

Pupil premium strategy statement – Sutherland House School 2025-2028

This statement details our school's use of pupil premium (and recovery 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	82
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers	2025-2026 2026-2027 2027-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Robbie Jones
Pupil premium lead	Robbie Jones
Governor / Trustee lead	Ann Stewart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,960
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£46,960

Part A: Pupil premium strategy plan

Statement of intent

What is the Pupil Premium?

'Pupil Premium Funding Report 2016 - 2017 National Guidelines The Pupil Premium Grant' is a Government initiative designed to provide additional funding to address the potential underachievement of our most disadvantaged children, nominally those who are (or have been) eligible for free school meals (FSM), are looked after by the Local Authority or are adopted, or are from families with parents serving (or having served) in Her Majesty's forces.

Schools are required to publish online information about how the premium has been used and evaluate the impact of any actions or initiatives funded by the grant.

"It is for the schools to decide how best the Pupil Premium allocation should be used, as they are best placed to assess what additional provision should be made for individual pupils"

Source: DfE Website

The DfE advises using research from the Education Endowment Foundation (EEF) therefore, Sutherland House School has adopted a tiered approach to the Pupil Premium spending.

"Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies.

1. **Teaching** – spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.
2. **Targeted Academic Support** – evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

3. **Wider Strategies** – wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Source: The EEF Guide to the Pupil Premium



The EEF Guide also addresses common myths with regards to the use of the PPG, which are important to note:

“MYTH: Only eligible children can benefit from Pupil Premium – The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups: that is fine. Likewise, some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children In Need.”

“MYTH: All data is good data - ... The measurement and comparison of internal class or school gaps is less likely to provide useful information and isn't required by the Department for Education or Ofsted.”

Source: The EEF Guide to the Pupil Premium

“MYTH: The Pupil Premium has to be spent on interventions – There is strong evidence base showing the impact that high-quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.”

“MYTH: Pupil Premium strategy can be separated from whole school strategy – The Pupil Premium provides an important focus for prioritising the achievement of children from disadvantaged backgrounds in our education system. When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.”

Source: The EEF Guide to the Pupil Premium

Sutherland House School is a non-maintained special school for autistic pupils aged between 3 and 19 years old. We provide an individualised and person-centred curriculum for all our pupils as we believe that to truly make an impact on the individual lives and educational experiences for our pupils we need to know and understand their needs and barriers well.

Overcoming barriers to learning is at the heart of our Pupil Premium Plan, and these will be different for each individual pupil depending on the barriers to learning being addressed.

One indirect obstacle to our pupils' educational success is the concept of their 'local community.' Since many pupils rely on local authority transport daily, they may miss out on enhancing their lives outside of school by playing or meeting up with school friends or participating in after-school clubs and extracurricular activities. Additionally, our parents might experience a sense of isolation from one another, hindering the formation of natural support networks that parents typically create for each other.

Our Pupil Premium Plan will be a long-term 3-year strategy to maximise the use of the Pupil Premium Grant. This will enable us to implement a blend of short, medium and long-term interventions and align the strategies with the wider school improvements. The Pupil Premium Plan is integral to wider school plans and is driven by the needs and strengths of our pupils. This will help to ensure we continue to offer pupils the relevant skills, knowledge and experiences they require to achieve greater independence and to prepare them for the next stage of their learning journey and for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Attendance - Attendance is a significant focus for Sutherland House School for all pupils and for those who are identified as disadvantaged.
2	Preparation for Adulthood - assessment data, along with observations and discussions with pupils, suggest that disadvantaged students are disproportionately impacted by limited opportunities. This has hindered their development of crucial Preparation for Adulthood curriculum skills, such as independent travel and work placements.
3	Friendships/Relationships – for disadvantaged students, developing friendships and relationships can be a significant challenge due to factors such as social isolation, limited social skills, and lack of access to extracurricular activities.
4	Communication – all pupils attending Sutherland House School have a diagnosis of autism. This may result in difficulties in communication which may require specialist support.
5	Employment - The National employment rate for individuals with a learning disability or difficulty in meaningful paid employment has decreased to 5.7%.

	Recent local research indicates that this figure has fallen to below 2% in Nottinghamshire and 1.5% in Nottingham City.
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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
Improved Attendance for all disadvantaged categories.	Attendance gap closed between PP/FSM/LAC cohorts. Attendance for all categories at or above national benchmark.
Improved attainment for disadvantaged pupils in all subjects, notably PfA, relative to their Pathway as identified through assessments.	Attainment gaps in all subjects across the curriculum closed between all PP categories and their non-PP peers by the end of 2028.
Disadvantaged pupils have increased opportunity to develop confidence and independence to help them engage more with their wider community.	All pupils experience a visit to the theatre, a sporting event, celebration event, major attraction every year as well as regular community activities. Pupils feel like they are a valued member of their school/local community.
Disadvantaged pupils in the 14-19 phase have the opportunity to undertake employer engagement opportunities supported as necessary. Pupils in the Primary and KS3 phase pupils achieve as well as or better than non-disadvantaged pupils in their EHCP outcomes.	All pupils can access high quality work experience and careers mentoring. By the end of 2026/27, disadvantaged pupils are progressing to work-based FE provision at the end of KS5 in the same proportions as their peers.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	All pupils to have access to a range of strategies to support communication, for example, access to an electronic communication device or individualised communication books.

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

Universal Cost

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD focussed on inclusive intent and implementation, raising aspirations and pedagogy that suits the needs of disadvantaged pupils.	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. <i>Education Endowment Foundation</i>	1, 2, 4, 5
Whole school reading strategy	A child's reading skills are important to their success in school as they will allow them to access the breadth of the curriculum and improve their communication and language skills. In addition, reading can be a fun and imaginative time for children, which opens doors to all kinds of new worlds for them. Reading for pleasure is more likely to determine whether a child does well at school than their social or economic background. <i>Nord Anglia Education</i>	1, 2, 3, 4, 5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted Cost £13,982

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost Allocated
Personal Development Every day focused on disadvantaged pupils and raising a culture of academic aspiration for all pupils	Personal Development is the key to Social Mobility. <i>An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility by DofE and Institute for Policy Research, University of Bath</i>	1, 2, 4, 5	£3451.26 to provide activities for identified PP children
Intervention tutor, 1:1 and small group	Tuition targeted at specific needs and knowledge gaps	1, 5	50% of intervention

interventions specific to subjects and progress	can be an effective method to support low attaining pupils or those falling behind, 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		salary = £13,982.19
Careers lead to deliver a bespoke work curriculum in addition to PfA Employment. Includes accreditation and on-site and off-site extended work placements	Early and targeted career interventions can significantly improve employment outcomes for students with autism. <i>Wehman et al. 2014</i> . Engagement in career-related activities helps students with autism improve communication, teamwork and interpersonal skills, which are crucial for workplace success. <i>Carter et al (2012)</i>	1, 2, 5	Universal Provision

Wider strategies

Budgeted Cost = £12,663.37

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost Allocated
Engagement, Safeguarding and Family Liaison Officer (ESFLO) employed to monitor and work with families	Need identified to support our parents with a wide range of additional issues e.g. transport, EHAF and referrals to health professionals.	1, 3, 4, 5	50% of salary at £12,263.37
Speech and Language Therapy	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. What works database (ican.org.uk) This is endorsed by the Royal College of Speech and Language Therapists.	4	Universal Offer

Individual Interventions	Individual interventions are always required throughout the year and need to be reactive. This can be focused on Achievement and Progress, Attendance, Social skills and/or wider achievements. Responds to needs of individuals in an effective and efficient way.	1, 2, 3, 4, 5	50% of ELSA salary = £12,263.37
Communication devices	For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum: Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	6	Budgeted Cost = £5000
Two full-time transitions support workers	Two dedicated transition support workers to oversee and support with transitions beyond school and preparation into adulthood.	1,2,5	Universal Offer
Full-time wellbeing lead	Emotional and therapeutic input from a trained professional delivering targeted intervention and working with families to support engagement and attendance.	1,3	Universal Offer

Total amount Budgeted = £46,960

