

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding for the 2024 to 2025 academic year to help improve outcomes of our disadvantaged pupils. The funding will also be used to support other pupils, based on assessment of their individual needs.

The recovery premium is allocated according to pupil premium funding eligibility - due to the additional impact of the pandemic on these students. However, it is not a personal budget for individual pupils and can be used to support other pupils: it can be used for whole class interventions which will also benefit non-disadvantaged pupils.

It must be used in line with the DfE's [‘menu of approaches’](#) with high quality teaching prioritised.

This document outlines:

- Our pupil premium strategy
- How we intend to spend the funding in this academic year
- The effect that last year's spending of pupil premium had within our school

Given the context of widening attainment gaps between disadvantaged pupils and their peers between 2019 and 2022, the funding should be used for evidence-based approaches that are proven to be successful.

School overview

Detail	Data
School name	Alfred Sutton Primary School
Number of pupils in school	689
Proportion (%) of pupil premium eligible pupils	17% (115 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2026 (2024-25)
Date this statement was published	1 December 2023
Date on which it will be reviewed	July 2025 July 2026
Statement authorised by	Robert Howell
Pupil premium lead	Phase Leads
Governor / Trustee lead	David Colwill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190840
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every pupil, irrespective of their background, achieves in line with their potential by accessing an inclusive, high-quality education.

To ensure an inclusive approach, our curriculum is underpinned by robust [diagnostic assessment](#) not assumptions, to ensure precision targeting to individual needs. Not only are pupils' academic challenges identified but also their wider barriers, including attendance and social and emotional factors.

In line with the [conditions of grant](#), our approach adheres to the DfE's three tier menu.

Menu tier one: high-quality teaching

Research shows that schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class (EEF Nov, 2021). Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending ([EEF 2021](#)). To raise standards that will benefit all pupils, including those in receipt of Pupil Premium, we therefore employ this research underpinned approach.

Literacy capabilities, and in particular reading, are the gateway to wider learning. The EEF's science literature review (2017) found that students' reading capability was the best predictor of later science achievement. Our literacy curriculum prioritises and promotes reading, building pupils' vocabulary, language skills and cultural capital.

Pupils' reading ability is carefully assessed and tracked to ensure that provision is always tailored to meet learning needs and every child makes good progress. Where pupils are taught key reading and reading comprehension skills in ability groups, those with the widest attainment gaps to close are taught by our most experienced staff.

Since strong reading provision ensures pupils are equipped to better access the wider curriculum, a measure of our strategy success is also strong KS2 writing and maths progress and attainment (from pupils' differing starting points).

Our pupils enter our school 'broadly below national' expectations. By the end of KS2, our strategy can be judged as successful if our pupils make better than expected progress against national markers, to secure above national averages for 'expected standard' attainment. For our most able pupils, we also aim for aspirational targets of above national averages for greater depth standard attainment.

Menu tier 2: targeted academic support where needed

With high quality class teaching in place, only a small number of pupils will require additional targeted academic support. [Research shows that disadvantaged pupils have been worst affected by the impact of the pandemic](#) lockdowns and particularly disadvantaged pupils with SEND. Intensive English/maths intensive intervention programmes provided by highly

experienced teachers are provided to pupils with the widest attainment gaps to close. Specific approaches we employ include explicit, highly-scaffolded instruction, cognitive and metacognitive strategies and flexible grouping.

Menu tier 3: wider non-academic barriers to academic success

In addition to our dedicated RHE curriculum, social and emotional learning (SEL) is integrated across our whole educational provision. The Sutton Six and British Values underpin all aspects. Staff ensure that these SEL behaviours are modelled and taught. (both verbally and through the awarding of house points/values points and 'fruits' and 'leaves'). Targeted praise and recognition strategies are used to positively reinforce (e.g. awarding and recording on Class Charts of house/values points, 'fruits' and 'leaves' and Sutton Six badges).

In the short term, 'SEL can lead to learning gains of +4 months over the course of a year' ([EEF, 2022](#)). In the longer term, social and emotional skills support effective learning and are linked to positive outcomes later in life ([EEF 2022](#))

Targeted SEL interventions (e.g. 'small garden provision', family liaison officer support and lunch clubs) are used where additional support is required with any aspect of SEL, including improving behaviour and attendance, guided by [the working together to improve school attendance](#)

In summary

Research supports our approach of prioritising impactful whole-class teaching, underpinned by targeted interventions and robust attendance, behavioural and social development provision. ([EEF, 2021](#))

Challenges

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

Challenge number	Detail of challenge
	In our school context, assessments, observations, discussions and data show:
1	Pupils come in 'broadly below national' 53.5% below age typical, Sept 2024 in the four core areas of EYFS On average, another 20% of children working just at the expected level <ul style="list-style-type: none">• Our pupils therefore need to secure better than expected progress during their time with us to achieve at least age expected outcomes by the end of KS2

2

A school-wide higher than average level of mobility

September 2023 contextual data:

Year group	Pupil no	Mobile	PP	EAL	PP EAL	PP mobile
1	90	10	17	30	7	0
2	85	12	13	37	7	1
3	86	17	22	36	10	8
4	85	22	22	37	8	5
5	88	36	19	45	7	7
6	88	36	22	35	7	7
7(Y6 cohort 22-23)	86	41	23	38	11	9

<

	<p>Our current strategy follows a multi-tiered approach, in line with the EEF's recommended model, and includes:</p> <ul style="list-style-type: none"> • High-quality teaching for all: We prioritise investment in staff CPD to strengthen whole-class teaching. Focus areas include adaptive instruction, scaffolding strategies, and responsive assessment to ensure disadvantaged pupils remain engaged and make progress in every lesson. • Targeted academic support: Interventions in reading, writing and mathematics are delivered by trained staff and reviewed regularly for impact. Pupils are identified based on both data and teacher insight, and intervention is closely aligned with core curriculum content. • Wider pastoral provision: We recognise the ongoing social and emotional impact of school disruption and family instability. We use Pupil Premium funding to provide pastoral support, learning mentor access, and bespoke small-group provision to help pupils build confidence, regulate emotions, and engage positively with learning. • This targeted use of our funding is informed by data, pupil voice, and professional judgement. Our approach is continuously refined to reflect the changing needs of our pupil population, ensuring that all learners—especially the most disadvantaged—are supported to achieve and thrive.
5	<p>Social mobility</p> <p>We serve a diverse and dynamic community with high levels of pupil mobility and a growing number of families facing economic hardship and complex social circumstances. These challenges impact both the stability of pupils' education and their long-term social mobility.</p> <p>Many pupils join or leave the school mid-year, often from other parts of the country or from overseas. A significant proportion of our disadvantaged cohort are new to the country or newly arrived in Reading, facing linguistic, cultural, and economic barriers to full engagement with school life.</p> <p>We are aware that social mobility is not just about academic success, but about ensuring children have the confidence, cultural capital, and opportunity to thrive beyond school. Our curriculum, enrichment offer, and pastoral provision are designed to give all children—particularly those from disadvantaged or transient backgrounds—access to the experiences and relationships that enable long-term success.</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
All pupils have strong reading ability	<ul style="list-style-type: none"> • At least national attainment (by group) in reading and writing for all pupils, disadvantaged pupils and other vulnerable groups

oral language skills and vocabulary	<ul style="list-style-type: none"> • For higher attainers, at least national average greater depth standard attainment (by group) for all pupils, disadvantaged pupils and other vulnerable groups • Better than expected progress from their differing starting points for all pupils, disadvantaged pupils and other vulnerable groups • Other sources of evidence triangulate - including engagement in lessons, book scrutiny, pupil voice and ongoing formative & summative assessment
The focus on reading, oral language skills and vocabulary promotes wider curriculum success	<ul style="list-style-type: none"> • At least national combined attainment (by group) for all pupils and disadvantaged pupils • For higher attainers, at least national combined greater depth attainment (by group) for all pupils and disadvantaged pupils • For all pupils better than expected progress from their differing starting points in all curriculum areas • Other sources of evidence triangulate including engagement in lessons, book scrutiny and ongoing formative assessment
Pupils wellbeing markers are positive Pupils leave with at least age appropriate personal development equipping them for success	<ul style="list-style-type: none"> • Strong PSHE/SRE, social and emotional, arts, PE and wider enrichment education • Pupils demonstrate at least age-appropriate emotional literacy • High uptake of curriculum enrichment opportunities for all pupils, including strong disadvantaged pupil representation • Impactful ELSA social skills focused interventions for pupils with higher emotional needs • Very few anti-social incidents are recorded • Pupil voice exercises indicate that children recognise and value pro-social behaviour in themselves and their peers, and feel that positive behaviour is consistently encouraged and rewarded across the school.
Persistent absence levels show a significant decrease	<ul style="list-style-type: none"> • Our aim is to reduce persistent absence across all pupil groups, ensuring that rates for disadvantaged pupils decrease in line with, or faster than, their non-disadvantaged peers. We will monitor trends termly and adapt interventions accordingly. • Our aim is for overall school attendance to remain above national and local averages. We are working to reduce the attendance gap between disadvantaged pupils and the whole school average to less than 2% over the next academic year, with a longer-term goal of narrowing this to 0.5% as sustained improvements are embedded.

(evidence: pupil voice, pupil work, pupil behaviour and attitudes (behaviour records, attendance data), teacher observations, pupil and parent surveys, club/trip uptake, ELSA records)

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: £ 71724

Activity	Evidence that supports this approach	Challenge number(s) addressed
R and KS1 RWInc programme	<p>Phonics has a high impact on pupil outcomes of 5 months additional progress</p> <p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1 2 4
<p>Ensure high quality class reading, oral language and vocabulary provision</p> <p>All wider curriculum provision is underpinned by high quality reading, oral language and vocabulary development opportunities</p>	<p>Oral language approaches, and reading comprehension strategies each have a high impact on pupil outcomes of 6 months respectively additional progress</p> <p>A 2020 study of 370,000 secondary school pupils shows a strong correlation between students' literacy levels and their performance in English language GCSE, and an almost as strong relationship between students' reading levels and performance in maths and science qualifications</p> <p>It also discovered that doing well in creative subjects such as art, drama, music, media and PE has very strong correlations to a student's reading ability, underscoring how 'text heavy' and challenging these subjects are too.</p> <p>GL Assessment, 2020</p>	1 2 4
Ensure high quality social and emotional learning is embedded through our therapeutic pro-social approach to managing behaviour and RHE curriculum ensuring pupils demonstrate at	<p>The average impact of successful SEL interventions is an additional 4 months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Evidence indicates that there is particular promise for approaches that focus on improving social interaction and are also embedded into routine educational practices</p> <p>Behaviour interventions can impact attainment (+4 months) – approaches that focus on self-management or role-play and rehearsal have the highest impacts</p> <p>Staff CPD promotes high quality delivery and consistency across the school</p>	1 2 3 4

least age appropriate personal development		
Persistent absence levels show a significant decrease	<p>(Department for Education March 2016).</p> <p>Schools Minister Nick Gibb said:</p> <p>This new research is further evidence that missing school for even a day can mean a child is less likely to achieve good grades, which can have a damaging effect on their life chances.</p> <p>This report shows that for pupils with 0 weeks Y3 to Y6 absence, 94.6% attained in line with National Expectation in Y6 SATS compared to 70.2% with 14-15 weeks of absence and 53.7% for 23 weeks.</p>	3

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

Budgeted cost: £ 33500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Catch up group tuition for our pupils who have fallen furthest behind during the pandemic. The group sizes vary; larger groups are taught by highly experienced staff*</p> <p>Intensive tutoring programmes are delivered by experienced teachers who implement high quality intent as follows:</p> <ul style="list-style-type: none"> • Reading, oral language and vocabulary intent in the context of English and the wider curriculum • Maths – focusing on improving arithmetic fluency and development of mathematical vocabulary <p>The tutoring is underpinned by teaching metacognition and self-regulation strategies supporting pupils to make even better progress</p>	<p>Small group tuition has an average impact of +4 months EEF, 2021</p> <p>It is most effective where diagnostic where tailored to pupils specific learning needs (using diagnostic assessment to identify)</p> <p>Training staff that deliver catch up group support increases impact</p> <p>In reading, catch up group teaching can sometimes be more effective than either one to one or paired tuition.</p> <p>*The quality of teaching in small groups may be as, or more important than, the precise group size</p> <p>Metacognition and self-regulation strategies support pupils to take greater responsibility for their learning and developing their understanding of what is required to succeed.</p> <p>The average impact is +7 months additional progress</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>

Engaging parents in their child's catch-up journey e.g. by agreeing optional homework to support in school learning	Parental engagement has an average of +4 months additional progress There are also higher impacts for pupils with low prior attainment	
---	---	--

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

Budgeted cost: £ 91492

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving pupils' attendance through an in-school dedicated team to secure strong attendance of at least 97% (no more than 5 days absence over a year and preferably fewer) and good punctuality Strategies: Parental engagement approaches Responsive interventions that target individual causes	DfE (2019) figures show: Among pupils with no missed sessions over KS2, 83.9% achieved the expected standard (EXP) compared to 40.2% of pupils who were persistently absent (<90% attendance) We employ strategies which the EEF describes as finding 'evidence of promise' in an area where 'there is limited high quality evidence on approaches to support attendance and the majority of studies have taken place in the USA. This is an area in which further research is required.	
Arts participation Provision of a rich and stimulating arts education Provision of arts' enrichment clubs – ensuring high uptake of places by our disadvantaged pupils	The impact of arts participation is an additional 3 months progress Wider benefits such as more positive attitudes to learning and increased well-being have also been consistently reported EEF 2021	1 2 4

Provide high quality feedback to pupils Revise our feedback policy with all teaching staff	Providing feedback is well evidenced and has a high impact on learning outcomes (+6 months progress). Feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months) Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve EEF 2021	1 2 4
Provide high quality homework to pupils <i>Revise our homework policy with all teaching staff</i>	Homework has a positive impact on pupil outcomes (+5 months) Disadvantaged pupils typically gain greater benefit from homework We recognise that some pupils may struggle with home learning and therefore provide homework club provision ensuring no pupils are disadvantaged by home circumstances The quality of the task is more important than the quantity. To maximise impact, tasks should support classroom learning and high quality feedback provided EEF 2021	1 2 4
Mastery learning	High impact (+5 months) Characterised by pupils demonstrating at strong grasp of an area of learning before moving on to new content – additional support is provided by those pupils who take longer to grasp a particular area of content This approach is particularly relevant in maths as pupil progress in maths has been most impacted by lockdown and disadvantaged pupil progress in particular which research shows is lagging 7 months behind non-disadvantaged pupils by Y6 EEF 2021	1 2 4
Smaller end of Key Stage class sizes	If the size of group permits the teacher to teach differently - for example having higher quality interactions with pupils or minimising disruption – pupil attainment, behaviour and attitudes are improved EEF 2021	1 2 4

<p>Uniform policy - we will review in partnership with our school community to determine if any changes are needed to comply with DfE statutory guidance (Nov, 2021) as follows:</p> <ul style="list-style-type: none"> • Is our uniform affordable and easy to source (e.g. cutting out any need for specialist supplier/branded/impractical items) • Are second hand uniforms available • Is our policy easily understood and published on our website 	<p>It is challenging to identify the impact of school uniform alone as it is often implemented alongside other improvement measures. However, there is a belief that uniform</p> <p>promotes social equity</p> <p>leads to improvements in pupils behaviour</p> <p>EEF, 2021</p>	<p>5</p>
<p>Residential and club curriculum enrichment opportunities – we will ensure inclusion through subsidised places for disadvantaged pupils</p>	<p>The secretary of state set out the 5 Foundations for Building Character (2019)</p> <p>(sport, creativity, performing, volunteering and membership and world of work)</p> <p>The EEF (2021) defines character as a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience. These are thought to underpin success in school and beyond - there is growing evidence that these skills are important to children's later outcomes (EEF 2021)</p>	<p>1 2 4 5</p>

Total budgeted cost: £ 196716

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 2020 to 2021 academic year.

2020 – 2021

Formative and summative internal assessment verified that the performance of all pupils and particularly disadvantaged pupils was lower than pre-pandemic in reading, writing and maths and across the wider curriculum.

School closure was most detrimental to our disadvantaged pupils, in keeping with the national picture, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was somewhat mitigated by our resolution to maintain a high quality online curriculum and increase our face to face provision to accommodate the majority of pupils who were not accessing remote learning. Once schools reopened, we also put in place a series of research driven interventions taught by experienced teachers e.g. small group language and maths provision. A particular area of focus was our Y5 pupils as evidence shows COVID attainment gaps are wider for older disadvantaged pupils.

2021-2022

Our main focus was on improving literacy, and in particular reading, to close attainment gaps. This approach was underpinned by a focus on supporting pupils' social and emotional wellbeing.

The following data supports the success of our strategy:

Y6 SATs data

Pupil group	Reading EXS+	Writing	Maths	Combined R, W and M EXS+
All pupils	81% (74%)	73 (69)	84 (71)	68% (59%)
Pupil premium pupils	83%	74	74	70%

2022 National figures in brackets

Pupil premium pupils out-performed pupils nationally and in-school, outperformed all pupils in reading and combined.

Although persistent absence and overall attendance rates for disadvantaged pupils were relatively in line with figures for all pupils last year, the actual numbers were low across the board as the school recovered from the pandemic. As a result of this, attendance is a key focus for the whole school and especially for disadvantaged pupils as previous data indicates that this group will find it more difficult to achieve expected attendance levels.

Our drive to close gaps for our pupils ensuring all leave Y6 securing very strong progress from their individual starting points saw our highest ever all round outcomes:

Pupil group	Reading EXS+	Writing	Maths	Combined R, W and M EXS+
All pupils	87% (73%)	92 (71)	91(73)	80% (59%)
Pupil premium pupils	83%	87	70	70%

Pupil premium pupils out-performed pupils nationally in reading, writing and combined. In maths, a group of five PP pupils secured a standardised score of 98/99, just missing the 100, needed for EXS. All of these pupils were WTS at KS1.

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.