Pupil premium strategy statement – Sutton 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	193
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2026 2027 2028
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	I Curnow
Pupil premium lead	D Adams
Governor / Trustee lead	E Hindle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,050
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£N/A

Part A: Pupil premium strategy plan

Statement of intent

At Sutton School, our ambition is that all pupils, irrespective of their background or the challenges they face, achieve their full potential and are prepared for successful adult lives.

As a secondary special school, many of our pupils experience multiple disadvantages alongside complex special educational needs and disabilities (SEND). These may include speech, language and communication needs, autism, social, emotional and mental health needs, moderate or severe learning difficulties, adverse childhood experiences, low attendance, and social disadvantage.

Our Pupil Premium strategy is informed by the Department for Education guidance and the Education Endowment Foundation's (EEF) *Guide to the Pupil Premium* and *Putting Evidence to Work* guidance. We recognise that the strongest evidence supports a tiered approach consisting of:

- High-quality teaching
- Targeted academic and therapeutic support
- Wider strategies that address barriers to learning

Our strategy reflects these principles while ensuring that provision is personalised to meet the individual needs of our pupils.

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.
3	A number of pupils at Sutton School find it difficult to manage their use of social media. This can also include their Parents. Difficulties can result in pupils making poor decisions that leads to conflict with others as well as compromising aspects of their personal safety.
4	Pupils at Sutton School can feel isolated from external activities clubs and groups. We aim to provide a range of extracurricular activities that engage pupils at Sutton School. This should widen their experiences, enhance their skill set and build self-esteem.
Accelerating Progress	
5	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.
6	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. Aspects of the planned curriculum are developed to enhance opportunities to develop independence.
7	For some of our pupil's speech language and communication can be a barrier to many areas of their development and progress. Interventions to improve our pupils understanding of what is being communicated to them and how to appropriately respond are essential when developing our pupil's independence skills.
Above and Beyond	
8	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.
9	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.
Pupils with needs relating to speech, language and communication are supported through a range of appropriate interventions.	Speech, language and communication barriers are reduced through the use of a range of interventions and
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 and extracurricular activities 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 increase 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.
All pupils are educated appropriately on the use of social media. Work with Pupils and Parents/Carers to help pupils manage their use of social media.	Pupils are safe online. Pupils avoid getting into altercations of a negative manner and are safe online.

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: £ 40,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning responsibilities attached to the two-Phase Leader roles.	Phase Leaders manage, assess and are accountable for the quality of education for disadvantaged pupils in each Phase.	5
The Curriculum Review Team are responsible developing and deploying an appropriate curriculum.	The Curriculum Review Team are responsible for the curriculum sequencing and delivery of core subjects within the school, addressing the specific needs of disadvantaged learners.	5
Upper Pay Spine teachers are awarded an area of the school to lead and develop that is associated with aspects of the curriculum.	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.	5
Development and monitoring of Evidence for Learning platform.	To log and share pupils progress on a format that captures our pupils' achievements and success in relation to their individual specific targets.	5
Leaders to prioritise and identify and develop knowledge and skills within the curriculum.	Structured curriculum planning that helps teachers to sequence planning and highlight teaching resources.	5
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.	5
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 and HLTA appointed role to manage resources and delivery.	To prepare pupils for a range of life appropriate skills that will help them to function as individuals in society beyond their school years.	6
Targeted Reading for Pleasure.	A range of books and resources are available to help promote reading across the school.	5

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

Budgeted cost: £ 30,160

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.	1,5
HLTA – Speech Language and communication	To support the implementation of interventions and their impact on pupils with speech, language and communication needs.	7
HLTA - Sensory	To support the implementation and impact on the needs of pupils who have heightened sensory needs.	2
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.	5
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.	6
Purchase of Sound Field Systems	Supporting pupils with audiology needs to overcome acoustic difficulties in classrooms	2
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 include one term of swimming lessons at Dudley Leisure Centre.	6

Sports Hall usage	Pupils in Pathway Sport lessons have timetabled lessons at Dudley Leisure Centre Sports Hall.	6
Evidence For Learning PLG Tracking	Tracking of interventions and outcomes undertaken through the Evidence For Learning platform to ensure impact and value	5
Sounds Well	Targeted speech and language services for specific children with greater need	7
Bike-ability	Provision and maintenance of bikes to support the Bike-ability programme for those pupils with gross motor difficulties.	6
Hydrotherapy Sessions	Providing pupils with the opportunity to experience water therapy. Allow pupils with specific physical needs to participate in water-based activities.	6
Implementation and monitoring of the get moving programme.	Provide relevant pupils with the specific individual needs with the support and guidance to aid improvements in their mobility.	2,6

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

Budgeted cost: £ 42,730

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.	6
Maintain and develop the 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.	4
Provision of Family Liaison Officer	Delivering family focused interventions to support families and improve attendance	1,2

Development 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 the focus on school taking the lead and valuing the premise of school at the centre.	1,2
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. Including Duke of Edinburgh award woven through the curriculum.	Providing a range of visits, trip and residentials that allow all pupils to experience a wide range of activities in a variety of environments.	4,6
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.	4,6
After school clubs support curriculum delivery and focus on social aspects of pupil development.	Clubs running after school on two evenings a week. A range of activities offered and staffed running through the school year.	4
Hire of silent disco equipment.	Provide opportunities for pupils to engage in activities after school that promote inclusivity and wellbeing.	4

Total budgeted cost: £ 113,050

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium funding during 2024–2026 has been used strategically to address identified barriers to learning and has resulted in positive outcomes across a range of areas. In line with the DfE Pupil Premium Strategy Statement and EEF guidance, the school has reviewed both the implementation and impact of its approaches to ensure funding is supporting sustained improvements in pupil outcomes.

Quality First Teaching

Investment in curriculum development and subject-specific resources has enabled pupils to access a broader, more balanced and ambitious curriculum. A bespoke, tailored curriculum ensures that teaching is responsive to pupils' individual strengths and needs, enabling staff to adapt learning effectively. Enhanced curriculum resources have improved the quality of teaching and curriculum delivery, supporting greater engagement and progress across subjects.

Additional specialist support for pupils with sensory needs and those with speech, language and communication difficulties has further strengthened inclusive classroom practice. These interventions have enabled pupils to access all areas of the curriculum more successfully and have contributed to improved participation, independence and learning outcomes.

Targeted Academic and Pastoral Support

Attendance systems and procedures have been strengthened, resulting in improved monitoring, earlier intervention and a greater understanding of the barriers affecting pupils with persistent absence. As recommended by the EEF, targeted support and strong partnerships with families have contributed to improved attendance outcomes. The school's attendance remains above national averages for schools in a similar context. Parents and carers report feeling better supported, with improved communication between home and school helping to sustain positive attendance and engagement.

Behaviour across the school continues to be strong. Pupils respond positively to the school's reward systems, including House Points, which promote motivation, positive attitudes and engagement with learning. The number of pupils requiring alternative provision has reduced, demonstrating the positive impact of early intervention, consistent behaviour support and inclusive practice.

Wider Strategies

The school's engagement themes continue to enhance pupils' cultural capital through a wide range of enriching experiences beyond the classroom. These opportunities support personal development, broaden aspirations and strengthen pupils' confidence, resilience and readiness for future learning.

The wellbeing of pupils, staff and families remains central to the school's approach. Consistent with EEF recommendations that recognise the importance of addressing non-academic barriers to learning, wellbeing concerns are identified and addressed promptly through a supportive and collaborative approach. This whole-school commitment to wellbeing has strengthened relationships, improved engagement and created an environment in which pupils are well placed to succeed academically and personally.

Overall, the review demonstrates that Pupil Premium funding has been implemented effectively and has had a positive impact on improving educational outcomes, attendance, inclusion, engagement and wellbeing. The school will continue to evaluate its provision using evidence-informed approaches and adapt future spending to ensure disadvantaged pupils continue to make sustained progress.