

# Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	The Suthers School
Number of pupils in school	657 students
Proportion (%) of pupil premium eligible pupils	28.9%
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Nic Watkin (Headteacher)
Pupil premium lead	Simon Buckberry (Assistant Head Teacher)
Governor / Trustee lead	Michelle Waddell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£140,700

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At the Suthers School our vision is to provide 'world class learning opportunities for all'. Through 'Knowledge, Wisdom, and Fairness' we aim to develop our students' five vital character strengths of 'Tenacity, Optimism, Respect, Curiosity and Hard Work' so that they are equipped with the skills and social intelligence to have a positive impact on the world around them. Regardless of background or starting point, it is the mission of all staff in the school to make sure that all our students make progress that is in-line with or above national benchmarks and achieve high attainment across the curriculum. The school reviews the challenges that are specific to our school community and puts in place a wide range of mechanisms to address these challenges so that we can fulfil our vision. We consider further the specific challenges faced by our disadvantaged, SEND and LAC/PLAC students and address these to ensure their outcomes and progress are in line with national benchmarks.

The curriculum at The Suthers School is carefully sequenced with ambitious and enriching knowledge so students know and remember more about each topic or concept they are studying by their end point at KS4. Our ambitious curriculum is enacted through high-quality teaching and learning following our philosophy of fully guided instruction. Our teaching strategy is underpinned by research which is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. As a school, we will address literacy barriers through our literacy strategy. Students will be provided with opportunities across all subjects, to speak, read and write like an expert allowing them to build confidence and effectively utilise subject specific vocabulary within their understanding.

We have high expectations for all our students and have included activities within our approach that complement each other so that students can experience success. To increase the effectiveness of our strategies we will:

- Create a whole school culture, with our vision at the core, to motivate and empower all staff to raise the aspirations and academic outcomes of our disadvantaged students.
- Ensure all staff have high expectations of every student through 'teaching to the top'.
- Intervene early to address the needs of all our students.

## Challenges

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

Challenge number	Detail of challenge								
1	<p><b>Literacy and Reading</b>            The average reading age on entry to the Suthers School in September 2024 was 10 years 3 months, which is below age-related expectations. Upon further analysis, average reading ages are stated below:</p> <table border="1" data-bbox="371 611 1409 763"> <thead> <tr> <th data-bbox="371 611 890 651">Report Group:</th> <th data-bbox="890 611 1409 651">Average Reading Age:</th> </tr> </thead> <tbody> <tr> <td data-bbox="371 651 890 689">Disadvantaged</td> <td data-bbox="890 651 1409 689">9 years</td> </tr> <tr> <td data-bbox="371 689 890 728">SEND Disadvantaged</td> <td data-bbox="890 689 1409 728">8 years, 3 months</td> </tr> <tr> <td data-bbox="371 728 890 763">Non-Disadvantaged</td> <td data-bbox="890 728 1409 763">11 years</td> </tr> </tbody> </table> <p>These gaps pose challenges for students being able to access our knowledge rich curriculum and achieve progress in line with national benchmarks.</p>	Report Group:	Average Reading Age:	Disadvantaged	9 years	SEND Disadvantaged	8 years, 3 months	Non-Disadvantaged	11 years
Report Group:	Average Reading Age:								
Disadvantaged	9 years								
SEND Disadvantaged	8 years, 3 months								
Non-Disadvantaged	11 years								
2	<p><b>Cultural Capital</b>            A significant proportion of our students reside in the Balderton and Newark areas. These areas serve a lower-than-average socio-economic community based on households that are deprived in at least one dimension. Disadvantaged students from these areas are less likely to have access to diverse cultural experiences. This presents challenges for disadvantaged students in engaging with the curriculum as effectively as their non-disadvantaged peers. Additionally, a lower level of cultural and social capital results in a lack of connections to networks that could offer opportunities to them, such as high quality and meaningful work experience.</p>								
3	<p><b>Academic Resilience</b>            The gap between non-disadvantaged students and disadvantaged students for 5+ English and Maths is 49% compared to 32% a gap of 17%. Students from disadvantaged backgrounds at the school have been noted as having less academic resilience and independence when compared to more advantaged students at the school and this is contributing to the challenge of them achieving the Grade 5+ benchmark.</p>								
4	<p><b>Attendance</b>            Attendance for disadvantaged students is a school priority. To date, school attendance rates for non-disadvantaged students stands at 92.8% compared to 86.8% for disadvantaged students. This reflects a gap of 6%. There is a particular emphasis on Year 11 attendance. To date, Year 11 for non-disadvantaged students stands at 92.3% compared to 82.3% for disadvantaged students. This reflects a gap of 10%. Furthermore, 33% of the Year 10 and 26% of the Year 11 cohorts are classified as persistent absentees.</p>								

5	<p><b>Well Being and Mental Health</b></p> <p>The COVID-19 pandemic, resultant lockdowns and SEMH barriers continue to pose challenges for our students. A higher proportion of disadvantaged students are struggling with social anxiety and difficulties with self-regulation compared to their non-disadvantaged peers. This continues to have an impact on attendance rates, especially in KS4.</p>
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## 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 increase outcomes for disadvantaged students', especially at Grade 5+, so that they are in line with non-disadvantaged peers nationally.	<ul style="list-style-type: none"> <li>English and Maths 4+, 5+ and 7+ figures for disadvantaged students are equal to or greater than non-disadvantaged students nationally.</li> <li>Overall progress for disadvantaged students is equal to or greater than that of non-disadvantaged students nationally.</li> </ul>
To increase levels of literacy and numeracy for disadvantaged students.	<ul style="list-style-type: none"> <li>Above expected progress in English and Maths for Year 7-10 at monitoring points.</li> <li>English P8 for disadvantaged students to be better than non-disadvantaged students nationally.</li> <li>Average AtoL scores are in line with non-disadvantaged peers.</li> </ul>
To consistently apply Fully Guided Instruction so that all students are supported to access the ambitious curricula and widen cultural experiences.	<ul style="list-style-type: none"> <li>Student Voice provides evidence of students remembering more and doing more because of the Teaching and Learning Framework.</li> <li>Improvement in AtoL scores across the school at data collection points.</li> <li>Increased outcomes at Grade 5+ in English and Maths.</li> </ul>

<p>To improve aspirations and expectations of students to increase opportunities for social mobility on leaving education.</p>	<ul style="list-style-type: none"> <li>• Average AtoL score for disadvantaged cohorts is 2 or better.</li> <li>• A year upon year improvement of disadvantaged students accessing Post 16 provision, appropriate to their starting points.</li> <li>• Increasing percentage of students opting to study the EBACC at KS4.</li> <li>• All students participate in the Year 10 Work Experience Week.</li> <li>• All students in Years 10 and 11 have a careers interview and engage with further and higher education events.</li> <li>• All disadvantaged students engage with at least two co-curricular activities each academic year.</li> </ul>
<p>To increase attendance for disadvantaged students so that it is in line with attendance for non-disadvantaged students.</p>	<ul style="list-style-type: none"> <li>• A reduction in the number of disadvantaged students who are persistent absentees (i.e. less than 90% attendance) so this is better than non-disadvantaged students nationally.</li> <li>• Higher levels of parental engagement and support in place through communication from the Attendance Officer, Behaviour &amp; Standards Team and Safeguarding Team, in line with our graduated response.</li> <li>• A reduction in the number of disadvantaged students who are absent through anxiety and other health related concerns.</li> <li>• Student voice show that students feel confident and comfortable in school environment.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing in specialist areas	<ul style="list-style-type: none"> <li>To ensure all areas of school (both teaching and non-teaching) are staffed by specialists.</li> <li>To ensure class sizes are maintained at a level conducive to learning.</li> <li>Support by subject experts provided to any non-specialists.</li> </ul>	1, 2, 3, 4, 5
Year 11 core subject staffing	<ul style="list-style-type: none"> <li>Curriculum Leaders teach the core subjects in Year 11 and regularly collaborate to ensure PP students are making progress in line with their GCSE target grades.</li> </ul>	1, 2, 3, 4, 5
Additional lessons EMS	<ul style="list-style-type: none"> <li>Identified Year 10 students have an additional English and Maths lesson each week, where pre-teaching and post-teaching interventions take place with subject specialist teachers.</li> <li>Identified Year 11 students have an additional English, Maths and Science lesson each week, where targeted key topics, to meet the needs of students are focused upon.</li> </ul>	1, 2, 3, 4, 5
Whole School CPL	<ul style="list-style-type: none"> <li>Whole school CPL each week, ensuring that Teaching and Learning at the school is always at the forefront of minds of staff. The focus for this academic year is on developing the scholarly traits of students to become autonomous learners.</li> </ul>	1, 2, 3, 4, 5
Department Development Time	<ul style="list-style-type: none"> <li>Time is built into school calendar allowing Curriculum Leaders to develop the ideas introduced during CPL to the specific requirements of their subject area.</li> </ul>	1, 2, 3, 4, 5

	<p>This dedicated development time aims to ensure a consistent approach to teaching and learning across the school.</p>	
<p>Teaching and Learning</p>	<ul style="list-style-type: none"> <li>• Key teaching and learning strategies have been put in place: <ul style="list-style-type: none"> <li>□ <b>Fully Guided Instruction</b> – this strategy consists of retrieval at the start of every lesson and reflection at the end of every lesson. Learning sequences are then embedded through the ‘I Do, We Do, You Do’ process.</li> <li>□ <b>Connects</b> – all lessons start with a ‘connect’ retrieval activity which supports pupils to activate prior knowledge that supports the learning of new content within the lesson. Retrieval of prior knowledge reduces a pupil’s cognitive load which frees up their working memory to learn new content within the lesson. Furthermore, the retrieval of prior knowledge helps to address the forgetting curve and embeds core knowledge into the long-term memory.</li> <li>□ <b>Metacognition</b> – a key priority for CPL during 2024/25 as this adds 7+ months learning (EEF).</li> <li>□ <b>Responsive Teaching</b> – effective use of questioning helps subject teachers to identify and address misconceptions to reduce the impact of faulty schemas being developed. CPL will focus on the development of hinge questions to ensure most of the class understand</li> </ul> </li> </ul>	<p>1, 2, 3, 4, 5</p>

	<p>the learning before the subject teacher moves the lesson on.</p> <ul style="list-style-type: none"> <li>□ <b>Cold Calling</b> - the school 'no hands up' policy ensures that all students in every class feel part of a lesson.</li> <li>□ <b>Think, Pair, Share</b> – a strategy to encourage deeper thinking to maximise Germaine cognitive load.</li> <li>□ <b>Red Pen</b> – all students have been taught the skills of using the red pen to uplift their learning, helping students to improve their metacognition.</li> <li>□ <b>Etymology</b> – students explicitly taught the origins of words and the roots of words that they encounter in lessons. This develops student's confidence in being able to understand different words in other contexts, simultaneously reducing the vocabulary gap and increasing the confidence of students.</li> <li>□ <b>SHAPE</b> – Consistent modelling of shaped language to all students is vital to students' progress. All verbal communications, contributions and conversations are shaped to ensure students develop their active listening and the ability to conduct purposeful talk.</li> </ul>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one support and small group support – Tutoring	<ul style="list-style-type: none"> <li>Targeted support for disadvantaged students from Year 10 upwards to help build confidence and develop resilience in English and Maths.</li> <li>In addition, targeted Year 11 support has been offered in Core and Optional Subjects with booster classes throughout the school week (lunchtime and after school), to support resilience and provide targeted support for disadvantaged students, delivered by subject specialist teachers.</li> </ul>	1, 3
Tassomai subscription	<ul style="list-style-type: none"> <li>School have subscribed to Tassomai to help students to engage in regular revision for English, Maths, Science, Geography and History. Used to develop independent study skills, an area identified as a barrier currently to disadvantaged students.</li> </ul>	1, 3, 5
Purchase of revision guides	<ul style="list-style-type: none"> <li>Revision guides purchased for Year 10 and 11 students, giving them tools to revise for exams and become more independent, resilient learners outside the classroom.</li> </ul>	1, 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers guidance	<ul style="list-style-type: none"> <li>• Year 10 and 11 PP students have had an interview with a careers specialist to guide them on next steps after GCSE.</li> <li>• KS4 students have attended further and higher education events, creating links with local colleges and Universities and developing aspiration in students.</li> <li>• Follow up reflection held with all students in these year groups and support with applications for Next Steps provided.</li> </ul>	2, 3
School counsellors	<ul style="list-style-type: none"> <li>• Students have access to school counselling service (Active Listening Therapies), as deemed necessary by pastoral lead, to support with mental health and wellbeing. Counsellors come in for three days a week to see students. The sessions last for a half term, or 6-week block.</li> <li>• Since the global pandemic, the mental health and wellbeing of young people, especially those from disadvantaged backgrounds, has been affected and this strategy aims to help students overcome this barrier.</li> </ul>	3, 4, 5
Review of the school attendance policy, detailing a stepped approach to improving attendance.	<ul style="list-style-type: none"> <li>• Increase attendance rate for all students to attend school every day so that it is in line with non-disadvantaged students.</li> <li>• Reduce number of disadvantaged students who are persistent absentees (i.e. less than 90% attendance) so this is better than non-disadvantaged students nationally.</li> <li>• The appointment of a designated Attendance Officer. Further reviewed in October 2024, with SLT support from the AHT.</li> </ul>	5

	<ul style="list-style-type: none"> <li>• Clear Graduated Response to non-attendance mapped out to support disadvantaged students.</li> </ul>	
Duke of Edinburgh Scheme	<ul style="list-style-type: none"> <li>• KS4 PP students fully funded to take part in Duke of Edinburgh scheme, developing team working and interpersonal skills and developing character in line with school ethos. Disadvantaged students provided with an opportunity that they may not have been able to experience otherwise. This will also be trialled with a similar programme in KS3, through The Suthers Award.</li> </ul>	2, 3, 4, 5
Uniform and equipment provision	<ul style="list-style-type: none"> <li>• Families of PP students supported through the purchase of any school equipment and uniform that is required to ensure students do not miss out on any opportunities within school. This ensures equality of access for all students.</li> </ul>	2, 4, 5
Enrichment	<ul style="list-style-type: none"> <li>• Students have the choice of a range of activities that they may not get the chance to partake in outside of school. Students take part with students across different year groups, helping to develop their interpersonal skills.</li> </ul>	2, 4, 5
Access to school trips	<ul style="list-style-type: none"> <li>• PP students funded for any school trip that takes place to include sporting activities, giving them enriched opportunities that they otherwise may not experience and increasing aspiration and self-esteem for students.</li> </ul>	2, 4, 5
Premier League Inspire Interventions	<ul style="list-style-type: none"> <li>• Organisations that deliver structured Behaviour and Resilience Mentoring Provision which is proven to have a positive measurable impact on engagement in learning'. <ul style="list-style-type: none"> <li>□ Reduces disruption to learning.</li> <li>□ Increases students' outcomes.</li> <li>□ Builds emotional resilience and character in students.</li> <li>□ Prevents and reduces suspensions.</li> </ul> </li> </ul>	3, 4, 5

	<ul style="list-style-type: none"><li>• Focus groups (maximum of 15 students per group) and bespoke sessions across the year groups, focus on low level disruption, low self-esteem, low attendance, low aspirations and those who are at risk of suspensions.</li></ul>	
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**Total budgeted cost: £140,700**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023/24 academic year.

KS4 outcomes for the 2023/24 academic year were very positive with 66% of students achieving Grade 4+ in English and Maths. This figure was 68% for non-disadvantaged students and 53% for disadvantaged students. 45% of students achieved English and Maths at Grade 5+. This figure was 49% for non-disadvantaged students and 32% for disadvantaged students. A key area of focus in 2024/25 will be on ensuring that our strategies support with closing the gap so that disadvantaged students achieve grades 5+ in line with their more affluent peers.

Attendance in the 2023/24 academic year was 91% for the whole school. This increased to 92.7% for non-disadvantaged students but decreased to 85.6% for disadvantaged students. New strategies have been included in our 2024/25 Strategy to reduce persistent absenteeism overall and reduce the gap between disadvantaged and non-disadvantaged student attendance figures.

As a school, we have very high expectations and focus on our TORCH values which underpin the work we do on attitudes to learning. Our average AtoL score for students were 2.5 (A score of 3 being the school expectation and 1 being the Gold standard score). This increased to 2.47 for non-disadvantaged students and decreased slightly to 2.62 for disadvantaged students.

The school ran a successful careers programme with Year 10 and Year 11. All students participated in Year 10 work experience and Y11 students had the opportunity to engage with a mock interview with local employers. Most of the Year 11 cohort moved on successfully to their next destination and Post 16 pathways.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Duke of Edinburgh award	Karos Adventure
Premier League Inspires	Nottingham Forest FC
Rugby	Newark Rugby Club
Boxing	Suggy's Gym, Newark
Cooking	Cook Stars
Sign Language	Nottinghamshire Deaf Association
Behaviour and Resilience Mentoring	Think for the Future