

Pupil premium strategy statement – Sutton St James Community Primary School

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	130
Proportion (%) of pupil premium eligible pupils	(36 pupils) 27.7%
Academic year/years that our current pupil premium strategy plan covers	2025/26 -2027/28
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Claire Willows
Pupil premium lead	Claire Willows
Governor / Trustee lead	Vicki Newton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,510
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£49,912
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>	£101,422

Part A: Pupil premium strategy plan

Statement of intent

At Sutton St James Community Primary School, our intention is that all pupils, irrespective of their background, or the challenges they face, make good progress and achieve well across all subject areas. When making decisions about using Pupil Premium our aim is to ensure that our disadvantaged pupils also achieve this goal. The ultimate aim being that the attainment gap between disadvantaged and non-disadvantaged pupils is diminished.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. These may include: less support at home; weak language and communication skills; lack of confidence; poor attendance and issues around behaviour. The challenges are varied and there is no “one size fits all”. Our approach is responsive to the common challenges we experience and individual needs.

High quality teaching and support is at the core of our provision. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment alongside Teacher Assessments, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Support children's mental and emotional wellbeing in order for them to have full access to the National Curriculum
-

Challenges

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

Challenge number	Detail of challenge
1	Speech, language and communication. Monitoring and discussions with pupils indicate issues around oral language skills and depth of vocabulary amongst many of our disadvantaged pupils, particularly in

	Reception and KS1. High numbers of children in EYFS and KS1 need S&L support, in either small groups or 1:1.
2	Low attainment on entry to EYFS. Local deprivation IDACI rating highlights that South Holland is in the top 20% of the most deprived neighbourhoods in the country. Children in our Reception class achieved 75% GLD in 2025. This has fallen from 83% in 2019 prior to COVID-19. Baseline assessments show that children enter school below National average.
3	Social, emotional and mental health. School has trained a TA to deliver ELSA in order that this can be supported when children are identified as needing support. This TA also delivers a range of SEHM interventions to support the wide range of needs of our children.
4	Attendance. According to our most recent data of our disadvantaged pupils have an overall absence of 5.5% which is higher than nationally at 4.2%. The overall absence rate for disadvantaged has increased by 1.8% from 3.7% in 2023/24 to 5.5 in 2024/25. This is impacting negatively on the academic achievement for some of these children. 21% of the disadvantaged children were persistently absent. This again increased by 15.3% from 6.3% in 2023/24 to 21.6 in 2024/25.
5	Wider opportunities Many of the children have limited life experiences due to lack of funds so it is important that they have the opportunity to participate in as many of the school events as possible. School will therefore subsidise visits enabling them to widen educational opportunities and impact positively on achievement and engagement.
6	Gaps in writing, maths and phonics. 41.7% of disadvantaged pupils are SEN which is 12.2% higher than the National Average. Many have not been in our school since Reception and are identified as having gaps in their skills and knowledge.

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
Improved number of disadvantaged pupils achieving national expectations in the Year 1 & 2 phonics screening check.	Results will show an improvement each year for disadvantaged pupils.
Improved social and emotional wellbeing of all pupils.	Effective early help / support through ELSA, 1:1 mentor sessions, breakfast club provision and Sensory circuits.
To improve attendance of disadvantaged of disadvantaged pupils meaning fewer persistent absentees.	To aim for all pupils at the school to get at least 95%attendance. Specifically, to focus on improving PP attendance to at least 95% and addressing persistent absence in PP pupils.

To ensure all children have access to wider life experiences and opportunities.	PP pupils, along with all other pupils, will have equal opportunity to attend visits and experiences organised by the school to widen life experiences.
Improved oral language skills and spoken vocabulary.	Those with SALT are supported by well-trained adults and speech and language develop as intended by specifically designed programs.
Improve attainment in phonics and KS2 outcomes for disadvantaged pupils.	Disadvantaged pupils to achieve at least in line with national averages.

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: £6362

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality staff CPD	High Quality staff CPD High quality staff CPD is essential to follow EEF principles to ensure that the very highest standard of QFT is achieved for all children. All leaders are given additional release time to develop/research their subject or area of responsibility.	1, 2, 6
Additional SENDCo and STAPs hours to meet high need and liaise with external agencies to ensure targeted support is given specific to need.	Seeking external support for specific strengths and weaknesses of each pupil to help ensure they receive additional support through interventions.	1, 2, 6
Staff training for ELSA leading to 1 day allocated support from September 2022	Extensive evidence associating improved childhood social and emotional skills with improved outcomes at school and in later life.	3

	EEF Social and Emotional Learning.pdf(educationendowment foundation.org.uk)	
Staff training in Wellcomm and Lexia to address Speech and language & reading issues in EYFS and KS1 & 2, alongside training in SALT programs devised by S & L therapists.	EEF toolkit language intervention +6	1, 2, 6
Enhancement of Maths teaching and curriculum planning in line with DfE curriculum guidance to develop Maths Mastery across the school.	DfE, EEF and NCTEM reports have been considered in conjunction with White Rose Scheme to develop a coherent to maths across the school.	2, 6
Extend the validated synthetics phonics programme to support the learning of phonics to include additional texts and resources	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 / EEF	1, 2, 6
Purchase of standardised diagnostic assessments - NFER Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2, 6

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

Budgeted cost: £42,154

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 interventions and small group -language	EEFtoolkit small group tuition +4 EEF toolkit language intervention +6	1, 2, 6
1:1 intervention – Numeracy based	Maths Counts EEF evidence-based interventions +2	1, 2, 6
1:1 intervention and small group - multiplication	EEF toolkit one to one tuition +5 EEF toolkit small group tuition +4	1, 2, 6

	Maths counts EEF evidence-based interventions +2	
1:1 intervention – Fast Track RWI phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. This being delivered through targeted one to one intervention also supports children’s oral language development: Phonics (EEF research) Oral Language interventions (EEF research)	1, 2, 6

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

Budgeted cost: £5,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support Breakfast club provision for identified families	Breakfast club provides children with social interaction with peers whilst ensuring they are fed and ready to start their day positively. The breakfast club has planned activities to promote social interactions with peers and adults support identified children through these in a less academic environment. Social and emotional learning (EEF research)	3, 4
Sensory Circuits introduced and resources	Participation in a short sensory circuit is an effective way both to energise and settle children into the school day. The aim is to focus concentration in readiness for learning. The circuit also encourages the development of the child’s sensory processing skills	2, 3, 4
ELSA support	EEF toolkit behaviour interventions +4 EEF toolkit social and emotional +4	3, 4, 6
Embed new guidance in the DfE’s Improving School Attendance advice. To include release time to implement new procedures and attend TSM meetings with LCC.	Embedding principles of good practice set out in the DfE’s Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Contingency fund for supporting parents to provide uniform,	Many of our most vulnerable children have limited life experiences due to their	5

<p>residential and enrichment activities for PP children.</p>	<p>socio-economic position. Visits to museums, galleries or other culturally important places are not always part of their family lives. Furthermore, many of the most vulnerable are unable to afford the additional costs of school trips which would allow them to experience what their peers often do. The EEF shows clear evidence that there is an impact upon life skills and therefore upon academic aspiration and attainment. Furthermore, many of our most vulnerable families socio-economic position is worsening. In many households the recession is likely to raise unemployment, reducing further any spare money for non-essentials. EEF enrichment evidence.</p>	
---	---	--

Total budgeted cost: £54,066

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As a school we carefully track the attainment and progress of all pupils and Governors hold leaders to account for this through the Standards committee.

The interventions and support put in place for the disadvantaged pupils over the last academic year resulted in the following improvements compared to the previous year for the Year 6 disadvantaged cohort:

- Reading, Writing & Maths Expected Standard **increased** by 38.5% to 60% in 2024/25
- Reading Expected Standard **increased** by 60% to 80% in 2024/25
- Writing Expected Standard **increased** by 40% to 60% in 2024/25
- Maths Expected Standard **increased** by 40% to 60% in 2024/25
- GPS Expected Standard **increased** by 40% to 60% in 2024/25

Significant Investment in Read Write Inc phonics and Fast track 1:1 tutoring, alongside additional reading catch up, accelerated the progress of disadvantaged pupils in these areas.

- The percentage of Year 1 disadvantaged cohort increased by 12.5% to 75% in 24/25.

Introduction of ELSA has supported targeted children's emotional well-being which in turn has seen accelerated progress across the curriculum.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
WELLCOM	GL Assessment
NFER	GL Assessment
Fast-Track Phonics	Read Write Inc

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Last year the school took part in the Lincolnshire Festival of Friends. The aims of the project were to:

- Improve the integration of service with non-Service pupils
- Grow awareness of Service life (and life for service children) with their teachers and classmates
- Help Service families to integrate more smoothly and effectively with their school
- Promote effective practices for improving the integration of Service and non-Service pupils and families that can be shared with others

Service Pupil Premium Funding received was used to facilitate the children being able to take part in this initiative to improve outcomes for them. This included transport and staffing costs.

The impact of that spending on service pupil premium eligible pupils

Taking part in this initiative has improved the children's self-confidence and helped them to feel firmly part of the Sutton St James school community. They were required to present the school's work to others at the Festival of Friends, speaking in front of numerous unknown adults and children.