

Pupil premium strategy statement – Sutton Courtenay CofE 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	184
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended –you must still publish an updated statement for each academic year)	2025-2026 to 2026-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Local Governing Body
Pupil premium lead	Raluca Chende
Governor / Trustee lead	Joanna O'Callaghan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,260
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£53,260

Part A: Pupil premium strategy plan

Statement of intent

At Sutton Courtenay CE Primary School, we strive to provide all our children, especially those who are less advantaged than others, with the strong foundations they need -the “rock” on which they can build. Our deep commitment to inclusion underpins all we do, including this Pupil Premium (PP) strategy; staff strive to understand and reduce the barriers faced by pupils eligible for PP funding to ensure they thrive during their time they are with us.

As suggested by the EEF (June 2019) we use a tiered approach to guide our use of pupil premium spending.

We prioritise using PP funding to improve teaching, understanding that this will have an impact on not only the children eligible for Pupil Premium, but also on their peers. As part of this, we prioritise providing staff with the best professional development, grounded in evidence-based research. Time is allocated weekly to professional development, combined with mentoring and coaching, giving staff dedicated time to deepen subject knowledge and refine teaching practice.

We use targeted intervention where we have evaluated these will result in rapid improvements in specific areas of the curriculum and close specific gaps.

We use strategies that relate to seemingly non-academic obstacles such as attendance and social, emotional, mental health barriers.

Many of our pupils eligible for Pupil Premium funding face multiple disadvantages; currently, half of the PP cohort also have SEND. While this does not weaken our ambition for how highly pupils can attain, it adds complexity to the process of identifying and addressing barriers.

In addition to this, we know that there are a number of children who are not eligible but will face challenges, socially and economically, equal to those who are.

Therefore, to support pupils in all of these groups, our aspiration is to provide quality first teaching to all children in every lesson and provide support to anyone as and when their needs are identified.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps . Evident from Reception through KS2, limiting access to curriculum.

2	Greater difficulties with reading . Impacts fluency, comprehension, and overall attainment.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.
5	Limited access to enrichment and extra-curricular opportunities . Restricts personal development and cultural capital.

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
All disadvantaged pupils make good progress across the curriculum, particularly in reading, writing and maths	Progress of disadvantaged pupils is at least in line with non-disadvantaged peers, evidenced by internal tracking and national benchmarks.
Improved oral language and vocabulary	Assessments and observations show significantly improved oral language among disadvantaged pupils, triangulated with lesson observations, book scrutiny, and formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes show that all disadvantaged pupils met the expected standard; termly phonics interventions show good progress; fluency checks demonstrate improvement.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes show that all disadvantaged pupils met the expected standard; termly fluency assessments show accelerated progress and improvements.
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<i>Sustained high attendance is evident in:</i> The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. Persistent absence among disadvantaged pupils falling below national average.
Disadvantaged pupils have equal opportunities to participate in enrichment and extracurricular activities, ensuring that	All pupils, including those who are disadvantaged, have equitable access to enrichment and extracurricular opportunities—such as trips, workshops, sports

these experiences are accessible and inclusive for all.	events, clubs, and leadership roles—ensuring no child is excluded due to financial, social, or logistical barriers.
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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: £ 28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of qualified teachers; ensuring staffing levels are sufficient to cover staff absences internally. Staffing levels facilitate regular intervention and additional instruction for all children, including those from a disadvantaged background.	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 (EEF, 2019)	1,2,3,4
Purchase of standardised diagnostic assessments and staff training to interpret results accurately.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic Assessment Tool.pdf	1,2,3,4
Weekly professional development, mentoring, and coaching focused on reading fluency, phonics (ELS), vocabulary development, and	Sutton Trust (2014) highlights subject knowledge and quality of instruction as key indicators of effective teaching.	1,2,3,4

Mastering Number strategies.		
Dedicated Mastering Number and multiplication/division fluency sessions embedded in planning and delivery across EYFS and KS2.	EEF research shows that structured number sense programmes improve mathematical fluency and problem-solving skills.	1,2,3

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

Budgeted cost: £15,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one and small group interventions linked to classroom learning, with a particular focus on phonics, reading fluency and number sense (Mastering Number, Multiplication and Division Fluency)	Interventions that target specific needs and address knowledge gaps are highly effective in supporting low-attaining pupils or those at risk of falling behind.” One to one tuition EEF Small group tuition EEF A particular focus in 25-26 is on developing phonics interventions and support for pupils in Y6.	1,2,3,4
Contingency fund for acute issues (uniform, resources, food vouchers, breakfast and after school club).	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. Small, immediate support removes barriers to attendance and participation and prevents escalation	All

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the work of the wider Attendance Team to further improve monitoring of attendance and early intervention, alongside parental engagement.	Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).	1,2,3,4
Support disadvantaged families with participation in educational visits, music tuition and clubs	Field trips offer an opportunity to motivate and connect students to appreciate and understand classroom concepts, which increase a student's knowledge foundation, promoting further learning and higher-level thinking strategies. (Behrendt and Franklin, 2014)	5
Breakfast club places and funded wraparound care for targeted families	Regular routine and school start support attendance, punctuality and readiness to learn	1,2

Total budgeted cost: £ 53,260

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The academic year 2024-25 was a period of significant change, with new school leaders focusing on strengthening staffing capacity, refining curriculum design, and embedding a robust professional learning culture. Recruitment and induction of new team members, alongside the implementation of a robust professional development programme, were central to establishing high expectations and consistent routines. These changes were necessary to build capacity for long-term improvement.

Analysis of pupil outcomes for 2024–25 shows that disadvantaged pupils (PPG) continued to perform below their non-disadvantaged peers in core subjects, with notable gaps in combined attainment measures. Almost half of our PPG cohort also have SEND or EHCPs, which adds complexity to meeting their needs. While this is not a barrier to ambition, it requires a highly responsive approach from staff and leadership. Positive progress was evident in some areas, such as improved GLD in Early Years and strong gains for PPG pupils in Year 5, reflecting the impact of targeted interventions. However, inconsistency across year groups and subjects highlighted the need for greater stability and precision in teaching and support. This is a key aspect of our School Development Plan for 2025-26.

These findings have shaped our revised Pupil Premium strategy, which prioritises high-quality teaching, early identification of gaps, and tailored interventions, alongside a strong focus on attendance and cultural capital. Informed by the Education Endowment Foundation’s tiered approach, our strategy for 2025–2028 includes:

- High-quality teaching through enhanced CPD, mentoring, and coaching.
- Reading fluency and phonics (ELS) alongside vocabulary development.
- Embedding Mastering Number and multiplication/division fluency across EYFS and KS2.
- Improving attendance through early intervention and parental engagement.
- Expanding cultural capital via leadership ladder, workshops, and enrichment activities.

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
White Rose	
ELS Phonics	

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Our Pupil Premium strategy is supported by wider school improvement work, including:

- Embedding effective feedback practices across all subjects, informed by EEF research.
- Pupil-leadership and enrichment opportunities to ensure disadvantaged pupils access cultural capital and personal development.
- Curriculum development to secure consistency and high expectations across all subjects.
- Reading investment, including phonics (ELS), fluency lessons, and a well-stocked library.
- Outdoor learning through Forest School to promote wellbeing and engagement.

Planning, Implementation, and Evaluation

We evaluated previous approaches using assessment data, lesson observations, book scrutiny, and stakeholder feedback to identify barriers and refine priorities. Our planning follows the EEF's implementation guidance, ensuring strategies are evidence-based and tailored to need. Impact will be monitored termly through a robust evaluation framework, with adjustments made to secure improved outcomes for disadvantaged pupils.