



Pupil Premium Strategy Statement

Sutton Bonington Primary School – 2025/26

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	18
Proportion (%) of pupil premium eligible pupils	11.2
Academic year/years that our current pupil premium strategy plan covers	2025-26 This document covers Year 3 of 3 of our current strategy
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Paul Allen
Pupil premium lead	Katherine Chubb
Governor / Trustee lead	Olivia Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36499.93
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£36499.93

Part A: Pupil premium strategy plan

Statement of intent

At Sutton Bonington Primary School our curriculum intent is to ensure that contextual barriers to learning are overcome, ensuring that all children are able to fulfil their potential, regardless of their background, ability and challenges that they may face.

We aim to achieve this by ensuring the following:

- All children have a broad and deep **knowledge** of different subject areas;
- All children develop their knowledge and understanding of vocabulary and texts through a range of opportunities for **reading**
- All children have enriched lives through access to high quality **enrichment** experiences which equip pupils with the cultural capital they need e.g. trips, residential, visitors;
- All children are able to develop **independence** and resilience both emotionally and academically;
- All children are aware of **diversity** in the world around them and have opportunities to develop socially, morally, spiritually and culturally and demonstrate an understanding of life in modern Britain through our own bespoke Sutton Bonington values.

Ultimately, our curriculum is one of the primary ways in which we aim to fulfil our school vision which is that all children **belong, strive and flourish**.

Our teaching and learning policy states that it is our intention that learners must have opportunities to activate prior knowledge within our lesson protocol. We want to develop self-regulated learners who are aware of their strengths and weaknesses, can motivate themselves to engage in and improve their learning. We understand that developing pupils' metacognitive knowledge of how they learn, their knowledge of themselves as a learner, of strategies as well as of tasks, is an effective way of improving pupil outcomes. Teachers aim to support pupils to plan, monitor, and evaluate their learning.

We recognise the importance of ensuring access for all pupils to the curriculum and intended learning at each stage of our lesson protocol. To ensure this we use evidence-based approaches to inform our pupil premium strategy so that all learners are supported. We aim to make effective use of teaching assistants and they may be deployed to pre-teach, provide small group input through structured intervention or provide support whilst promoting independence. Our approach and pupil premium strategy recognises the importance of promoting improved oral language and vocabulary.

We know that great teaching and careful planning can have a huge impact on the outcomes for PP children. A tiered approach is used when developing our strategy as we know high quality teaching is one of the most powerful ways for us to improve pupil attainment particularly for our most socio-economically disadvantaged group. As part of our strategy development, we identify specific barriers to learning faced, before applying a tiered approach to our pupil premium spending.

Challenges

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

Challenge number	Detail of challenge
1	Internal data, end of Key Stage outcomes as well as monitoring show a gap in the reading attainment of PP pupils compared to non-PP pupils. Monitoring, internal assessments and SATs data show a gap between PP pupils and non-PP pupils in writing, particularly within Key Stage 2. Monitoring of PP children has shown basic skills such as spelling, handwriting and basic grammar awareness are lacking.
2	Lower attendance rates for our PP pupils when compared to non-PP children has a significant impact on the consistency and continuity in their learning.
3	Through assessments, discussions and observations we have identified that a limited vocabulary for PP pupils compared with non-PP pupils is a barrier to their learning.
4	Limited life experiences and opportunities to participate in enrichment activities has been observed to be a challenge for our PP pupils.
5	Social, emotional and mental health issues have been identified as a barrier to learning for some of our pupils. These have been identified through well-being surveys and can particularly affect PP pupils.

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
Diminish the gap between PP pupils and non-PP pupils in reading, writing and maths	Internal school data will show that the gap between PP pupils and non-PP pupils is diminishing in reading, writing and maths. Book looks will demonstrate that PP pupils' books show that progress in terms of handwriting, spelling and basic grammar skills have improved.

The attendance of our pupil premium cohort will improve, including for persistent absentees.	The average percentage attendance data for PP pupils will improve. Percentage of persistent absentees reduces so it is at least in line with national figures.
Improved oral language and vocabulary skills among PP pupils.	Assessments and observations indicate significantly improved oral language among PP pupils. Other sources of evidence will include engagement in lessons, pupil interviews and ongoing formative assessment.
Provide opportunities to broaden life experiences and enrichment.	Increased participation in enrichment opportunities by PP pupils will be evidenced through parental surveys, monitoring, observations and pupil voice.
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Outcomes of pupils' questionnaires and pupil voice are positive with regards to wellbeing. Parental feedback via questionnaires is positive, indicating both parents and pupils feel well supported by the school. High quality ELSA sessions are provided for all children who require additional emotional support.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of Letters and Sounds Revised	EEF – Improving Literacy in Key Stage One (strand 2,3,4,8)	1,5

'Little Wandle' Phonics scheme and early reading strategies	Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 (strand 2, 7) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	
Whole school CPD on effective cognitive science approaches in the classroom	Cognitive science approaches in the classroom - A review of the evidence.pdf	1
CPD on supporting pupils' oral language development	Oral language interventions EEF	1,3
Improving outcomes in reading by supporting pupils to develop fluent reading capabilities through a whole class reading approach	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1,3
Professional development opportunities to support the explicit teaching of spellings as well as the effective teaching of grammar.	Improving Literacy in Key Stage 2 (Strand 2, 5)	1,3
Professional development opportunities on teaching strategies that can be used flexibly in response to the needs of all pupils.	EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net) <p>The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. — flexible grouping; — cognitive and metacognitive strategies; — explicit instruction; — using technology to support pupils with SEND; and — scaffolding.</p>	1

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

Budgeted cost: £27500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure our bottom 20% of readers, across school make rapid progress through the use of targeted Rapid catch up sessions, daily keep up sessions and fluency practise	Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) (Strand 8) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) (Strand 7) Small group tuition EEF (educationendowmentfoundation.org.uk) Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk) P47-62 Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	1,3
Targeted lunchtime club for pupils to explicitly teach skills to support their social and emotional learning	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	2,4,5
School maintains daily synthetic phonics sessions for pupils across KS1 to ensure pupils make at least expected progress and realise their full potential.	Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk) P47-62 Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	1, 3
Effective use of teaching assistants to provide additional support for PP children with SEN	GOV.UK Special educational needs and disability code of practice: 0 to 25 years. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	1,3,5

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

Budgeted cost: £6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment and residential trips	Arts participation EEF educationendowmentfoundation.org.uk	3, 4
Office staff monitor and report on attendance.	New guidance report published: Working with Parents to Support... EEF educationendowmentfoundation.org.uk Parental engagement EEF educationendowmentfoundation.org.uk	2, 5
School ELSA delivers nurture sessions on 1 to 1 and small group basis so that pupils are able to access the curriculum with limited distraction.	Improving Social and Emotional Learning in Primary Schools EEF educationendowmentfoundation.org.uk	2,4,5
Training for school ELSA on effective 1 to 1 therapeutic intervention so pupils are able to access the curriculum with limited distraction.	Improving Social and Emotional Learning in Primary Schools EEF educationendowmentfoundation.org.uk	2,4,5
Pupil Premium Pupils attend lunchtime and after school clubs.	Arts participation EEF educationendowmentfoundation.org.uk	2,4,5
Improve the attendance of our current cohort both overall absence and persistent absences by supporting pupils and families in identifying and overcoming barriers to attendance	EEF Parental Engagement Guidance Report.pdf d2tic4wvo1iusb.cloudfront.net Parental engagement approaches and responsive interventions including Attend framework approach that targets the individual causes of low attendance.	1,2,3,4,5

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024-25 Review

Priority 1: Diminish the gap between PP pupils and non-PP pupils in reading, writing and maths.

- All our PP pupils passed the Year One phonics screening check again this year with no children needing to do the recheck in Year 2. At the end of Key Stage 1, our internal reading data shows that there is a gap between our disadvantaged pupils and non-disadvantaged of -19.4% in those achieving expected or above. Disadvantaged pupils outperformed non-disadvantaged pupils in writing at the end of KS1 with a gap of +6.6% achieving expected or above. In maths, there continues to be a gap of -23.7% between the percentage of children who are disadvantaged achieving expected or above in maths compared with our non-disadvantaged pupils. This will be a focus for next year.
- The percentage of disadvantaged children who achieved a good level of development in EYFS was 50%. However, overall the percentage of children who achieved a good level of development has gone up to 81.8%. At the end of Key Stage 2 our disadvantaged children outperformed the non-disadvantaged children in reading with 100% achieving the expected standard or above. In writing there continues to be a gap of -17.9% and in maths the gap is larger at -33.3% but the numbers of children are small. This year 94% of children achieved the expected standard or above in Maths which is an increase of 32% on last year. When comparing our data at the end of Key Stage 2 this year with national data published, there is a gap of -5.3% between those achieving the expected standard or above in reading and a gap of -6.3% in maths for our disadvantaged children. Writing and maths should continue to be an area of focus for next year. Analysis of performance indicated that children were not performing as highly in spelling and this will be a priority area to address next year.
- Monitoring of interventions shows that our bottom 20% of readers were targeted through the use of rapid catch-up sessions, daily keep up sessions and fluency practice. The impact was that 95.5% achieved the word reading and comprehension strands of the Literacy Early Learning Goals. All disadvantaged children passed their phonics screening check in Year 1 and no child needed to retake their phonics screening check in

Year 2. The pupil premium/recovery grant was used to fund the running of further reading and phonics intervention into Key Stage 2 with records showing progress in their phonic knowledge and fluency as well as an increase in the confidence of many of the pupils taking part in Maths interventions.

- Development of our whole school reading approach continued with our English lead taking part in whole class reading training and cascading this training to other members of staff. Monitoring took place in summer term to ensure this is becoming embedded. There will be a continued focus on this area to ensure consistently positive outcomes for our PP pupils across all cohorts. CPD on the use of the episodic model to ensure the effective teaching of maths was undertaken by all staff this year. Monitoring showed that this is starting to become embedded and is having a positive impact on children's learning in maths. Further training on problem solving and reasoning approaches was also undertaken and monitoring of lessons and book looks show this is an area that is also improving.

Priority 2: The attendance of our pupil premium cohort will improve, including for persistent absentees.

- Average attendance of our pupils who are pupil premium was in line with national data. The attendance rate for our PP children was 89.4% compared to 97.34% for those that are not PP. Principles of good practice with regards to improving attendance were further developed and are outlined in our attendance policy. Targeted support was implemented for those who were identified as persistent absentees.

Priority 3: Improved oral language and vocabulary skills among PP pupils.

- Learning walks this year showed that key vocabulary and subject specific vocabulary is being displayed consistently across all classrooms. A link TA has been identified to disseminate training around speech and language therapy this year and they have attended training and implemented strategies to support individual children identified as having speech, language and communication needs including our PP children. Monitoring shows that the English proficiency of our pupils with EAL has continued to improve with the majority of children having sufficient English skills to participate fully in all areas of the curriculum, including reading, writing, and speaking, with only minimal support for specialist vocabulary.

Priority 4: Provide opportunities to broaden life experiences and enrichment.

- All children were offered enrichment activities with funding used to ensure all children in receipt of Pupil Premium were able to attend. Enrichment activities including weekly music lessons, French lessons, sports clubs and after school clubs led by outside providers were accessible to all. Contributions towards school trips such as to Sudbury Hall, Theatre visits, London museum visits, Stonehurst Farm, residential trips, history themed workshops and a river study day at Moorland Discovery Centre were made. Lunchtime clubs including singing, "Times tables rockstars", chess, sketching and coding clubs were accessible to all and were attended by some of our PP pupils. This helped to ensure the life experiences of our PP children were widened.

Priority 5: Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils

- Observations showed that the 'Zones of regulation' continued to be embedded as an approach to develop self-regulation strategies for all pupils. Actions taken to do this included whole school assemblies and by sharing our approach with all families. Zones of Regulation was also promoted by our nominated pupil "Well-being Warriors". Our designated ELSA assisted disadvantaged families and children throughout the year with social, emotional and mental health concerns. Further signposting to outside agencies were made where appropriate. Low level behaviour incidents reduced as the year progressed. A TA trained in emotional literacy also ran a lunchtime club for targeted children to support individual communication, social and emotional needs.