

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sutton School
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers	3 Years
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Ian Curnow Head Teacher
Pupil premium lead	Daniel Adams
Governor / Trustee lead	E Hindle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,755
Recovery premium funding allocation this academic year	£63,052
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Sutton School, we strive to maximise all our pupil's potential. We are very aware of the barriers that our pupils face and have set out three clear strands which are a focus in our drive to raise attainment of those disadvantaged pupils who are entitled to Pupil Premium funding.

Sutton Schools three strand initiative aims to tackle factors that may affect our young people and their families.

1 – Engagement – working with young people and their families. Engaging Parents/Carers and removing barriers to progress and attendance.

2 – Accelerating progress - enhancing the curriculum with relevant and exciting packages that are linked to individual strategies, interventions and needs.

3 - Above and beyond – Providing life experiences that help pupils grow into responsible, respectful, and resilient young adults.

Challenges

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

Challenge number	Detail of challenge
Engagement	
1	Parental engagement – many of our disadvantaged families have a lack of understanding of the education system. Many feel frustrated and upset with how their child's journey through school has been managed prior to arriving at Sutton. They have faced many barriers and challenges during their child's time in education.
2	Illness and medical issues can be a barrier to acceptable attendance. Poor attendance on the part of some disadvantaged pupils leads to a loss of learning. Mental health issues and concerns relating to wellbeing also hinder academic focus.
Accelerating Progress	
3	Pupils at Sutton School academically trail their peers in Mainstream schools. Progress can be slow, and retention of learning can be difficult, disadvantage

	can compound this impact, a range of targeted interventions focus on overcoming pupil's barriers to learning and accelerating progress.
4	Some of our disadvantaged pupils have low self-esteem and lack self-confidence. Aspirations and future targets are too often therefore limited and sometimes unrealistic.
Above and Beyond	
5	Some of our parents have low aspirations for their children. Many of our disadvantaged pupils have limited life experiences which can influence their understanding of the world around them.
6	Knowledge and understanding of transition and opportunities post-16 is limited and benefits from support to overcome apprehension and achieve successful transition.

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
To eliminate negative outcome variation across core subjects as a factor of disadvantage	Demonstrated by end of year assessment. At least equivalent progress for disadvantaged pupils when measured against their peers.
Engaged and empowered Parents/Carers who see school at the centre. Parents/Carers who understand their child's journey and which resources are available to help and support.	Increased engagement in both parents' evenings and annual reviews. Greater collaboration to support a pupil drawing together school, home and outside agencies.
Our disadvantaged pupils experience a broad and balanced curriculum that allows them to develop their understanding of the world around them.	Pupils have a pledge list of engagement experiences at school we aim for them to achieve and experience. Pupils will experience activities that are relevant to their progression needs.
Attendance of disadvantaged pupils at least aligns with national expectations. Parents/Carers are supported with attendance issues and persistent absence is challenged in a supportive manner.	Attendance of disadvantaged pupils is notably improved. Relevant documentation is available to explain persistent levels of absence and demonstrate all possible actions in response.
Disadvantaged pupil's self-esteem and confidence increases socially and academically. Pupils aim high and embrace know more, remember more, do more.	House Point totals per disadvantaged pupil is comparable to non-disadvantaged pupils. Opportunities to experience learning outside of the classroom increases. Transition post 16 is managed and supported to ensure all pupils final destination is appropriate.

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: £51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning responsibilities attached to the three Phase Leader roles.	Phase Leaders manage, assess and are accountable for the quality of education for disadvantaged pupils in each Phase.	3
Teaching and Learning Responsibilities attached to English, Maths and Science subjects.	Middle Managers are responsible for the curriculum sequencing and delivery of core subjects within the school, addressing the specific needs of disadvantaged learners.	3
Upper Pay Spine teachers are awarded a subject within the curriculum to lead and develop.	All subjects are monitored and developed in line with National Curriculum guidelines. Pupils experience a broad and balanced curriculum which remains current, up to date and meets the needs of all learners including specifically the disadvantaged.	3
Introduction of Evidence for Learning	To log and share pupils progress on a format that captures our pupils achievements and success in relation to their individual specific targets.	3
Maths Mastery	Specific training to support all teachers in the further development of maths curriculum delivery.	3
Employment of Specialist Music Teacher	Teacher employed to work within the Trees Phase. Pupils receive a high quality of music lesson and staff receive good quality CPD. Music is a lesson our pupils enjoy and often show good progress. Involvement in music lessons helps boost self-esteem.	4

Work Related Learning curriculum model	Planned curriculum model that informs pupils and parents of options and requirements post 16. Targeted trips and visits to inform and help increase knowledge and understanding of future options.	6
Timetabled Life skills lessons.	To prepare pupils for a range of life appropriate skills that will help them to function as individuals in society beyond their school years.	4

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

Budgeted cost: £47,807

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Psychologist Provision. Dudley EPS	Access to services provided by Educational Psychologists service that identify further strategies to support learning and wellbeing.	3, 1
Supportive educational packages.	Subscriptions for support packages which can be targeted at both groups and/or specific pupils, in Maths and languages including, Maths Whizz, TT Rock Stars, Education City and accelerated Reader.	3
Access to Dudley Performing Arts tutors to deliver peripatetic music within school.	Disadvantaged pupils given the opportunity to learn and develop skills in brass instruments and guitar lessons.	4
Purchase of Sound Field Systems	Supporting pupils with audiology needs to overcome acoustic difficulties in classrooms	3
Swimming lessons	Many of our pupils cannot swim or have not had the opportunity to learn how to swim. Curriculum offer for year 8 pupils includes one term swimming lessons at Dudley Leisure Centre.	5, 4
Sports Hall usage	Pupils in Pathway Sport lessons have timetabled lessons at Dudley Leisure Centre Sports Hall.	5, 4

EduKey Tracking	Tracking of interventions and outcomes undertaken through the EduKey System to ensure impact and value	3
Sounds Well	Targeted speech and language services for specific children with greater need	3
Dudley Learning Support assessment services	Assessment for intervention for targeted pupils who need targeted support to achieve progress	3
Bike-ability	Provision and maintenance of bikes to support the Bike-ability programme for those pupils with gross motor difficulties.	5
Arts Therapy/Arts in Health (BCAT)	Enabling pupils to express their SEMH difficulties through the medium of art whilst building a rapport with staff and improving mental wellbeing	3, 4
Hydrotherapy Sessions	Providing pupils with the opportunity to experience water therapy. Allow pupils with specific physical needs to participate in water-based activities.	3,4

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

Budgeted cost: £68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA appointed to manage the Reflection Room	The reflection Room aims to boost self-esteem and wellbeing. Through praise and reward pupils are encouraged to create their own individual unique goals and targets.	4
Create a Woodland area for pupils to experience outdoor learning and engage in outdoor/forest activities.	Pupils have a safe outdoor space separate to the playground. This area provides opportunity for outdoor learning opportunities which relate to our engagement theme objectives.	5
Provision of Family Liaison Officer	Delivering family focused interventions to support families and improve attendance	2
Introduction of the Safe and Well Being Hub with Leader.	Focus on the Safeguarding and wellbeing of pupils, staff and families. Engagement with outside agencies with	1,2

	the focus on school taking the lead and valuing the premise of school at the centre.	
School Counsellor	Appointed member of staff working in school for 4 days a week working on a caseload of pupils with identified need.	2
Promoting learning outside of the classroom	Providing a range of visits, trip and residentials that allow all pupils to experience a wide range of activities in a variety of environments.	5, 4
Three programmed school shows highlighting the contribution of the performing arts curriculum.	Plan, practice and produce three school shows that showcase our pupil's talents. Build self-esteem and allow pupils to experience success aligned with their own unique potential.	5, 4

Total budgeted cost: £166,807

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 2022 to 2023 academic year.

Pupil premium spending during 2022-23 has resulted in our pupils gaining a wider broader and more balanced curriculum. Pupils have the benefit of a bespoke tailored curriculum that allows teachers to cater for a range of specific and individual needs. Subject specific resources have helped improve the quality of curriculum delivery.

Procedures relating to Pupil attendance has improved and there is a greater knowledge, understanding and impact on those pupils with persistent absence. Parents and Carers feel more supported and communication between home and school has improved.

Behaviour continues to be good. Exclusions are rare. Pupils aim for House Points and enjoy the thought of praise and reward.

The school's engagement themes continue to build on our culture capital. Pupils experience a wide variety of enriching activities outside of the classroom on a regular basis.

The wellbeing of pupils, staff and families is a high priority. Issues are dealt with swiftly and with thought and care. Individual wellbeing is part of the mind-set of the school as we move forward.

