

## 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 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	531 pupils with 166 PP (25 - 26)
Proportion (%) of pupil premium eligible pupils	31.2% (September 2025 figures)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025 – 2028 2025-2026: We are in the 1 <sup>st</sup> year of a 3-year plan
Date this statement was published	December 2025
Date on which it will be reviewed	Annually
Statement authorised by	Emma Severn - Head of School
Pupil premium lead	Sally Harvey
Governor lead	Rebecca Jackson

### Funding overview 2025-2026

Detail	Amount
Pupil premium funding allocation this academic year	£257,298 incl: SSP (Service Pupil Premium for 7 pupils @ £350 EYFS PP: Aut £1323 Spr £1323 (est) Sum £1323 (est)
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£257,298</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)

Low literacy skills, poor attendance, and social, emotional and mental health (SEMH) and wellbeing needs are the most frequently cited barriers to attainment for socio-economically disadvantaged pupils, according to a new analysis of schools' Pupil Premium statements.

The high level of deprivation within our school's wider community creates significant non-academic barriers to success, particularly around attendance, behaviour, and social and emotional needs. To address these challenges, we employ staff who work directly with pupils and families. Our staff including our Senior Leaders, Attendance and Pastoral leader and support staff are trained in trauma and relational schools approach and support the wellbeing and behaviour of vulnerable children, whilst maintaining strong, daily relationships with families requiring additional help and in tackling issues relating to absence. <https://educationendowmentfoundation.org.uk/news/biggest-challenges-to-disadvantaged-pupils-attainment>

Alongside this internal provision, we also work closely with a wide range of external agencies to support children and their families. It is widely recognised that a child's emotional health and wellbeing play a crucial role in their cognitive development, learning, physical and social health, and long-term mental wellbeing (Public Health England). [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1020249/Promoting\\_children\\_and\\_young\\_people\\_s\\_mental\\_health\\_and\\_wellbeing.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf)

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.

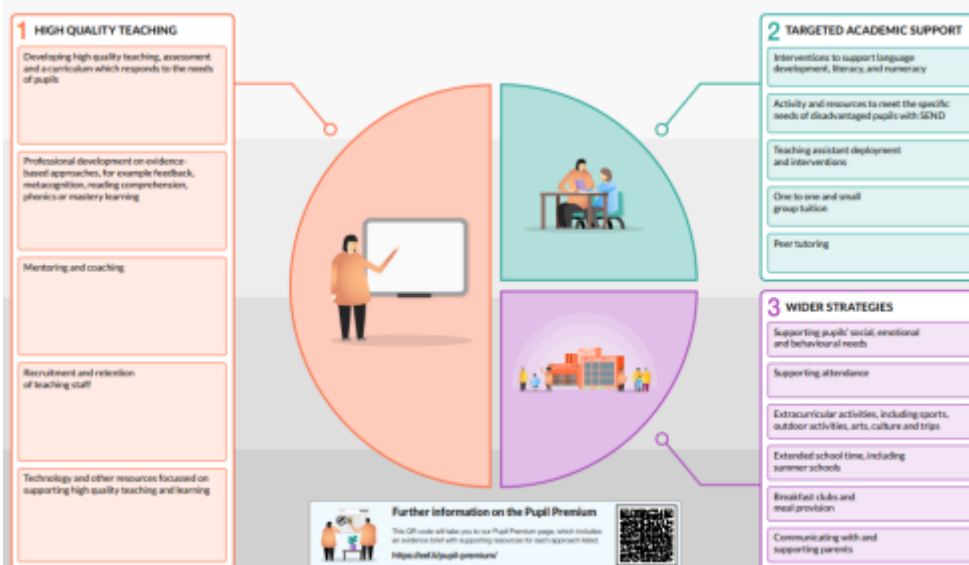
**P**ersonal **R**esponsibility **I**n **D**elivering **E**xcellence.

School context and demographics:

- Sutton Road Primary School and Nursery is a larger than average primary school with around 530 children on roll, a PAN of 90 in each cohort and with a 40-place nursery with some of our children accessing our 30 hours extended provision.
- The school is currently 3-form entry from F2 through to year 6. This expansion was achieved over time with an increased PAN. The third class of Years 6's having commenced in September 2022.
- Sutton Road is situated in the town of Mansfield, Nottinghamshire. The current deprivation indices for Mansfield indicate that over 50% of Lower Layer Super Output Areas (LSOAs) in Mansfield are in the top 20% most deprived for domains such as Education, Skills and Training, Employment,

and Health Deprivation and Disability. Specifically, 36.2% of LSOAs are in the top 10% most deprived in England for Education, Skills and Training, and 21.3% for Health Deprivation and Disability. This suggests that Mansfield faces significant challenges in these areas compared to other regions in England.

- As of December 2025, nearly a third of our children -31.9% were in receipt of Free School Meals. FSM=24.7% nationally.
- We have 42 different languages spoken in school and 43.4% of our children who are deemed as EAL. This is significantly higher than the national average of 23.4%.
- The proportion of SEND pupils is above the national average with 118 children (22.2%), being identified as SEND with 10 children who have an Education Health Care Plan (EHCP). The main areas of need are Social, Emotional Mental Health – SEMH (50.8%) and Speech Language and Communication (38.1% of the SEND census)
- We currently have 10 pupils who are Looked After Pupils (in the care of the local authority) from different authorities. This is a high proportion when compared to other Primary age 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.
- Our Pupil Premium Strategy is supported by recent, relevant research and uses a tiered approach as recommended by The Education Endowment Fund (EEF.) The model focuses upon high-quality teaching, targeted academic support and wider strategies.



## Challenges

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

Challenge number	Detail of challenge
1 SIP priority	<p><b>Wellbeing and belonging</b></p> <p>We have a significant number of pupils in school with increasing level of complexities, children with SEND (20.8% in 2024-25 to 22.4% in 2025-26), children who have EHCP's and some who have been identified as needing to transition to a special schools, however there is a lack of places resulting in them remaining in mainstream schools. We also have children who are in care (10 pupils), with significant trauma related challenges, children who have at least 1 parent who serves in the armed forces (7 pupils), as well as an increasing number of pupils with English as an additional language (EAL) – (39.9% in 2024-25 to 43.3% in 2025-2026).</p>
2 SIP priority	<p><b>Transcription Fluency</b></p> <p>Disadvantaged children in EYFS and KS1, on average, have lower levels of transcriptional fluency than their non-disadvantaged peers. School data shows that the knowledge gap impacts on attainment, pupils' attitudes and confidence in writing and their confidence in accessing the wider writing curriculum.</p>
3 SIP priority	<p><b>Quality First Teaching</b></p> <p>On average our disadvantaged pupils possess a knowledge and vocabulary gap when compared to their peers meaning that gaps in their learning need to be identified and addressed in a timely manner, ensuring all children are able to retrieve previous learning and knowledge in order to build new knowledge.</p>
4	<p><b>Family support and Cultural Capital</b></p> <p>Many families have limited finances to overcome socio-economic disadvantages; providing key essentials of uniform and food, supporting their children to experience enrichment opportunities and other wellbeing opportunities. Many families also have limited experience of further education and opportunities available for their children beyond Sutton Road Primary.</p>
5	<p><b>Attendance</b></p> <p>Our attendance data over the last year indicates that attendance for most pupils has recovered since the pandemic (95.1% in 2024-25), whilst this is above the national average, there is still a difference between our disadvantaged and non-disadvantaged pupils which fluctuates between 1-2%.</p>
6 SIP priority	<p><b>Communication &amp; Language</b></p> <p>Disadvantaged children, on average, have lower communication and language skills than their non-disadvantaged peers and this is apparent from Nursery through to KS2. To give the children the best start at Sutton Road, Communication, Language and Literacy in EYFS is prioritised due to high numbers of EAL pupils and children with complex SEND and often non-verbal needs.</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
<p>To achieve and sustain positive behaviour and attitudes for all pupils in our school.</p> <p>Securing a positive sense of belonging, representation in our school environment and a culture of empathy and understanding by all, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• The school's Attitudes and Behaviour Regulation policy is inclusive for all our pupils, recognising how individual needs affect emotional regulation and behaviour, and the need for making reasonable adjustments as needed, particularly for disadvantaged pupils.</li> <li>• Following ongoing staff training, all staff are clear and confident in what style of language and de-escalation strategies best support pupils to regulate, and they have a shared understanding of how to effectively support pupils, including those with the most significant needs,</li> <li>• The learning environment and school curriculum fosters a strong sense of belonging and reflects the diversity of the school community for all pupils, including disadvantaged pupils.</li> </ul>
<p>To increase the proficiency levels of disadvantaged, EAL pupils</p>	<ul style="list-style-type: none"> <li>• EAL pupils receive appropriately targeted support and make strong progress from their starting points through the proficiency bands (Bell's assessments).</li> </ul>
<p>To consistently implement the school's approach to Transcription leading to improved and sustained outcomes for reading and writing for all pupils, particularly our disadvantaged.</p>	<ul style="list-style-type: none"> <li>• Staff receive high-quality teaching and learning CPD across the school, ensuring the foundational knowledge is embedded for all pupils. (including handwriting, spelling, oracy opportunities and transcription skills).</li> <li>• Staff apply the principles of teaching early writing (Transcription) effectively for pupils in EYFS and KS1 and to support disadvantaged pupils into and throughout Key Stage 2.</li> <li>• Staff are confident in providing support to pupils to secure and embed good foundational knowledge and skills to ensure all pupils can access the curriculum.</li> <li>• The proportion of disadvantaged children securing the expected standard in the core subjects across KS2 will be in-line with non-disadvantaged children.</li> </ul>
<p>To improve and sustain a quality first teaching model, underpinned by staff knowledge and confidence in the fundamental principles of effective teaching, including adaptive teaching practices.</p>	<ul style="list-style-type: none"> <li>• Quality assurance processes, evidence consistent implementation of the fundamental principles of effective teaching.</li> <li>• Ongoing attainment and progress tracking demonstrates accelerated progress towards age-related expectations, where gaps in learning are identified, swift action to support is taken and positive impact is secured.</li> <li>• AfL, formative and summative assessment is used effectively to inform teaching and to adapt support, ensuring sustained improvement is secured over time for all pupils, including those that are disadvantaged.</li> <li>• Retrieval and reactivation tasks are closely aligned to new learning so that pupils are supported to make connections with prior knowledge and build strong, meaningful schemas.</li> </ul>
<p>To improve and sustain levels of attendance of our disadvantaged pupils to be more in line with or better than non-disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Attendance of disadvantage pupils is maintained at 96% termly. Where this dips, action is taken immediately to provide support/targeted intervention for the family.</li> </ul>

	<ul style="list-style-type: none"> <li>Those pupils who have low attendance are monitored and a range of in-school procedures are followed to support improvement. This is led by Attendance Lead.</li> <li>Targeted support is provided by school and referrals to outside agencies are completed in a timely manner as appropriate.</li> </ul>
To improve the Communication, Language and Literacy development in EYFS through quality first teaching and the improvements to a communication friendly learning environment.	<ul style="list-style-type: none"> <li>Closing the disadvantage gap in CLL is effectively supported and improvements are evident from F1 entry to summer in 'Communication &amp; Language' and 'Literacy' to F2 outcome in Listening, Attention and Understanding and Speaking</li> </ul>
To sustain and improve the schools cultural capital offer for all pupils, in particular our disadvantaged pupils.	<ul style="list-style-type: none"> <li>The school recognises the importance of cultural and arts opportunities to support the wider learning of disadvantaged pupils.</li> <li>To ensure all disadvantaged pupils are given the opportunity to participate in the enrichment offer provided by the school, to enhance their cultural capital.</li> <li>Where pupils do not access, action is taken by the school to remove barriers to accessing opportunities.</li> </ul>

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: £143,237**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Refining high quality teaching and learning provision which responds to the needs of all pupils.	<p><i>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments (EEF)</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p><i>Supporting the attainment of disadvantaged pupils: articulating success and good practice (DFE 2015)</i></p> <p><i>What Makes Great Teaching (Sutton Trust 2014)</i></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a></p> <p><i>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be</i></p>	2, 3, 6

	<p><i>based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques and embedding practice. (EEF Pupil Premium Menu)</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/implementation/a%20schools%20guide%20to%20implementation.pdf">A schools guide to Implementation – guidance report https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/implementation/a schools guide to implementation.pdf</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher%20Feedback%20to%20Improve%20Pupil%20Learning.pdf">Teacher feedback to improve pupil learning – guidance report- https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher Feedback to Improve Pupil Learning.pdf</a></p>	
Further develop and embed the teaching of transcriptional fluency from EYFS to Y6	<p>There is strong evidence to support the explicit teaching of transcriptional fluency across school. It is essential to secure this foundational knowledge for all children before embarking on more extended prose.</p> <p><a href="#">The writing framework - GOV.UK</a></p> <p><a href="#">Improving Literacy in Key Stage 1   EEF</a></p>	2

## Targeted academic support

**Budgeted cost: £77,367**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To review and refine the provision for children with complex needs, EAL and LAC status	<p>Individualised instruction – moderate impact for low cost on limited evidence + 4 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p> <p>Collaborative learning approaches +5 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf">Promoting children and Young peoples mental health and wellbeing – a whole school approach https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting children and young people s mental health and wellbeing.pdf</a></p>	1,2,6
Continue to invest in ELSA interventions led by an ELSA trained individual to support children with Emotional	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p><a href="#">Evaluating-the-impact-of-ELSA-Research.pdf</a></p>	1

Literacy as a preventative intervention.		
Use of TA's and additional staff to deliver targeted intervention, 1:1 and small group work and in class support	<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 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>	1,2,3 and 6
Providing communication and language interventions in EYFS	<p>Oral language interventions have been shown to have a positive on attainment</p> <p><a href="#">Oral language interventions   EEF</a></p>	6

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

**Budgeted cost: £36,694**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff support individuals with behaviours and attitudes to learning and regulation.	<p>Self-regulated learning can be broken into three essential components that teachers need to know about to help their pupils to develop into successful learners: Metacognition and self-regulated learning – guidance report</p> <p><a href="#">EEF Metacognition and self-regulated learning.pdf</a></p> <p><b>EEF Behaviour Interventions + 3</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 staff in behaviour management. They also have strong social and emotional support</p>	1

	strategies to help pupils in need of additional support, including through working with their families <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	
<p>Enrichment opportunities to enhance the delivery of the curriculum and to further develop cultural capital</p> <p>Track the engagement with our enrichment offer to ensure vulnerable groups are at least equally represented</p>	<p>The Ofsted toolkit states that in order to meet the expected standard - A coherent and appropriate programme of personal development extends across the taught curriculum and wider opportunities and experiences. It makes a positive difference to pupils and enables them to develop spiritually, morally, socially and culturally. <a href="https://assets.publishing.service.gov.uk/media/690b26c69456634d9795fde0/Schools_inspection_toolkit.pdf">https://assets.publishing.service.gov.uk/media/690b26c69456634d9795fde0/Schools_inspection_toolkit.pdf</a></p> <p>Studies show the impact of what goes on beyond the classroom on the lives of children and young people. <a href="https://www.childrensuniversity.co.uk/media/1476/the-impact-of-learning-beyond-the-classroom.pdf">https://www.childrensuniversity.co.uk/media/1476/the-impact-of-learning-beyond-the-classroom.pdf</a></p> <p>Wider enrichment experiences (trips, visits and carefully planned visitors/encounters) can play an important role in broadening pupils' knowledge of the world, society and culture, because they give children first-hand access to places, people, objects and ideas that are difficult to replicate in the classroom. Evidence summaries from the Education Endowment Foundation note that enrichment such as arts participation often includes extra-curricular and cultural trips and that these can be subject to financial barriers for pupils from deprived backgrounds—making a strong case for schools to remove barriers and target access for disadvantaged pupils. <a href="#">Arts participation   EEF</a></p> <p>Alongside this, EEF's review of outdoor adventure learning highlights how structured experiences outside the classroom provide disadvantaged pupils with opportunities they might not otherwise access and can build wider outcomes such as self-confidence, resilience and motivation, which help pupils to engage more fully with learning and the wider world. <a href="#">Outdoor adventure learning   EEF</a></p> <p>Research from the University of Leicester on museum learning similarly reports that museum visits can increase pupils' interest, motivation and perceived understanding, and can provide “real” stimulus material that supports curriculum work (including vocabulary, language and writing) in ways that particularly benefit pupils who may have limited access to such experiences through home life.</p>	1, 4,
<p>Continue and sustain the work of the Attendance Team</p> <p>To build a holistic</p>	Evidence shows the importance of working in partnership with families to find supportive routes to improve attendance. <a href="#">Working together to improve school attendance - GOV.UK</a>	5

<p>understanding of individual pupils and provide targeted intervention.</p>	<p>Evidence shows that interventions that are tailored to individuals and individual families, underpinned by a holistic understanding of needs, lead to stronger improvements in attendance than generic strategies.</p> <p><a href="#">Supporting school attendance   EEF</a></p> <p>Research shows that when supporting families to improve pupil attendance there is a need to look beyond the attendance figures and understand the barriers being experienced and plan accordingly. This type of targeted intervention leads to more sustained improvements.</p> <p><a href="#">Attendance: Beyond the Percentage   Bradford Research School</a></p> <p><a href="#">EEF blog: Addressing attendance: Getting below the surface   EEF</a></p>	
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**Total budgeted cost: £257,298**

## 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="#">DfE Validated Phonics Scheme And Ofsted-Ready (monsterphonics.com)</a>
Times Table Rockstars	<a href="#">Times Tables Rock Stars</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