

# Pupil premium strategy statement – Sutton House Academy, Wentworth Road, Southend-On-Sea

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	92
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	1 year (see attached original strategy for detail 2024-25)
Date this statement was published	31/12/24
Date on which it will be reviewed	30/03/25
Statement authorised by	Alexis Bull
Pupil premium lead	Alexis Bull/Lauren Stephens
Governor / Trustee lead	Lorne Stephanini

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,000
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£NA

# Part A: Pupil premium strategy plan

## Statement of intent

- Educational offer that closes the gaps in SEMH
- Emotional stability and Wellbeing through a developed Personal Development Curriculum
- Increase pupil resilience and positivity through targeted intervention
- Increased progress in core subjects for pupils who are falling behind
- Graduated response to SEN, which results in pupils achieving their full potential (*see ISP's*) using the Stages Model, 'Know more, Remember More' and Provision Mapping
- Improvement in Literacy and Numeracy through a detailed Lit/Numeracy strategies
- Reduction in authorised and unauthorised absences for targeted pupils, including high challenge
- To increase the engagement in learning as a result of correct signposting to therapies and counselling services using the Provision Mapping software
- Provision Mapping clearly shows targeted support and impact

## Challenges

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

Challenge number	Detail of challenge
1	Adverse Childhood experiences leading to gaps in SEMH
2	Communication barriers – speech and language
3	Financial constraints preventing families from allowing pupils to take part in enriching activities inside and outside of school.
4	Parental engagement in school life
5	Emotional distress

6	Lack of healthy lifestyle
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7	Low academic baseline and slow progress in core subjects
8	Literacy and numeracy
9	Special Educational Needs
10	Attendance
11	Medical conditions

## 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
Quality of Education based on better identification of gaps in EHCP plans and ISPs. Using the Provision Mapping software	EHCP review and ISP SMART targets to specifically address the gaps And include regular parent and pupil feedback Staff training in trauma informed practice continues Heavy involvement from the Educational Psychologist and evident on the CPD calendar and robustness across the Trust SEN CPD
Increase pupil resilience and positivity socially and emotionally. Mental and Physical wellbeing addressed through a robust and holistic Personal development curriculum	Continuation of half-termly themes for assemblies, classroom foci (including themed planning) and weekly certificates – lead role allocated  Extra-curricular activities at all key stages to help support social and emotional development; physical and mental wellbeing  Therapy and counselling services are better matched to pupil needs and closing emotional and social gaps using the Provision mapping software
Equal access to enrichment opportunities within and outside of school and FSMs	Boxing Funding of clubs (Breakfast Club)/ visits FSM

	<p>Holiday Clubs/Schools</p> <p>Academic Review Days</p> <p>ICT Platforms</p> <p>Swimming</p> <p>Football coaching</p>
<p>Emotional Stability</p> <p>Therapeutic Intervention</p> <p>Speech and language therapy including EKLAN</p> <p>Individual Counselling</p>	<p>Access to weekly counselling sessions within school trained counsellor</p> <p>A strengthened Therapeutic offer and Personal development offer seen within the timetable P5 every day and embedded through the adaptive strategies</p> <p>Access to in lesson speech and language therapy with a trained onsite speech and language therapist</p>

<p>Increased progress in core subjects</p> <p>Improved Literacy and Numeracy for PP pupils and elimination of gaps between PP and non-PP using Read Write Inc phonics, Lexia, White Rose, Mathletics and TT Rockstars</p>	<p>Embed within the Curriculum offer</p> <p>Targeted Literacy and numeracy support</p> <p>Additional teaching assistant support in class.</p> <p>Academy wide Literacy and Numeracy strategy.</p> <p>Lexia system to be increased for targeted Intervention.</p> <p>Literacy and Numeracy Platforms embedded</p>
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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.

Quality of Education/Teaching Training

What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Challenge	Cost
<ul style="list-style-type: none"> <li>• Significant number of pupils with less than 90% attendance remains high</li> <li>• Differentiation in planning doesn't fully consider/meet needs of the pupils as it doesn't apply the best adaptive strategies</li> <li>• EHCPs are out of date and require EP support and change to pastoral and welfare structure including professional reports</li> <li>• Escalated behaviours because of increased complex cases being referred to Sutton House Academy</li> <li>• Staff gaining further skill in Provision Mapping continues</li> </ul>	<p>Quality assurance on teaching and learning and the triangulation table outcomes</p> <p>Stages Assessment data</p> <p>Outcomes</p> <p>Scrutiny of behaviour and attendance data</p> <p>Continue to adapt the timetable to better to support the needs of the pupils</p> <p>Provision</p>	<p>1/4/5/7/10/11</p>	<p>£6,000 (CPD included)</p>
<ul style="list-style-type: none"> <li>• The trend over time in our Baseline Assessment shows that pupils are less ready to start school, socially and emotionally.</li> <li>• The growing number of pupils requiring emotional support due to a lack of self-confidence and / resilience and complexities of cases</li> <li>• Good progress was made during 2023-24, with improvements evident in behaviour for learning across school. Pupils have a developing awareness of the characteristics required to be positive learners, which can be built on</li> </ul>	<p>Continued whole school focus driven through the Academy Development Plan 2024-25, monitored half-termly by SLT and termly by governors.</p> <p>SLT / Academy Council reports, indicate increase in positive behaviour and progress</p> <p>Pupil feedback from questionnaires, interviews indicate increased positive behaviour.</p> <p>Good use of the G4schools Personal</p>	<p>1/2/7/8</p>	<p>£8,000</p>

<p>during 2024-25. Build upon using the 9 Stage Model and Provision Mapping</p> <ul style="list-style-type: none"> <li>When specific attention is directed at looking at the combinations and adaptive changes continue with the academy timetable</li> </ul>	<p>Development/Gatsby Benchmark criteria being supported and completed over time</p>		
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

<ul style="list-style-type: none"> <li>Counsellor has a proven track record of success supporting pupils and their families with a range of emotional difficulties.</li> <li>Speech and language therapy has a proven track record of success in supporting pupils with their needs and addressing EHCP outcomes</li> </ul>	<p>Weekly meetings with counsellor to review progress. Social and emotional targets are achieved.</p> <p>Feedback from pupils indicates increased emotional stability.</p> <p>Feedback from parents indicates positive trend with regards the identified student's mental health.</p> <p>Academic Review meetings identify how well interventions are having impact</p>	<p>1/4/5/6</p>	<p>£18,000</p>
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<ul style="list-style-type: none"> <li>Disadvantaged children who take part in extra-curricular clubs, eat breakfast have higher KS2/3/4 results than those who do not.</li> </ul>	<p>Pupil interviews to feedback on activities indicate positive participation.</p> <p>Behaviour incidents reduce, Academic engagement increases.</p> <p>Gaps are identified and close</p>	All	£18,000
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

<p>Monitoring and evaluation of literacy strategy and reading across the Academy</p> <ul style="list-style-type: none"> <li>Parental feedback.</li> <li>Improved Literacy and Numeracy improve academic performance.</li> </ul>	<p>Half-termly tracking of pupils.</p> <p>Evaluation of pupil needs provision maps - SEN</p> <p>Literacy and Numeracy strategy to be reviewed as part of Teaching and Learning monitoring.</p>	All	£6,000
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**Total budgeted cost: £56,000**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

57% Year 11 Pupils expected to achieve 5 GCSE 1-9 or equivalent ✓

100% Year 11 achieved College Course/work place destinations ✓

94% Pupils in Reach and Primary achieved on and above in Phonics because it has been firmly embedded into the timetable ✓

Read Write Inc purchased and embedded across all key stages ✓

All learning walks in REACH and Primary were deemed Good or Outstanding ✓

Environment across the school now includes Calming Corners in all rooms ✓

Enhancement of Personal Development through trips to Colchester Zoo, Adventure Island,

Pantomime, Planetarium, Indy Rock, Base Jump and Cinema ✓

Pupils continue to access high quality counselling ✓

Purchase of Dyslexia screening package to identify specific needs ✓

Headphones purchased for every pupil ✓

Minecraft Education purchased following pupil voice ✓

Improvements across the school due to the use of Lexia and Reading Interventions informed by Phonics and WRAT scores ✓

Implementation of the 9 Stages Model has afforded better and consistent adaptive strategies in planning and resourcing ✓

All classes received a Sensory Box of different resources to support sensory needs of pupils ✓

Breakfast bars to support cost of living crisis ✓

Purchase of sensory T-shirts ✓

Pupils in the primary provision have moved back to mainstream schools ✓

Pupils have better access to IXL Maths, TT Rockstars, Lexia, Mathletics and those who are not able to access full time provision are working well with Fast Track tutoring ✓