



Pupil premium strategy statement – Updated Dec 25

Sutton Oak CE Primary School

This statement details Sutton Oak C of E Primary 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 effect that last year's spending of Pupil Premium had within our school.

School overview

Metric	Data
School name	Sutton Oak CE Primary School
Pupils in school	296 (December 25)
Proportion of disadvantaged pupils	126 – 43%
Pupil Premium allocation this academic year	£196,115
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/24 to 2026/27
Review date	December 2025
Statement authorised by	Iwan Williams
Pupil Premium Lead	Sharon Green
Governor lead	Chris Milow

Disadvantaged pupil attainment for end of Key Stage 2 in 2024

Measure	School 2025	St Helens 2025
Reading	53%	61%
Writing	37%	59%
Maths	63%	58%

Please note there was no pupil progress measure at end of Key Stage 2 in 2025 because Year 6 pupils did not access Year 2 tests in 2021 due to the Covid Pandemic. Our 'Disadvantaged' pupils have performed significantly better than their peers in relation to progress at end of Key Stage 2 in recent years.

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Sutton Oak C of E Primary School, it is our intention that all our children make good progress and achieve high levels of attainment across all subject areas, irrespective of their background or the challenges they may face. We aim to provide a secure, safe and positive environment based on Christian values in which all children can reach their full potential and become responsible, trustworthy and caring members of society. We strive to offer a broad, balanced and relevant curriculum that enables children to flourish and leave our school with a rich experience and understanding of Christianity.

Our Pupil Premium Strategy is focused on how we can reduce the gap between disadvantaged pupils and their peers year on year to ensure all pupils are given the chance to achieve their true potential. We carefully identify the challenges our disadvantaged children experience through robust diagnostic assessments (specific to elements of education as well as non-academic challenges), not assumptions about the impact of disadvantage. This includes analysis of internal and external assessments as well as attendance data. We ensure we prioritise the 'challenges' our disadvantaged children experience and implement actions to address these. In addition to this, we focus on evidence from EEF and other key research findings in relation to which interventions have the most impact. This includes elements of metacognition, high quality feedback, learning mastery, reading comprehension and emotional intelligence. Our actions are measurable and the impact of these are monitored closely; changes are made if necessary.

Our strategy plan links closely with our School Improvement Plan and Sports Premium Funding. We adopt the three-tier approach in which we prioritise high quality teaching and learning for all. Within this we invest greatly in high quality CPD for all staff. Targeted Interventions are carefully planned for in-light of children's needs, including speech & language, reading and writing, and maths support. We also invest in wider strategies to support aspects of physical and mental wellbeing and attendance.

To ensure our approaches 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.

Challenges

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

Challenge Number	Detail of Challenge
1	Low levels of language skills on entry as identified by baseline assessment and NELI screening for all pupils in the Early Years.
2	Writing of lower ability children has been identified as an issue by teachers and subject leaders through monitoring and teacher assessment.
3	Gaps in phonics and reading, including early reading, which have been exacerbated by cognitive issues (identified and tracked via phonics assessments and Reading test data analysis). <ul style="list-style-type: none">- On-entry phonics data indicates the percentage of children, including disadvantaged children, being able to orally blend, recognise and say letter-sounds correspondences is low.- The percentage of 'Disadvantaged' pupils achieving 'Expected Standard' in Reading at end of KS2 improved in 2025 but was still below LA Average.
4	Social, emotional and mental wellbeing particularly self-regulation and resilience. <ul style="list-style-type: none">- SDQ questionnaires.- Discussions with pupils and their families.- Pupil progress meetings.- Increased request from parents for school support and outside agency support.- Increased referrals to Home Start and Invest in Play programmes.- Increased support from pastoral team for individual children and their families.
5	Gaps in Maths, particularly in Year 5 and Y6, identified and tracked via teacher assessments and diagnostic tests.
6	Attendance and readiness to learn on arrival at school. <ul style="list-style-type: none">- Attendance data shows the gap between PP and Non-PP pupils has increased over the last three years despite every effort and bespoke support plans in place.- 2024/2025 data - PP attendance 92.5% compared to non-PP attendance 94.3%.

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 oral and language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> - NELI assessments show significant improved language skills in Early Years. - Children are using a higher level of vocabulary in and out of the classroom and vocabulary boards actively used in all classrooms (Linked to 'Learning Means the World Curriculum' and English Working Walls). - Monitoring evidence, including pupil voice, book scrutiny and engagement in lessons, indicates improved language skills throughout all year groups.
Improved Writing attainment for disadvantaged pupils by the end of KS2.	<ul style="list-style-type: none"> - Writing outcomes improve each year so that by 2026/27 disadvantaged pupils writing attainment at the end of KS2 is in-line with all other children. - Writing assessments evidence increased numbers of disadvantaged pupils meeting the expected standard, alongside a year upon year reduction in the gap between all pupils and disadvantaged pupils.
Improved reading attainment for disadvantaged pupils in Phonics Reading Check and at end of KS2.	<ul style="list-style-type: none"> - Increase the percentage of disadvantaged pupils passing the Y1 phonics screening check – closing the gap between disadvantaged pupils and all pupils. - Early Years reading outcomes improve each year so that by 2026/27 the gap between disadvantaged pupils and all other pupils has closed. - KS2 reading outcomes improve each year so that by 2026/27 the percentage of disadvantaged pupils meeting the expected standard is at least in line with national figures. - Reading assessments evidence increased numbers of disadvantaged pupils meeting the expected standard, alongside a year upon year reduction in the gap between all pupils and disadvantaged pupils.
Improved maths attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> - KS2 maths outcomes improve each year so that by 2026/27 more than 70% of disadvantaged pupils meet the expected standard. - Teacher assessments evidence increased numbers of disadvantaged pupils meeting the expected standard, alongside a year upon year reduction in the gap between all pupils and disadvantaged pupils.
To improve social, emotional and mental wellbeing (particularly self-regulation and resilience) for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> - Self-regulation attainment by the end of EYFS is in-line with national expectations by 2026/27. - Implementation of whole school PSHE curriculum, including mindfulness and well-being strategies to ensure there is a consistent approach to wellbeing throughout school. - Measured by fewer behavioural incidences reported which have a link to self-regulation issues (CPOMS evidence).
To achieve and sustain improved attendance for our disadvantaged pupils to bring them in-line with our non-disadvantaged pupils.	<ul style="list-style-type: none"> - Employ the services of an EWO to track and monitor the attendance of PPG children. Improved attendance to improve attainment. - Parent contracts and meetings to ensure reduction in Persistent Absence and Late marks. - Measured by half termly attendance data analysis.
To further develop positive engagement with families, building aspirations and home learning.	<ul style="list-style-type: none"> - Subsidise school trips and visiting professionals to develop knowledge and skills through different wider life experiences, ensuring cultural capital for children. The school will financially support PP parents/carers to ensure all children have the same Educational Learning Experiences.

Strategy aims for Disadvantaged Pupils

Plan for Pupil Premium 2025/26

Local Authority – St Helens

School – SUTTON OAK C.E. PRIMARY SCHOOL

Pupil Premium Funding - £196,115

Strategy
KS2/KS1 SEND Support – Specialist support to deliver high quality interventions and support across KS1 and KS2. Additional support in Nurture room (EYFS/KS1) and Lighthouse room (KS2).
Teachers/Teaching Assistants- Targeted Interventions throughout Rec, KS1 & KS2
CPD For Staff Wider Curriculum, Reading, Mental Health and Wellbeing, Phonics, Maths, NW Learning Partnership Courses
Purchase of Specific Materials/Resources Purchase of I-Pads/Laptops Behaviour & Attendance Rewards Breakfast for vulnerable pupils Intervention Programmes in Reading, Writing and Maths
Employ Staff to Support on 1:1 Basis Education Psychologist
Attendance Employ the services of an EWO to track the attendance of PP children. Attendance support from Behaviour Support Worker, focusing on EBSA children and vulnerable families.
Pastoral/Safeguarding Support Pastoral/Safeguarding Leader: to support the social and emotional needs of PP/LAC children and their families throughout school Pastoral/Behaviour Support Worker: to support the social and emotional aspects of learning from EYFS to the end of KS2 with PP pupils.
Curriculum Initiatives-shows and visits/clubs Subsidise school trips and visiting professionals Curriculum Initiatives Transport to events Educational Visits Music 'Culture-Ed' package Extra-Curricular
Total Cost = £196,115

Monitoring and Implementation

Area	Challenge	Action
Teaching	Ensuring enough time is given to allow for staff professional development.	Cover provided by Senior leaders.
	Ensuring enough time and support for English Lead to monitor effective teaching and learning of reading across school.	Cover provided internally.
Targeted support	Ensuring enough time to provide catch up support small groups in their identified areas of weakness.	Timetabling of trained TAs to deliver effective interventions and provide support for early reading and phonics.
Wider strategies	Engaging families facing challenges. Developing strong relationships with parents across the school through a range of communication methods.	As social distancing restrictions have now been lifted, the school will recommence open mornings and face to face contact such as 'meet the teacher' meetings.
	Persistent absence	Regular and rigorous monitoring of PP children. Liaison with Attendance Services

Review Last Year Outcomes

Aim	Outcome
Year 1 Phonics Check:	The Phonics Screening Check was administered in June 2025. 57%% of our Pupil Premium children achieved the expected standard compared to the Local Authority average of 67%.
End of Key Stage Two:	There was no progress measure at end of Key Stage Two due children not participating in Key Stage One assessments in 2021 due to Covid Pandemic. 32% of Disadvantaged pupils attained the 'Expected' standard in Reading, Writing and Mathematics combined compared to the LA average of 44%.
Summary:	The evidence gathered through the school's self-evaluation strategy has shown that in recent years intervention strategies have been successful and that they have had a positive impact on the progress, standards and achievement of those pupils entitled to the additional funds.