pupils	<b>30.3% (September 2024 figures)</b> 32.4% (September 2023 figures) 27.0% (September 2022 figures)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022- 2025 <b>We are in the 3<sup>rd</sup> year of a 3-year plan</b>
Date this statement was published	December 2022
Date on which it will be reviewed	Annually: July 2023, July 2024, July 2025
Statement authorised by	Emma Severn -Head of School
Pupil premium lead	Sally Harvey
Governor lead	Rebecca Jackson

## Funding overview 2024-2025

Detail	Amount
Pupil premium funding allocation this academic year	<b>£259,000</b>
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£259,000</b>

## Funding overview 2023-2024

Detail	Amount
Pupil premium funding allocation this academic year	<b>£203,700</b>
Recovery premium funding allocation this academic year	£22,620
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£226,320</b>

## Funding overview 2022-2023

Detail	Amount
Pupil premium funding allocation this academic year	<b>£195,645</b>
Recovery premium funding allocation this academic year	£21,546
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£217,191</b>

## Part A: Pupil premium strategy plan

### Statement of intent

The spending of our Pupil Premium budget considers the context of our school and the challenges faced. These decisions on how the funding is spent are research based around the effectiveness of a range of strategies and their value for money (primarily EEF) and the outcomes of Ofsted Section 8 monitoring visit on 22.06.21 carried out at our collaboration school.

Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium.

Common barriers to learning for disadvantaged children, can be low aspirations, less parental support at home (or less effective), poor speech, language and communication skills, increased mental health difficulties, language barriers to accessing educational activities, alongside poor attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing and being at their best. The challenges are varied and at times families may require a personalised approach.

Sutton Road Primary's intent is for every child to access quality first teaching, providing them with an innovative and creative curriculum and extensive knowledge. Our children enjoy a broad and balanced curriculum which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each phase of their journey at our school. The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education. One of the aims of our curriculum is to raise career aspirations for our children and our approach is to teach using skills to enthuse and interest the children to make meaningful links between the subjects. Outside links / external agencies, educational visits and experiential learning are planned for and take place. Each year group from Foundation (Reception) through to Year 6 has a new curriculum vehicle each term or half term.

Our school Mission Statement is that every member of the school, both adults and children, should at all times strive to take **PRIDE** in all they do.

**P**ersonal, **R**esponsibility **I**n **D**elivering **E**xcellence.

#### School context and demographics:

- Sutton Road Primary School and Nursery is a larger than average primary school with approx. 600 children on roll, with a PAN of 90 in each cohort and with a 40-place nursery with some of our children are accessing the 30 hours extended provision. These numbers are set to increase with the Spring and Summer Nursery intakes. We also have children on the waiting list for some year groups that are currently full.

- The school is 3-form entry from F2 through to year 6. The 3rd class of Years 6's started September 2022.
- Sutton Road is situated in the town of Mansfield, Nottinghamshire. Mansfield is in the top 20% most deprived districts in the country. Most pupils live within the Ladybrook, Portland and Grange Farm Wards of Mansfield. The 2015 indices of deprivation shows that both the Ladybrook and Portland wards are within the 10% most deprived areas in England.
- As of November 22, a significant group of children 155 (25.3%) were deemed as Pupil premium, with a slightly higher proportion of these being boys than girls, (59% 92 boys compared to 41% 63 girls). 160 (26% of pupils are in receipt of Free School Meals. FSM=22.5% nationally).
- We have 42 different languages spoken in school with (437%) of our children who are deemed as EAL. This is higher than the national average of 19.5%.
- The proportion of SEND pupils is above the national average with 121 children (20.6%), being identified as SEND with 3 children who have an Education Health Care Plan (EHCP). The main areas of need are Social, Emotional Mental Health – SEMH (38.01%) and Speech Language and Communication (28.9% of the SEND census)
- We currently have 11 pupils who are Looked After Pupils (in the care of the local authority) from 3 different authorities. This is a high proportion when compared to schools in our area.
- Mansfield (8th worst out of 324) and Ashfield (36th worst) rank in the bottom 20% of English local authorities for social mobility cold spots (<https://bit.ly/3ziqYZb> - Social Mobility Commission - June 2016). In addition, the most recent indices of deprivation (Income, Employment, Health & Disability, Education, Skills & Training, Barriers to Housing & Services, Crime and Living Environment) (published 26/09/19) show Mansfield ranked 46th worst and Ashfield 68th worst out of 317 local authority districts.

## Challenges

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

Challenge number	Detail of challenge
1	Some pupils eligible for pupil premium make less progress in reading, writing and maths than none pupil premium pupils. Some have less access to quality texts and fewer opportunities for improving the rates of reading.
2	Some pupils eligible for pupil premium have negative mental health which impacts on their emotional wellbeing, engagement, stability, development, aspirations and ability to make progress. This had been adversely affected by Covid school closures, periods of isolation and national lockdowns.
3	Some pupils eligible for pupil premium have lower rates of attendance and some fall into the category of persistent absenteeism. This is a contributing factor in pupils levels of progress and attainment.
4 <b>Links with Transform Plan 24-25</b>	Language and communication on entry to nursery and reception is significantly below expectations. Different aspects of speech and language development has been significantly affected by Covid 19 for some of our pupils including those eligible for pupil premium.

## 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
Higher rates of progress across school for pupils eligible for Pupil Premium (PP). All pupils in receipt of PP will have increased opportunities for improving the rates of progress in reading and opportunities to experience high quality texts	Pupils will have made at least expected progress in reading, writing and maths, with a large proportion of pupils making better than expected progress.
Mental Health difficulties experienced by pupils in receipt of pupil premium are being actively supported.	Pupils and their families have significantly improved levels of engagement with the school well-being offer and referrals to services are positive and effective.
Attendance has continued to improve for pupils in receipt of PP through increased support and accountability and in developing and personalising a range of effective incentives.	The attendance of our pupils in receipt of PP has improved overall in comparison to the previous year. Data shows improvements in attendance and / or punctuality for pupils in receipt of Pupil Premium.
Improved speech, language and communication skills for our pupils in receipt of PP.	Pupils will have made at least good progress in the Language / Speech Link intervention and in observations of social situations.  A greater proportion of pupils are achieving age related expectations in communication and language and individual needs are addressed through targeted intervention demonstrating progress.

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: £132,897**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed quality first teaching by providing all staff with high quality CPD linked to the SIP with a clear focus on our curriculum drivers –	<b>NFER Research:</b> Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research, which has	<b>1 and 4</b>

<p>aspiration and diversity <b>SIP priority 1, 2 + 3</b></p>	<p>found that good teachers are especially important for pupils from disadvantaged backgrounds. For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.</p> <p><b><u>Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</u></b></p> <p>'Successful schools adopt a whole school approach to their use of the pupil premium that delivers on the full potential of every pupil.' (Supporting the attainment of disadvantaged pupils – DfE) <b><u>Pupil premium: overview - GOV.UK (www.gov.uk)</u></b></p> <p><a href="#">The tiered approach to Pupil Premium spending   Education Endowment Foundation</a></p>	
<p>Further develop Leaders to ensure they are more effective and confident in providing support, obtaining accountability and driving improvements across the school  <b>SIP priority 1 + 2</b></p>	<p><b>NFER Research</b> shows: Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress. They train staff to provide high quality feedback to pupils and adopt the same approach themselves when providing feedback to staff. Having members of SLT leading the development of our Pupil Premium provision will mean that it is high profile across the school <a href="#">EEF Implementation Guidance Report 2019.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><b>EEF</b> guide to implementation sets out three key elements that enable effective implementation in schools. The behaviours and contextual factors underpin effective implementation and should infuse your day to day work. The process helps schools navigate change and organise implementation into manageable phases: Explore, Prepare, Deliver, and Sustain. <a href="#">A School's Guide to Implementation   EEF</a></p>	<p><b>1, 3 and 4</b></p>
<p>CPD and ongoing support for staff on the use of Monster Phonics and early reading.</p>	<p>Senior Leaders have identified the need to further refine and enhance the collaboration's approach to Early Reading due to the findings in Holgate Primary School's Ofsted Section 8 monitoring visit on 22.06.21 <i>'the teaching of phonics in EYFS is a strength, however, in other year groups, the teaching of early reading is inconsistent.'</i></p>	<p><b>1 and 4</b></p>

Purchase of additional Monster Phonics resources	<a href="#">The tiered approach to Pupil Premium spending   Education Endowment Foundation</a>  Staff & leadership support through continued partnership working with The English Hub. The <b>National Literacy Trust</b> aim to empower people from the most disadvantaged communities with the essential literacy skills required to change their own story is still as critical and powerful as ever.	
CPD and ongoing support for staff on improving standards for writing.  <b>SIP priority 3</b>	The end of Key Stage 2 SATs for Summer 2022 highlighted Writing as our area demonstrating lower attainment and progress levels and in particular in the proportion of pupils with low prior attainment converting to the expected level and pupils with high prior attainment converting to greater depth. <a href="#">Guidance reports   EEF (educationendowmentfoundation.org.uk)</a>	<b>1 and 4</b>

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

**Budgeted cost: £71,867**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language link intervention	<p>Language link data shows that a large proportion of pupils in F2 – Y3 are performing below ARE in their speech, language, and communication skills</p> <p>EEF Oral Language Interventions + 6  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Bells Foundation data shows that a large percentage of our pupils are working within the A and B competency level for English acquisition and as a result of this Language link has not been as successful for these EAL pupils. We are developing the use of Flash Academy, which is a more tailored acquisition language programme, to support our EAL pupils in developing their language, speech, language and communication skills.</p>	4
Use of TA's and additional staff to deliver targeted intervention, 1:1 and small group work	<p>EEF small group tuition + 4</p> <p><b>EEF Toolkit:</b> Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched</p>	1 and 4

<p>and in class support</p>	<p>to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>EEF teaching Assistant Interventions +4</p> <p><b>EEF Toolkit:</b> Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £31,194**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivering interventions that support and promote positive mental health</p> <p>Behaviour/ Learning mentor to support individuals or groups of children to raise self-esteem and confidence with a view to improve their personal and social skills</p>	<p><b>EEF Social and Emotional learning + 4</b></p> <p>Evidence from the EEF suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><b>EEF Behaviour Interventions + 4</b></p> <p>NFER Research shows: Pupils have to be in school and able to pay attention before they can access learning. More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all</p>	<p>2</p>

	<p>staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families</p> <p><a href="#">Behaviour interventions   EEF</a> <a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a></p>	
<p>Developing further the role of the Pastoral Support Officer to monitor pupils and to follow up quickly on attendance and concerns. Rewards such as individualised or weekly incentives are funded.</p>	<p>EEF parental engagement + 4</p> <p><b>NFER research shows:</b> more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school. These documents outline the benefit of regular monitoring, reinforcing expectations and putting whole school strategies in place to improve attendance.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> <a href="https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance">https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance</a> <a href="#">Improving School Attendance</a></p>	3
<p>Enrichment opportunities to enhance the delivery of the curriculum</p> <p>Subsidise trips, clubs and residential visits (where appropriate) for PP children. Disadvantaged children to have equal access to after school clubs and other curriculum enrichment and staff are available to support this</p>	<p>Ofsted's inspection handbooks for schools and early years settings stipulate for a school to be graded as good leaders need to adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including those with SEND, the knowledge and cultural capital they need to succeed in life.</p> <p><a href="#">School inspection handbook - GOV.UK (www.gov.uk)</a></p> <p>A range of studies show that educational experiences outside of the classroom benefit attainment, and skills crucial to school performance, including motivation, behaviour and self-esteem – factors that have been linked to the gap. (Page 14)</p> <p><a href="#">EPI-Annual-Report-2018-Lit-review.pdf</a></p>	1,2,3 and 4

**Total budgeted cost: £235,958**

## 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 2023 to 2024 academic year.

Barriers to future attainment (for pupils eligible for PP)	Review of the impact
<p>Some pupils eligible for pupil premium make less progress in reading, writing and maths than none pupil premium pupils.</p> <p>Some have less access to quality texts and fewer opportunities for improving the rates of reading.</p>	<ul style="list-style-type: none"> <li>• Staff are actively designing adaptations that ensures all children can access the curriculum and the monitoring of outcomes shows that where this is most effective, these adaptations are intentional for the individual and successful in facilitating pupil engagement with the curriculum. In year 3 digital adaptations have also been explored and utilised for pupils with 1:1 iPads.</li> <li>• Staff have gained increased confidence in establishing a learning environment that aligns with pedagogical methods. The consistency and utility of both learning spaces and communal areas have improved significantly, following the CPD provided linked to the Conceptual Framework and in particular the Architecture of Environment.</li> <li>• Staff and children are showing an increased understanding of the importance of 'reactivating' prior knowledge, which enables them to effectively integrate new learning into their existing frameworks also the use of the 'digging deeper' element of the school lesson design allows children to extend their thinking and knowledge.</li> <li>• End-of-unit writing assessments indicates that staff have gained a better understanding of age-appropriate expectations and the methods to assist pupils in achieving them. The structured planning for writing outcomes highlights that students are prompted to practice their writing orally prior to documenting it, with some instances of children presenting their final pieces verbally. The writing outcomes compiled for the progression document reflect an enhancement of language skills, facilitated by the thoughtful selection of essential texts and the practice of listening to them. The integration of English, reading, and subject knowledge has enabled pupils to incorporate a diverse range of subject-specific vocabulary into their writing. This continues to be an area we are working on as a school, exploring ways in which we can further expose children to the 'immersive and saturation phase' of our writing process.</li> <li>• To build reading fluency, further opportunities for reading have now been planned into our phonics lesson structure for EYFS and KS1. Within each lesson, children read each flashcard 3 times, by blending out loud, blending in their head and reading on sight. Year 1 also read daily extracts containing the relevant GPC and more reading opportunities for 'your turn' rather than 'my turn' reading are planned for to ensure that all children are engaged. Our English Hub visit identified that engagement levels have improved, especially amongst the lowest 20%, due to improved deployment of TAs who target this group. Staff expectations of the lowest 20% have been developed through regular coaching sessions delivered by the phonics lead. This has included modelling how to segment, to spell and in encouraging the use of a sound mat to find the sounds independently.</li> <li>• End of year data showed the impact of the phonics teaching and has given children a strong basis to move into their new year group. Oral blending has been identified as an area to work up on for those children with SEND needs and some EAL pupils who need this stage before actually reading or writing.</li> </ul>
<p>Some pupils eligible for pupil premium have negative mental health which impacts on their</p>	<ul style="list-style-type: none"> <li>• An expanding and thorough offer for our pupils and their families is continuously being developed and provided. A set of strategies, support systems, and resources are in place to effectively meet the needs of our pupils / families.</li> </ul>

<p>emotional wellbeing, engagement, stability, development, aspirations and ability to make progress. This had been adversely affected by Covid school closures, periods of isolation and national lockdowns.</p>	<ul style="list-style-type: none"> <li>• We strive to encourage parents and their families to engage in whole school initiatives, including accessing the website, and whole school events as well as more tailored provisions, such as SEND coffee mornings.</li> <li>• The school offer has been tailored to meet the diverse and individual needs of pupils and their families. An increased variety of pastoral support packages are available to assist pupils in school. This expanding menu of services prioritises the well-being of all stakeholders by presenting numerous opportunities for engagement, including a weekly, (very well attended) well-being club for the pupils, Zones of Regulation forum, the introduction of an online Worry Monster to mirror the ones in classrooms, providing avenues for pupils to discuss their emotions and overall well-being.</li> <li>• Staff have an increasing, current and extensive knowledge of the referral system and can signpost families as necessary.</li> </ul>								
<p>Some pupils eligible for PP have lower rates of attendance and some fall into the category of persistent absenteeism. This is a contributing factor in pupils levels of progress and attainment.</p>	<ul style="list-style-type: none"> <li>• Attendance data for 2023-2024 for statutory aged pupils in receipt of PP <table border="1" data-bbox="560 667 1465 763"> <thead> <tr> <th></th> <th>Autumn 23</th> <th>Spring 24</th> <th>Summer 24</th> </tr> </thead> <tbody> <tr> <td>PP pupils with less than 90% attendance</td> <td>47 pupils</td> <td>44 pupils</td> <td>34 pupils</td> </tr> </tbody> </table> </li> <li>• A large proportion of the Pastoral Support Officer's time continues to be spent working with hard-to-reach families in order to offer support.</li> <li>• The Pastoral Support Officer's has been trained in ATTEND and uses the programme to hold meetings and builds relationships with families to provide support around school attendance and to collaboratively work together on the barriers to secure improvements. Consequently, this has engaged a large number of families via this programme.</li> <li>• Parent leaflets, a page of the school website have all been developed to improve awareness of the expectations and procedures for managing pupil attendance.</li> <li>• After a monitoring phase, families that fail to show improvement are provided with assistance, issued written attendance alerts, or referred to support services, however this may include the imposition of fines. The local authority has issued fines in such cases.</li> <li>• The Pastoral Support Officer's has been proactive in raising the promotion of attendance and embedding procedures for sharing attendance outcomes with the children in their class and during assemblies and also with parents through the website and school newsletter.</li> <li>• Positive Praise and rewards have also been further embedded over the last year to recognise the positive achievements.</li> </ul>		Autumn 23	Spring 24	Summer 24	PP pupils with less than 90% attendance	47 pupils	44 pupils	34 pupils
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PP pupils with less than 90% attendance	47 pupils	44 pupils	34 pupils						
<p>Language and communication on entry to nursery and reception is significantly below expectations. Different aspects of speech and language development has been significantly affected by Covid 19 for some of our pupils including those eligible for pupil premium.</p>	<ul style="list-style-type: none"> <li>• The evaluation conducted through planning reviews and learning walks indicates that the development of oracy skills are improving throughout the school and more opportunities are being included in planning. Discussion guidelines have been disseminated and are prominently displayed in every classroom. Observations and feedback show that these guidelines and CPD accessed are effectively facilitating discussions, enabling pupils to expand on each other's ideas, respectfully challenge them, and pose questions.</li> <li>• Language link (Speech link) intervention is successfully delivered in a range of year groups with data demonstrating a positive impact for pupils. Further work is being considered for our EYFS pupils of how the intervention can be developed allowing for wider vocabulary opportunities to support pupils with English as an Additional Language, where the intervention is less effective.</li> <li>• The data from the language link intervention has continued to support referrals to specialist SALT services and an increased number of referrals have been accepted resulting in more children receiving this provision.</li> <li>• The use of Dual Coded Vocabulary Documents have been introduced to support pupils when learning new vocabulary, these are subject specific and are taught alongside the curriculum.</li> <li>• The F1 teacher has also joined and is attending the Language Lead Network for the area, sharing good practice but also disseminating CPD to staff in school.</li> </ul>								

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<p>Some pupils eligible for pupil premium make less progress in reading, writing and maths than none pupil premium pupils. Some have less access to quality texts and fewer opportunities for improving the rates of reading.</p>	<ul style="list-style-type: none"> <li>• Planning and provision across school is increasingly effective in ensuring pupils have access to and are supported to achieving their age-appropriate curriculum entitlement. All staff are actively planning for adaptations and monitoring outcomes increasingly show that these are purposeful and appropriate in supporting pupils to access the curriculum.</li> <li>• Staff are more confident at creating a learning environment that fits with the pedagogical approaches. Environments in both learning spaces and communal areas are now more consistent and of beneficial use to children, following the CPD provided. Children are demonstrating they understand the purpose of 'reactivating' prior knowledge and as a result, effectively build the new learning onto their current schemas.</li> <li>• Evidence from end of unit writing outcomes shows that staff are more aware of age-related expectations and how to support pupils in working towards them. Sequenced planning for writing outcomes shows that pupils are encouraged to orally rehearse their writing before recording, with some evidence of children presentation their final outcomes orally. Writing outcomes collated for the writing progression document demonstrate a development of language skills through the careful selection of core texts and through rehearsing and listening to these. Combining English, reading and vehicle knowledge has supported pupils to include a rich subject-specific vocabulary in their writing.</li> <li>• Following extensive monitoring, year group planning in readiness for 23/24 has been robustly supported by SLT to ensure it is appropriately paced and clearly builds upon previous learning far better. This support has also addressed refining the weighting of subjects taught so they are more prescriptive in terms of time allocations and the removal of some non-statutory content has been necessary to ensure this in order to allow some depth of content to be covered more appropriately.</li> </ul>														
<p>Some pupils eligible for pupil premium have negative mental health which impacts on their emotional wellbeing, engagement, stability, development, aspirations and ability to make progress. This had been adversely affected by Covid school closures, periods of isolation and national lockdowns.</p>	<ul style="list-style-type: none"> <li>• An increasingly comprehensive offer for our pupils and parents continues to be evolved and delivered. A wide range of approaches, support and provision is implemented to effectively cater for our pupils and families.</li> <li>• Parents and their families had high levels of engagement in whole school initiatives, including accessing the website, and whole school events as well as more tailored provisions.</li> <li>• The school's provision is reflective of the needs of pupils and their families wide ranging and individual needs. The school offers a variety of pastoral packages to support pupils. The increasingly comprehensive offer caters for the well-being of all stakeholders, by providing a range of opportunities for all to engage with from well being club for pupils, the introduction of class worry monsters and developments of more opportunities for pupils to talk about their emotions and wellbeing.</li> <li>• Staff have an extensive knowledge of the referral system and can signpost families as necessary.</li> </ul>														
<p>Some pupils eligible for PP have lower rates of attendance and some fall into the category of persistent absenteeism. This is a contributing factor in pupils levels of progress and attainment.</p>	<ul style="list-style-type: none"> <li>• Attendance comparison for pupils in receipt of PP (the arrows show comparison to the previous year) ↑↓ <table border="1" data-bbox="909 1736 1252 2072"> <thead> <tr> <th>Year group</th> <th>Sutton Road</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>89.63% (1.71↑)</td> </tr> <tr> <td>2</td> <td>92.22% (0.88↓)</td> </tr> <tr> <td>3</td> <td>93.73% (0.83↓)</td> </tr> <tr> <td>4</td> <td>93% (0.79↓)</td> </tr> <tr> <td>5</td> <td>92.92% (1.35↓)</td> </tr> <tr> <td>6</td> <td>89.40% (3.41↓)</td> </tr> </tbody> </table> </li> </ul>	Year group	Sutton Road	1	89.63% (1.71↑)	2	92.22% (0.88↓)	3	93.73% (0.83↓)	4	93% (0.79↓)	5	92.92% (1.35↓)	6	89.40% (3.41↓)
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5	92.92% (1.35↓)														
6	89.40% (3.41↓)														

	<ul style="list-style-type: none"> <li>• The data is for those pupils of statutory school age as of the 1<sup>st</sup> September 2022 - 22<sup>nd</sup> June 2023</li> <li>• The data in brackets represents the movement of the same group of pupils from the same time period in the previous year.</li> <li>• A large proportion of the Attendance Officers time continues to be spent working with hard-to-reach parents, carrying out door stop /home visits, and building relationships with families to support school attendance and to collaboratively work together on the barriers to secure improvements.</li> <li>• Following a period of monitoring, families that do not demonstrate progress are offered support, implemented warnings or referrals have been made to support or to issue fines. Fines have been issued by the LA.</li> <li>• The impact of our tight procedures has resulted in fewer parents challenging the issuing of fines, however some families simply build the fine cost in to their holiday costs.</li> <li>• The attendance officers have taken part in Attend training and this will inform our actions next academic year.</li> </ul>
<p>Language and communication on entry to nursery and reception is significantly below expectations. Different aspects of speech and language development has been significantly affected by Covid 19 for some of our pupils including those eligible for pupil premium.</p>	<ul style="list-style-type: none"> <li>• Monitoring completed through planning scrutiny and learning walks has shown that oracy skills are developing across the school. Discussion guidelines have been shared and are displayed in all classrooms. Monitoring and feedback has shown that these are being used to promote discussion, allowing children to build on someone else's ideas, challenge them respectfully and ask questions.</li> <li>• Language link (Speech link) intervention is successfully delivered in a range of year groups with data demonstrating a positive impact for pupils.</li> <li>• The data from the language link intervention has supported referrals to specialist SALT services and an increased amount of referrals have been accepted resulting in more children receiving this provision.</li> </ul>

## 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
Monster Phonics – DfE Validated programme	<a href="https://monsterphonics.com">DfE Validated Phonics Scheme And Ofsted-Ready (monsterphonics.com)</a>
Speech and Language Link	<a href="#">Speech and Language Link</a>
Times Table Rockstars	<a href="#">Times Tables Rock Stars</a>
Flash Academy	<a href="https://flashacademy.com/">https://flashacademy.com/</a>
Purple Mash	<a href="#">Purple Mash by 2Simple</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?	Included as part of the information above

What was the impact of that spending on service pupil premium eligible pupils?	Included as part of the information above
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