Sutton on the Forest CE Primary School Pupil Premium Strategy – 2025-2026

Detail	Data
School name	Sutton on the Forest Primary School
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Helen Pye
Pupil premium lead	Headteacher - Helen Pye
Governor / Trustee lead	CoG – Jess Porter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

1. Statement of Intent

Ultimate objectives for disadvantaged pupils

- Ensure every pupil eligible for Pupil Premium (PP) achieves strong academic progress and the personal development needed to flourish in school and beyond.
- Narrow gaps in attainment and attendance between disadvantaged pupils and their peers so that all pupils leave Year 6 well prepared for the next stage of their education.
- Provide targeted pastoral, social and emotional support so disadvantaged pupils are safe, resilient, and able to access learning consistently.
- Ensure high-quality teaching for all pupils is the primary engine of improvement, with targeted additional support where needed and wider strategies to remove non-academic barriers.

How the strategy works towards those objectives

- Follow the DfE Menu of Approaches (Tier 1: High-quality teaching; Tier 2: Targeted academic support; Tier 3: Wider strategies) to allocate resources and interventions in a coherent, evidence-informed programme.

- Prioritise sustained investment in teacher professional development and curriculum assessment so classroom teaching consistently meets the needs of disadvantaged pupils.
- Provide structured, evidence-based small-group and 1:1 tuition (where appropriate), high-quality teaching assistant (TA) deployment and carefully chosen interventions for literacy and numeracy gaps.
- Deliver a whole-school approach to social, emotional and behavioural support and attendance work, tailored to the specific barriers in our community
- Monitor and evaluate interventions and use diagnostic assessment to ensure approaches are precisely targeted and adjusted when they are not working.

Key principles of the strategy

- Evidence-led: use high-quality, and practice-proven evidence to select and design interventions and CPD. For example, high-quality teaching is the most powerful lever for improving outcomes and should be prioritised alongside targeted intervention.
- Tiered and complementary: activities are organised across the DfE Menu of Approaches so classroom improvements, targeted academic support and wider strategies reinforce one another.
- Diagnostic and responsive: interventions are based on accurate assessment of need and progress is tracked to adapt provision.
- Whole-school and proportionate: universal, classroom-based improvements are the first step; additional targeted support is provided for pupils with greatest need.
- Safeguarding and inclusion: approaches protect pupil wellbeing and align with our Ofsted responsibilities under the 2025 framework (safeguarding, inclusion, curriculum & teaching, achievement, attendance & behaviour, personal development & wellbeing, leadership & governance).

  - Framework note: this strategy aligns with the Ofsted 2025 inspection focus areas—particularly attendance & behaviour, safeguarding and personal development & wellbeing—while driving curriculum and assessment improvements.

School context (for strategy decisions)

- Small rural maintained primary (Church of England) with 105 pupils (September 2025). Four classes: Reception, Y1/2, Y3/4, Y5/6.

- Pupil Premium: 13 pupils (12%). FSM 7 pupils (7%). Traveller/Gypsy/Roma: (2% PP / 10% of school community as local data shows). Service children: 3%. PLAC (2%).
- School strengths: personal development is a strength, strong relationships between staff, pupils and families (Ofsted June 2023).
- Key school priorities that intersect with PP: Curriculum & Teaching, Inclusion, Achievement, Attendance & Behaviour, Personal Development and Wellbeing.

2. Challenges Section

Challenge Number	Detail of challenge
1	Some Traveller pupils show gaps in school attendance and resulting missed learning time
2	Service children have experienced transitions and moves between schools/areas, causing gaps in learning, social integration and curriculum continuity.
3	Some pupils from broken homes require targeted pastoral and social-emotional support (family instability affecting wellbeing, behaviour and engagement).
4	PLAC pupils have SEND
5	Low absolute numbers of PP pupils but complex and varied needs (small cohorts mean each pupil's progress materially impacts school-wide PP outcomes).
6	Curriculum assessment and foundation subject assessment need further development so gaps in knowledge (especially outside core) are reliably identified and addressed (Ofsted noted assessments in foundation subjects less effective).
7	Early reading and mathematics fluency require consolidation to ensure disadvantaged pupils access a secure foundation.

8	Attendance & punctuality across a small number of disadvantaged and non-disadvantaged pupils remains a barrier to sustained progress and to participation in extracurricular opportunities.

3. Intended Outcomes Section

Intended Outcome	Success Criteria
1. Improve attendance for all pupils at risk of falling into PA and reduce persistent absence for disadvantaged pupils	Attendance for pupils increases by at least 5 percentage points across the year; persistent absence (PA) rate for disadvantaged pupils reduces by 50% from baseline; school-level persistent absence for PP pupils falls below local authority average. Progress monitored termly and reported to governors.
2. Ensure Service children make steady progress following transition	All Service children show evidence of re-integration support and make expected or better progress in reading and maths at each assessment point.
3. Strengthen pastoral support and for pupils from broken homes	Pupils identified receive targeted support or mentoring; termly measures show measurable improvement in self-regulation, reduction in behaviour incidents and improved engagement in lessons.
4. Provide specialist SEND and provision for PLAC	Individual SEND targets met or significant progress against My Support Plans;

5. Precision teaching and targeted tuition close attainment gaps for disadvantaged pupils	Targeted pupils make accelerated progress: tracked termly against baseline assessments. Intervention completion and impact logged
6. Improve assessment in foundation subjects so gaps are identified and taught	Robust formative assessment in foundation subjects implemented; evidence of re-teaching cycles and flashback checks; curriculum leader reporting shows reduced knowledge gaps across cohorts
7. Sustain Mastering Number in Reception/KS1 and improve spelling across the school	Reception and KS1 pupils meet age-related expectations in early number fluency and phonics/reading;

4. Activity in This Academic Year

A. Teaching (Tier 1: High-Quality Teaching, CPD, recruitment and retention)

Activity	Challenge number(s) addressed
1. Whole-school CPD programme on high-quality instruction (explicit teaching, scaffolding, retrieval practice, metacognition). Programme delivered across two terms with follow-up coaching cycles and lesson observation/feedback.	5, 6, 7
2. Targeted training for staff on assessment in foundation subjects (training on designing low-stakes checks, flashbacks, curriculum maps and using evidence to re-teach). Time for subject leaders to moderate and report.	6
3. Embed and sustain Mastering Number and resourcing Reception/KS1 (daily number sessions, CPD and monitoring).	7

Activity	Challenge number(s) addressed
4. Whole-school spelling strategy: adopt a structured spelling programme, training for teachers, consistent approaches to explicit instruction, weekly spaced-practice, assessment and targeted catch-up sessions.	7, 5
5. Develop metacognition/self-regulated learning across the school (training + classroom routines). Provide specific lessons and modelled strategies to improve pupils' self-regulation and attitudes to learning.	3, 5, 6
6. Strengthen TA practice: train TAs in delivering short, structured interventions (literacy and maths) and in collaborative planning with class teachers.	4, 5, 7

B. Targeted Academic Support (Tier 2: Tutoring, 1:1, small groups, TA deployment)

Activity	Challenge number(s) addressed
1. Targeted small-group tuition for disadvantaged pupils in reading and maths delivered by trained TAs or teachers (sessions 3x/week, 20–30 minutes, 8–12 week blocks). Priority to pupils with missed learning due to attendance or mobility.	1, 2, 5, 7
2. Rapid reading (catch-up) groups for Reception to Y3 pupils with structured reading interventions (phonics-linked books and daily practice) — link to classroom teaching and adult reading to model fluency.	5, 7
4. Precision SEND interventions for the two adopted pupils (small-group or 1:1, evidence-based programmes, speech & language support, SALT referrals as required). TAs trained to deliver specified SEND programmes.	4
5. Paired reading across Year groups to build fluency and confidence for disadvantaged pupils	5, 7

C. Wider Strategies (Tier 3: Attendance, behaviour, wellbeing, family engagement, enrichment)

Activity	Challenge number(s) addressed
1. Targeted attendance work for families: build trusted relationships through family outreach, flexible meeting times, personalised attendance plans	1, 8
2. Pastoral provision: Trained Senior Mental Health lead to deliver small-group and 1:1 sessions and engage with parents/carers where needed.	3, 4
3. Breakfast club provision and targeted funded places for disadvantaged pupils to remove barriers to punctual attendance and provide a calm morning routine. Monitor uptake and impact on punctuality and morning readiness.	1, 8
4. Enrichment and extracurricular access (lunchtime clubs) Well-being champions and peer leaders to support lunchtime clubs to increase participation for pupils. Subsidised school trips/visits	8, 5
5. Family engagement workshops (attendance, supporting reading at home, spelling and number packs)	1, 2, 8
7. Behaviour and metacognitive strategies: consistent application of school behaviour rules ('be kind, be safe, be ready'), with targeted coaching for pupils who struggle and systematic use of restorative practice.	3, 6, 8

Monitoring, evaluation and governance

- Monitoring: termly evaluation of each activity against intended outcomes using attendance data, assessment outcomes, intervention logs, behaviour logs. Impact recorded in a central Pupil Premium tracker for each pupil.
- Evaluation measures:

    o Academic: termly summative assessments in reading, writing and maths, plus targeted pre/post intervention checks.

- o Attendance: termly attendance and PA rates for each disadvantaged pupil and others at risk of PA
  - o Behaviour incident logs, pastoral records and teacher assessments of engagement - CPOMS
- Reporting and governance: termly PP strategy update to Governors (Standards and Inclusion committee) including costed spend, impact, and next steps. Link PP strategy to school improvement priorities and governor subject leads for curriculum and inclusion.

Resourcing and staffing implications (summary)

- Budget allocation of PP funding is prioritised to:

  - o Sustain CPD and coaching (external coaches or release time for internal coaches).
  - o Fund targeted small-group tuition and structured TA training.
  - o Provide breakfast club subsidised places and targeted pastoral staffing.
  - o Purchase structured intervention materials (reading, number, SEND resources).

Risk assessment and mitigations

- Risk: small cohort size may distort year-to-year performance metrics. Mitigation: use multiple measures (progress and attainment) and emphasise individual pupil progress narratives in governor reporting.
- Risk: attendance barriers persist in Traveller community. Mitigation: sustained relationship building, flexible scheduling and partnerships with local Traveller support services and stakeholders.

Costs and value for money

- All major interventions selected are evidence-informed (EEF toolkit / guidance) to maximise value for money and increase the probability of positive impact. For expensive interventions (e.g., 1:1 tuition delivered by teachers), the school will prioritise small-group tuition where cost-effective and reserve 1:1 for highest-need cases (as recommended by EEF) (EEF – One to one tuition).

Appendix — Key evidence references (hyperlinked)

- EEF — High-quality teaching / School planning support: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching (EEF – High-quality teaching)

- EEF — One to one tuition (Teaching and Learning Toolkit): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition (EEF – One to one tuition)
- EEF — Teaching assistant interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions (EEF – Teaching assistant interventions)
- EEF — Social and emotional learning (Teaching and Learning Toolkit and guidance): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning (EEF – Social and emotional learning)
- EEF — Supporting school attendance (summary of evidence and reflection tool): https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence (EEF – Supporting school attendance)
- EEF — 1stClass@Number (promising programme, small-group numeracy intervention): https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/1stclass-number-1 (EEF – 1stClass@Number)
- EEF — Improving Literacy in Key Stage 1 guidance report: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 (EEF – Improving Literacy in KS1)
- EEF — Making a difference with effective tutoring (guidance/news): https://educationendowmentfoundation.org.uk/news/new-eef-guide-making-a-difference-with-effective-tutoring (EEF – Effective tutoring guide)
- EEF — Putting Evidence to Work: Professional Development summary (implementation and PD best practice): https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/Professional-Development-Summary_2021-12-07-103959_aibu.pdf (EEF – Professional Development summary)

This document is designed to be a living Pupil Premium Strategy for Sutton on the Forest CE Primary School. Implementation will be reviewed termly and updated to reflect impact data, emerging needs and new evidence. All activities map to the DfE Menu of Approaches and are grounded in EEF evidence and guidance (hyperlinked above).