



Pupil premium strategy statement – Sutton Grammar School

What is Pupil Premium?

Pupil Premium is additional funding given to publicly-funded schools in England to raise the attainment and achievement of disadvantaged pupils, and close the gap between them and their peers. It is the school's responsibility to decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for the individual students in their care.

The school receives funding for students who fall into the following categories:

- pupils registered as eligible for free school meals, or eligible at any point in the past six years
- looked after children (LAC), or pupils who have been adopted from care
- pupils who are registered as a service child¹

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
Number of pupils in school	699
Proportion (%) of pupil premium eligible pupils	3.7 (26 students)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2025

¹ Students with a parent who: is serving in HM forces; or has retired on a pension from the Ministry of defence. It is not based on disadvantage. It is combined with pupil premium funding. We currently have no students who are registered as a service child.



Date on which it will be reviewed	December 2026
Statement authorised by	Ben Cloves, Headmaster
Pupil premium lead	Kate Ross, Deputy Head
Governor / Trustee lead	Felicity Alexander

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19 350
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£19 350

PUPIL PREMIUM STRATEGY PLAN 2024-2027

Statement of intent

Sutton Grammar School is committed to ensuring the all disadvantaged students are safe and happy and are able to achieve outstanding outcomes; that they are not further disadvantaged in fulfilling their academic and individual potential by any underlying inequalities that might create obstacles to success and that they are able to fully access the wide range of opportunities provided by our school. We are committed to narrowing any gap between our disadvantaged and other pupils.

The school uses some of the funds to provide high quality teaching and continuous professional development for staff to ensure that there is an effective teacher at the front of every class as we recognise that high quality teaching and learning in the classroom is a fundamental step in minimising disadvantage. Funds are also allocated to targeted and individualised academic and pastoral support. In addition, some of the funds are used to ensure that our disadvantaged students are able to participate in all aspects of school life through both the taught curriculum, as well as the extra-curricular and enrichment opportunities that the school has to offer such as music lessons, trips and activities. As the needs of every student differ greatly we work with each student and their family individually to identify what is the best support we can provide across the year.



Challenges

Challenge number	Detail of challenge to address
1	To ensure quality first teaching across the school; and that outstanding lessons are delivered in every lesson, in every subject, by every teacher. To ensure that staff are supported in their own professional development in both their pedagogy and subject knowledge, and to support the most effective curriculum planning in support of high quality teaching and learning.
2	To recruit and retain well-qualified, subject specialist to educate our disadvantaged students effectively
3	<p>To ensure all staff are aware of the disadvantaged students in their classes/departments/year groups; monitor their progress and attainment; and provide both academic and pastoral support and intervention when necessary so that students achieve in line with their peers.</p> <p>To ensure that any barriers to attainment, such as low attendance, behaviour, well-being, mental health and cultural capital, are identified and addressed.</p>
4	<p>To ensure that all disadvantaged students feel part of our school community and have equal access to all opportunities (e.g. co-curricular activities) and learning.</p> <p>To ensure that all disadvantaged students have access to necessary course materials and revision materials; clubs and activities; educational trips and wider opportunities within their subjects; and appropriate careers education and guidance to allow them to make well-informed choices. Support for school uniform and PE/Games kit.</p> <p>To ensure all have access to quality work spaces, technology, and the internet to complete IT based homework, classwork and revision activities (including access to the school's developing VLE)</p> <p>To ensure that links are developed between the school, the students and their families to allow full parental engagement with and support of their child's education.</p> <p>To ensure that all disadvantaged are both supported to and equipped to deal with any personal challenges they may face.</p>

Intended Outcomes

Intended outcome	Success criteria
<p>Provide a high quality and extensive CPD offer for staff</p>	<p>Staff are encouraged to engage in personalised CPD and provided with the support in terms of time, resources, and finances to continue their professional development. This can be through, for example, whole school INSET days, individually selected courses, support with national qualifications (e.g. NPQBL), and visits to other schools.</p>
<p>Disadvantaged students to achieve in line with their peers at GCSE and A Level; no attainment or progress ‘gap’ – Progress 8 and Attainment 8 figure for disadvantaged pupils in line with whole school Progress * and Attainment 8</p> <p>All students achieve a 5+ in both maths and English at GCSE.</p>	<p>GCSE outcomes show that disadvantaged students make significantly higher progress than their peers nationally; and are in line with overall GCSE outcomes within the school.</p> <p>All students achieve 5+ in maths and English at GCSE.</p> <p>Destination data of disadvantaged students are in line with the rest of the school in terms of key indicators such as Oxbridge and Russell group places at KS5</p>
<p>Disadvantaged students to engage in the full range of extra-curricular and enrichment opportunities provided by the school</p>	<p>Full participation in all clubs, activities, trips and other enrichment opportunities by our disadvantaged students</p>
<p>Disadvantaged students to have individualised academic and pastoral support throughout the academic year</p>	<p>Each student has had an individual meeting to discuss individualised support and targets to be achieved across the academic year; individual, identified support accessed.</p>
<p>Teachers (including HODs and Hoys) are aware of and monitoring the progress of their disadvantaged students to ensure the best possible outcomes for each student; including a successful transition to the next stage of their education</p>	<p>Lesson observations demonstrate that all staff are aware of their disadvantaged students and have any necessary provision in place.</p> <p>HOF and HOD department time, including meetings, review attainment and progress for disadvantaged students within their department/faculty.</p>



	<p>HOYs show knowledge of their disadvantaged students and have active monitoring systems in place; as well as support and intervention strategies when necessary.</p> <p>GCSE and A Level outcomes for disadvantaged students show students achieve in line with their peers and well above their peers nationally</p> <p>Appropriate post-16 destinations; and appropriate 16-19 study programmes entered into, in line with the rest of the cohort</p>
Disadvantaged students' attendance data is excellent	<p>The attendance of disadvantaged students is well above national levels and is in line with, or above, their cohort data</p>
Provide high quality careers and further education guidance to all students	<p>Each student to have access to regular, impartial and high quality careers advice and guidance so they are aware of the opportunities and funding available to them beyond school; and are supported in applications for their next stage in education, training or employment.</p> <p>Destination data of disadvantaged students are in line with the rest of the school in terms of key indicators such as Oxbridge and Russell group places, higher level apprenticeships at KS5</p>



ACTIVITY THIS ACADEMIC YEAR: the below details how we intend to spend our pupil premium (and recovery premium) funding this academic year to address the challenges listed above

TEACHING:

Budgeted cost: £6 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff to identify the disadvantaged students as part of the school's Priority Pupils focus in their classes and carefully track the progress of these students, putting in subject specific interventions where necessary, to support their attainment	Evidence to support the importance of schools focusing on the individual attainment of their disadvantaged students, not just 'narrowing the gap'; and using data to effectively identify students' learning needs: https://www.suttontrust.com/wp-content/uploads/2019/12/Pupil-Premium-Summit-Report-FINAL-EDIT-1.pdf https://www.suttontrust.com/wp-content/uploads/2015/06/Missing-Talent.pdf https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf	3
HoDs to track progress of disadvantaged students in their departments through report data, identifying appropriate strategies to support the reduction of any attainment gap if required	See above.	3

<p>Promote and provide quality CPD (both internal and external) to all staff to improve teaching quality across the school; to allow all teaching staff individual licences for the Great Teaching Toolkit to provide them with a structured, personalised pathway to deepen teaching expertise; and to encourage the retention of outstanding staff</p>	<p>Evidence from across the English school system, including the Education Endowment Foundation (EEF), identifies high quality teaching as the most effective way to improve outcomes for disadvantaged students.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F</p>	<p>1</p>
<p>To recruit and retain well qualified, subject specialist staff</p>	<p>Teachers matter - RAND</p>	<p>2</p>
<p>To continue to develop the school's literacy strategy through the embedding of the new Literacy policy; and the use of the New Group Reading Tests (NGRT) data which identifies those students who may need support with their reading, passage comprehension and vocabulary comprehension.</p> <p>The inclusion of dedicated DEAR time in the tutor time programmes across the school.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>GOV.UK - Research evidence on reading for pleasure</p>	<p>1</p>



TARGETED ACADEMIC SUPPORT:

Budgeted cost: £4 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
HoYs to monitor disadvantaged progress against non-disadvantaged progress, identifying issues with individuals and acting upon this information with individual support, structured interventions, and tutoring if required – in house or from an external provider	Tuition targeted at specific needs and knowledge gaps can be an effective method to support students, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
Academic and pastoral support (e.g. form extraction) meetings held with students by the HOYs and form tutors to provide ongoing 1:1 pupil support	Supporting the attainment of disadvantaged pupils-briefing for school leaders	3
Provision of academic materials and resources to ensure that pupils have full access to the curriculum (e.g. relevant curriculum online programmes at home; curriculum resource packs; Art or DT supplies); and curriculum trips and activities.	As above.	3
Head of Maths and Head of English to review Key Stage 2 data and scaled scores of disadvantaged students entering in Year 7 to allow for targeted support to be put in place if necessary (e.g. literacy and numeracy interventions)	See above evidence on impact of small group and one to one tuition.	3
HOYs to track the attendance and behaviour of disadvantaged students through key data (e.g. attendance data; report data; SIMS behaviour data) and to put in intervention strategies to support any areas of need identified.	GOV.UK Working Together to Improve School Attendance	3



WIDER STRATEGIES:

Budgeted cost: £9 350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop individual and bespoke pastoral support for PP students via the development of the remit of the Pastoral and Student Support Officer; including regular meetings with PP students and the PSSO to monitor well-being and progress; as well as review where support needed and to be of best impact. PSSO to work in conjunction with HOYs, HODs and other relevant staff.</p> <p>Ensure through above meetings that we are aware of students' access to technology, and the internet to complete IT based homework, classwork; access online textbooks and materials; as well as revision activities (including access to the school's developing VLE) and to purchase IT equipment/wi-fi where there is a need.</p>	<p>Supporting the attainment of disadvantaged pupils-briefing for school leaders</p>	<p>3</p>
<p>To develop the links between the school, students and parents, including annual conversations to monitor and assess progress as well as discuss opportunities and areas for development; individualised plans formulated from the meetings</p>	<p>Education Endowment Foundation (EEF) Teaching and Learning Toolkit identifies parental engagement as a key factor: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>3/4</p>
<p>Provide access to the Pastoral and Student Support Officer, the school counsellor, Ed Psych and other trusted members of staff to help with issues that require further support</p>	<p>Public Health England research shows the link between young people's mental health and well-being and academic achievement:</p>	<p>3</p>

	<p>Public Health England - the link between pupil health and well-being and attainment</p> <p>GOV.UK - impact of pupil behaviour and well-being on outcomes</p> <p>GOV.UK Promoting children and young people's mental health and wellbeing</p>	
<p>To use Project Metis data and form extraction information to track which disadvantaged pupils are accessing extracurricular activities; to ensure full participation in the life of the school (including CCF; DofE; music lessons and LAMDA) and support the involvement of our disadvantaged students by supporting with the costs of such activities.</p>	<p>The benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics identified:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Evidence from case studies reflect the importance of cultural and arts opportunities to support the wider learning of Pupil Premium students and show how schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum.</p> <p>https://anewdirection.org.uk/research/pupil-premium-case-studies</p>	<p>4</p>

	<p>Evidence for the benefit of physical activity and its benefits in terms of health, well-being and physical development;</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	
Explore opportunities for the funding of day trips to allow disadvantaged students and their families to access cultural heritage	See above.	4
To track attendance to ensure that disadvantaged students' attendance is well above their peers nationally; and in line with cohort data. EWO to support the pastoral team and Deputy Head in monitoring attendance and ensuring attendance well above the national average	<p>Regular attendance is fundamental to ensuring academic success:</p> <p>https://theeducationspace.co.uk/school-attendance-life-outcomes/</p> <p>https://www.gov.uk/government/publications/link-between-attendance-and-attainment</p>	3
To provide independent, high quality careers advice and guidance as a priority to disadvantaged students	High-quality careers guidance is vital to ensuring young people can access jobs that suit their talents and aspirations. This advice is particularly important for students from lower socioeconomic backgrounds, as they are less likely to have access to a wide range of knowledge and guidance from family and friends, or	4

	<p>to have networks which provide an insight into a range of career options.</p> <p>https://www.suttontrust.com/our-research/paving-the-way/</p> <p>Championing Careers Guidance in Schools: Impact Education</p>	
<p>To continue to track disadvantaged students as they move into the Sixth Form; looking programmes of study undertaken; bursary support accessed; attendance data; aspirations of individual students; careers support; access to in-school services (e.g. PSSO); extra-curricular engagement and destination data.</p>		3

REVIEW OF LAST YEAR'S AIMS AND OUTCOMES 2024-25

Measure	Details
Ensuring access to IT devices and wi-fi	The school provided IT support to ensure that all students were able to have access to devices at home and school to support them in the completion of work, homework and provide access to the VLE and other relevant online resources; thus supporting their academic progress. (e.g. the long term loan of laptops for the duration of the student's time at the school; and any repairs being undertaken by the school.)
Individualised support for students	Meetings were held with all disadvantaged students by the school's PSSOs (including students in the Sixth Form in receipt of the bursary to ensure continued support in post-16). Conversations with these students created an individualised picture of need to enable the school to provide bespoke support– for example support to access LAMDA, music lessons, other extra-curricular clubs, tutoring, support to access education visits/trips with school. These conversations continue year on year and help provide ongoing, bespoke support for the students as they move through the school.



<p>Engaging parents</p>	<p>All parents were contacted by the school's PSSO to discuss what support/further support the school may be able to offer to enhance their sons' learning. Outcomes of some conversations was to offer chrome books/laptops on long term loan, to buy basic material such as pencil case items and text books and to raise awareness of support that can be offered when applying to go on trips.</p> <p>Other support offered was signposting particularly to charitable organisations that offer benefits advice/checkers and to discuss FSM eligibility.</p> <p>Established a point of contact in school for parents if they felt they needed financial or wellbeing support pertaining to their son's education/wellbeing including accessing family education visits.</p> <p>For parents of students in Years 8-11, this continued to develop the relationship between school and parents to help support parental engagement.</p> <p>The parent section of the school website is being continuously updated and shared with parents.</p> <p>The school uses a local interpreting service when necessary to ensure that communication with parents/carers is effective and that they are able to engage fully with the school and their child's education.</p>
<p>Provision of 1:1 academic support</p>	<p>The school provided specialist 1-1 support, small group support and mentoring for targeted disadvantaged students where an additional need was identified during the year. This included 1-1 revision and organisational support (provided by the Pastoral Team) as well as academic support provided by subject specialists (e.g. additional 1:1 GCSE maths tuition)</p>
<p>Provision of mental health and well-being support</p>	<p>The school provided specialist pastoral support for individual students identified as benefiting from this; this included sessions with the Educational Psychologist, ELSA sessions and sessions with the CAMHS Well-Being Practitioner.</p>
<p>Extra-curricular support</p>	<p>We contributed towards the provision of co-curricular opportunities for disadvantaged students. This included for example support to access LAMDA, music lessons, and other extra-curricular clubs, in order to increase cultural capital amongst students.</p>
<p>Contributions towards school trips</p>	<p>We supported disadvantaged students in taking part in curriculum-based trips to support their learning, increase cultural capital and counter disadvantage from their family's financial background. From January 2024 all curriculum day trips have been provided at no cost to PP students; and the deposit for one residential trip paid per year. Individual payment plans are set up for parents to spread the cost of payments for parents of residential trips.</p>
<p>Contributions towards school uniform</p>	<p>Supporting the families of Year 6's transitioning to Year 7 this year for funding towards the cost of the new uniform and sports kit. All Yr. 9 students transitioning to Yr. 10 were offered financial support to buy their new blazer (4 Year 9 students last year had a black blazer bought for them via this directed support).</p>



Attendance tracking	Monitoring of disadvantaged students' attendance data by HOYs as well as in Targeted Support Meetings with our link Educational Welfare Officer from the borough to ensure that all students have regular attendance at school (see attendance data below).
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ATTENDANCE DATE

	2023-24	2024-25	2025-26
Whole school attendance² %	96.3	96.6	
Pupil premium student attendance %	95.7	94.96	

GCSE EXAMINATION RESULTS 2024 and 2025

Progress 8 score

This score shows how much progress pupils at the school made across 8 qualifications between the end of key stage 2 and the end of key stage 4³.

	2023-24	2024-25	2025-26
Whole school P8	1.16	No data (No KS2 SATS)	
Disadvantaged pupils P8	0.81	As above	
Local authority average	0.64	As above	
England average	0.16	As above	

Grade 5 or above in English and maths GCSEs

2023-24: 100% of students at the school achieved a grade 5 or above in English and maths GCSEs

² Both attendance figures includes study leave

³ A score above zero means pupils made more progress, on average, than pupils across England who got similar results at the end of key stage 2.



Local authority average: 68%

England average: 45.9%

2024-25: 99.2% of students at the school achieved a grade 5 or above in English and maths GCSEs.

Local authority average: 67.8%

England average: 45.2%

Attainment 8 score

This score shows how well pupils have performed across their highest 8 GCSE qualifications⁴.

	2023-24	2024-25	2025-26
Whole school A8	82.6	80.1	
Disadvantaged pupils A8	72.0	Data suppressed as only 2 students in cohort	
Local authority average	59.1	59.2	
England average	45.9	45.9	

Destination data

100% of pupils stayed in education after finishing key stage 4.

Local authority average: 96%

England average: 93%

⁴ In the calculation, maths and English are double weighted.