

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding for the 2025 to 2026 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	610
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2026 (2025-26)
Date this statement was published	September 2027
Date on which it will be reviewed	July 2025 July 2026
Statement authorised by	Laura Carlton Kerr
Pupil premium lead	School Improvement Team
Governor / Trustee lead	Aaron Hatherley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,460
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. 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.

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 and strategies that support executive functioning such as chunking instructions and dual coding resources.

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 School Foundations and British Values underpin all aspects. Staff ensure that positive behaviour is modelled and taught. Targeted praise and recognition strategies are used.

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
1	Differences in starting points and the security of early foundations Assessment and observation show that a significant proportion of children enter EYFS with aspects of their development below age-related expectations, particularly within the prime areas of communication and language, personal, social and emotional development and physical development. These differences in starting points can be more significant for some disadvantaged pupils and, where foundational skills are not secured early enough can affect pupils' subsequent access to reading, writing, mathematics and the wider curriculum. Our 2025/26 EYFS outcomes have reinforced the importance of identifying need early and adapting provision rapidly. The challenge is therefore not simply that some pupils "start

	behind", but that the school must accelerate the development of strong foundations early enough to prevent gaps becoming established. This requires: • precise early assessment and identification; • high-quality EYFS provision matched dynamically to cohort need; • explicit development of communication, language, attention, self-regulation and physical development; • effective transition and continuity between Reception and Year 1; and • rapid additional support where pupils are at risk of falling behind.
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2	Consistency of high-quality teaching and curriculum access The school has an ambitious curriculum and there is strong teaching practice across Alfred Sutton. However, monitoring and external review have identified that the quality and consistency of curriculum implementation are not yet equally secure in every classroom. This disproportionately affects pupils who are less able to compensate for variation in teaching, including some disadvantaged pupils, pupils with SEND, pupils who are mobile and pupils at earlier stages of English acquisition. Where modelling, checking for understanding, guided practice, vocabulary/oracy development or responsive adaptation are not consistently strong, these pupils are at greater risk of misconceptions or gaps accumulating. • The central challenge is therefore to secure consistently high-quality teaching as the school's principal strategy for improving outcomes for disadvantaged pupils. Professional development, including WalkThrus, will increasingly focus on embedding and sustaining effective instructional habits rather than introducing additional strategies.
3	Persistent absence among a small minority of our pupils Attendance remains a key challenge for disadvantaged pupils. At 23 June 2026, attendance for Pupil Premium pupils in Years 1–6 was 91.4%, compared with 95.2% for non-Pupil Premium pupils. 19.3% of Pupil Premium pupils were persistently absent, compared with 10.6% of their peers. During 2025/26, the school strengthened its approach to attendance through weekly monitoring of disadvantaged and vulnerable pupils, earlier identification of emerging concerns, regular contact and support for families, and half-termly review with the Attendance Support Worker. Individual cases have been considered alongside wider SEND, safeguarding and family needs so that barriers to attendance can be identified and appropriate support put in place. Whole-school statutory-age attendance has improved to 94.8%, with persistent absence at 11.6% by 23 June. However, the continuing gap for Pupil Premium pupils demonstrates that improving attendance and reducing persistent absence for disadvantaged pupils remains a priority for 2026/27.

4	Equitable access to enrichment, wider experiences and personal development Equality of opportunity extends beyond attainment. Pupils' experiences of high-quality early education, enrichment, sport, the arts, cultural experiences, trips, residential, leadership and wider participation contribute to language development, confidence, belonging, aspiration and the knowledge they bring to future learning. The school already provides a broad range of enrichment opportunities and recognises the importance of ensuring disadvantaged pupils can participate; the existing strategy, for example, commits to subsidising residential and club opportunities. Our challenge is to move beyond measuring whether opportunities are simply offered and establish whether disadvantaged pupils access, participate in and benefit from them as fully as their peers. This includes: • ensuring financial circumstances do not restrict participation; • monitoring participation and identifying pupils whose wider experiences are more limited; • ensuring enrichment deliberately develops vocabulary, cultural knowledge, confidence and aspiration; • providing rich experiences from EYFS onwards; and • evaluating the impact of wider provision on pupils' engagement, belonging and personal development.
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	Our current strategy follows a multi-tiered approach, in line with the EEF's recommended model, and includes: • 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	Social mobility 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. 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. 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.

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
Intended outcome 1: Disadvantaged pupils secure strong	• Disadvantaged pupils in EYFS make strong progress from their individual starting points, particularly in communication and language, PSED and physical development.

foundations for future learning	• Gaps in foundational knowledge and skills are identified early through accurate assessment and addressed rapidly through high-quality provision and targeted support. • The gap in GLD between disadvantaged pupils and their peers reduces over the strategy period. • Pupils entering Year 1 below the expected standard receive precisely targeted support, with evidence that gaps are closing rather than becoming established. • Phonics, reading, writing and mathematics outcomes demonstrate that disadvantaged pupils are increasingly attaining in line with their peers and/or national comparators. • Pupil-level case studies demonstrate the impact of early identification, high-quality teaching and additional provision.
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Intended outcome 2: Disadvantaged pupils experience consistently high-quality teaching and achieve well across the curriculum	• Monitoring demonstrates increasingly consistent implementation of agreed teaching approaches across classrooms, particularly modelling, guided practice, checking for understanding, responsive teaching and vocabulary/oracy development. • Disadvantaged pupils access the same ambitious curriculum as their peers, with adaptations removing barriers rather than reducing curriculum entitlement. • Assessment information demonstrates that identified gaps in knowledge and understanding are addressed promptly. • Attainment and progress gaps between disadvantaged pupils and their peers reduce over time in reading, writing and mathematics. • Disadvantaged pupils achieve well across the wider curriculum, evidenced through work scrutiny, assessment, pupil voice and curriculum monitoring. • Triangulated monitoring demonstrates that improvements in teaching are having a me
Intended outcome 3: Attendance improves and persistent absence reduces for disadvantaged pupils	• Attendance for disadvantaged pupils improves from the 2025/26 baseline of 91.4%. • The attendance gap between disadvantaged and non-disadvantaged pupils reduces from the 2025/26 baseline of approximately 3.8 percentage points. • Persistent absence amongst disadvantaged pupils reduces from the 2025/26 baseline of 19.3%, with the gap to non-disadvantaged pupils narrowing. • Pupils approaching the persistent absence threshold are identified early and receive timely, proportionate support. • Individual attendance plans demonstrate that barriers have been identified and appropriate support implemented in partnership with pupils, families and relevant agencies. • Attendance analysis demonstrates whether interventions are improving attendance for individual pupils and identifies where approaches need to be adapted. • Our approach reflects the DfE's expectation that where absence reaches 10% or more, schools should work with families and partners to understand and remove barriers and re-engage pupils in regular education.
Intended outcome 4: Disadvantaged pupils participate fully in the wider life of the school	• Disadvantaged pupils have equitable access to trips, residential, clubs, sport, music, arts, leadership, uniform and other enrichment opportunities. • Participation is tracked so that leaders can identify and respond where individual pupils or groups are under-represented. • Financial circumstances do not prevent pupils from participating in significant curriculum and enrichment opportunities. • Pupil voice demonstrates that disadvantaged pupils feel that they belong, are represented within school life and have opportunities to develop their interests and talents. • Enrichment contributes deliberately to pupils' vocabulary, cultural knowledge, confidence, aspiration and personal development.

	• Leaders can demonstrate through participation information, pupil voice and individual case studies that wider provision is reaching pupils for whom it is intended and is making a difference.
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(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: £ 60,734

Activity	Evidence that supports this approach	Challenge number(s) addressed
R and KS1 RWInc programme	Phonics has a high impact on pupil outcomes of 5 months additional progress Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1 2 4
Ensure high quality class reading, oral language and vocabulary provision All wider curriculum provision is underpinned by high quality reading, oral language and vocabulary development opportunities	Oral language approaches, and reading comprehension strategies each have a high impact on pupil outcomes of 6 months respectively additional progress 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 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. GL Assessment, 2020	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	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 Behaviour interventions can impact attainment (+4 months) – approaches that focus on self-management or role-play and rehearsal have the highest impacts Staff CPD promotes high quality delivery and consistency across the school	1 2 3 4

least age appropriate personal development		
Persistent absence levels show a significant decrease	(Department for Education March 2016). Schools Minister Nick Gibb said: 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. 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.	3

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

Budgeted cost: £ 55,248

Activity	Evidence that supports this approach	Challenge number(s) addressed
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* Intensive tutoring programmes are delivered by experienced teachers who implement high quality intent as follows: • 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 The tutoring is underpinned by teaching metacognition and self-regulation strategies supporting pupils to make even better progress	Small group tuition has an average impact of +4 months EEF, 2021 It is most effective where diagnostic where tailored to pupils specific learning needs (using diagnostic assessment to identify) Training staff that deliver catch up group support increases impact In reading, catch up group teaching can sometimes be more effective than either one to one or paired tuition. *The quality of teaching in small groups may be as, or more important than, the precise group size Metacognition and self-regulation strategies support pupils to take greater responsibility for their learning and developing their understanding of what is required to succeed. The average impact is +7 months additional progress	1 2 3 4

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

Budgeted cost: £ 63,518

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.	

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: • 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	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 promotes social equity leads to improvements in pupils behaviour EEF, 2021	5
Residential and club curriculum enrichment opportunities – we will ensure inclusion through subsidised places for disadvantaged pupils	The secretary of state set out the 5 Foundations for Building Character (2019) (sport, creativity, performing, volunteering and membership and world of work) 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)	1 2 4 5

Total budgeted cost: £ 179,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

During 2025/26, leaders undertook a more detailed evaluation of outcomes and provision for disadvantaged pupils. This has resulted in a clearer understanding of both the strengths of the school's provision and the barriers which continue to affect equality of outcomes.

Whole-school attainment remains strong in a number of areas; however, analysis demonstrates that disadvantaged pupils do not yet benefit from this strength consistently enough. The school's evaluation has therefore moved beyond considering Pupil Premium pupils as a single group and increasingly examines the interaction between disadvantage, SEND, EAL, attendance, starting points and individual barriers to learning.

Achievement and quality of education

End-of-year assessment demonstrates areas of strong attainment alongside continuing variation in outcomes for disadvantaged pupils.

The school's evaluation during the year identified that the most important strategy for improving outcomes is to secure consistently high-quality teaching for every pupil. External review and internal monitoring found positive practice across the school but also variability in aspects of curriculum implementation, including modelling, guided practice, checking for understanding and adaptive teaching. This variability can disproportionately affect pupils who have gaps in prior knowledge or require greater support to access new learning.

In response, leaders have strengthened professional development through WalkThrus and instructional coaching, with priorities including establishing expectations, keeping pupils on task and live modelling. Monitoring indicates improvements in classroom routines, modelling and behaviour for learning. By the end of the year, external review recognised stronger classroom practice and increasingly evidence-informed leadership of teaching.

An important learning from the year has been that professional development must result in sustained changes to classroom habits rather than the completion of successive initiatives. This will inform the next phase of the Pupil Premium strategy, with greater emphasis on checking that agreed approaches are secure and improving the learning of disadvantaged pupils before moving on.

Early foundations

EYFS outcomes have provided an important area for reflection. Approximately 65% of Reception pupils achieved GLD in 2025/26, a reduction from the previous year's 75.3%.

Internal monitoring and external review identified that provision earlier in the year was not sufficiently well matched to the needs and starting points of the cohort. Provision subsequently improved, with stronger resources, interactions and opportunities for purposeful play evident later in the year; however, these changes were not made early enough to fully address established gaps.

Analysis has reinforced the importance of securing the Prime Areas – particularly communication and language, PSED and physical development – as foundations for subsequent achievement. It has also informed plans for earlier assessment, more responsive tiered provision and closer continuity between Reception and Year 1 in 2026/27.

The school will therefore place greater emphasis on identifying disadvantage and additional need early, adapting provision rapidly and preventing gaps from becoming established.

Attendance

Attendance remains one of the clearest barriers to equality of outcomes.

For statutory-aged pupils, overall attendance at the end of 2025/26 was 94.77%, with 11.61% persistently absent. However, outcomes for disadvantaged pupils were considerably weaker.

Pupil Premium attendance was 91.41%, with 19.30% of pupils persistently absent. This represents an attendance gap of approximately 3.8 percentage points compared with non-Pupil Premium pupils.

This means that some of the pupils who would benefit most from consistently high-quality teaching and additional provision are missing a disproportionate amount of that provision.

During the year, leaders strengthened weekly monitoring of disadvantaged and vulnerable pupils, introduced more regular review with attendance support services and increased the focus on individual barriers and family engagement. This has improved the precision with which pupils requiring support are identified, but the overall disadvantaged attendance gap remains too large. Attendance will therefore remain a central priority within the 2026/27 strategy.

Inclusion

The year has significantly strengthened leaders' understanding of the relationship between disadvantage and other vulnerabilities.

SEND review, pupil progress meetings and increasingly forensic pupil-level analysis have highlighted that pupils' barriers cannot be understood through a Pupil Premium label alone. For some pupils, disadvantage intersects with SEND, EAL, attendance, mobility or gaps in foundational knowledge.

Consequently, the school's approach has increasingly moved away from generic intervention towards identifying the specific barrier experienced by an individual pupil and determining the most appropriate response.

Work during 2025/26 has included strengthening ordinarily available provision, adaptive teaching, small-steps assessment and the graduated response. Leadership capacity for 2026/27 has also been increased to support the development of consistently inclusive classroom practice and more responsive tiered provision.

Enrichment and wider opportunity

Disadvantaged pupils have continued to benefit from the school's broad curriculum and range of trips, clubs, residential experiences, sport, arts and wider opportunities. Pupil Premium funding has been used where appropriate to reduce financial barriers to participation.

However, evaluation has identified that the school has historically been better at recording the opportunities provided than systematically evaluating whether disadvantaged pupils participate in and benefit from these opportunities to the same extent as their peers.

This will be strengthened in 2026/27 through more systematic participation monitoring and pupil voice, with particular attention to pupils who may otherwise have limited access to wider experiences. Leaders will evaluate enrichment not simply as an additional offer but as part of developing pupils' language, cultural knowledge, confidence, aspiration and sense of belonging.

Overall evaluation

The 2025/26 strategy has had positive impact in strengthening teaching, leadership oversight, early identification and the school's understanding of the barriers experienced by disadvantaged pupils. However, outcomes remain variable and the attendance gap is significant.

The most important learning from the year is that improving outcomes for disadvantaged pupils requires more than a collection of additional interventions. The greatest leverage lies in strong early foundations, consistently high-quality teaching, regular attendance and equitable access to the full educational experience of the school. This evaluation has therefore informed a significant refinement of the 2026/27 strategy. Pupil Premium activity will be more tightly aligned to identified school and pupil-level barriers, with greater emphasis on implementation and measurable impact rather than activity alone.

2025/26 outcome	All pupils	PP	Non-PP	Evaluation
EYFS GLD				
Y1 Phonics				
Y2 Reading				
Y2 Writing				
Y2 Maths				
Y6 Reading				
Y6 Writing				
Y6 Maths				
Y6 RWM				

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.