

Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 - Sept 2021

Detail	Data
School name	Suffolks Primary
Number of pupils in school	263
Proportion (%) of pupil premium eligible pupils	42.5%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	On school's previous template June 2021 On new template Sept 2021
Date on which it will be reviewed	Termly reviews SLT April 22 Full Governors
Statement authorised by	Andrea Cassius
Pupil premium lead	Andrea Cassius
Governor / Trustee lead	Christine Chamberlain

Funding overview

Detail	Approx Amount
Pupil premium funding allocation this academic year	£150,640
Recovery premium funding allocation this academic year	£13,485
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£164,125

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium children make up at least 40% of our pupils. We are a school in a deprived area of North London and therefore many families that are not 'deemed' as being pupil premium are still disadvantaged. This may be due to unemployment, housing issues, education and mental health needs.

Our aims for all our pupils are to be engaged and participate in their learning. To have a sense of worth and to understand the value of education and all that they may achieve. To broaden their experiences and knowledge of the world and the part they will play in it to become global citizens.

Our focus for our pupil premium children is to ensure as with all our pupils that they receive quality teaching, that their needs are addressed, that gaps in their learning that may impact on understanding are supported and that the curriculum is adapted to best support missing learning opportunities, especially since the impact of the covid pandemic.

Our tiered approach to pupil premium spend will however identify where there are more unique barriers to a child's learning and will be adjusted if necessary to support individual need.

Challenges

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

Challenge number	Detail of challenge
1	SEND - Many of our Pupil Premium children also have identified special educational needs including autism, moderate learning difficulties, speech and language and social, emotional and mental health needs
2	EAL - Many of our Pupil premium children are also acquiring English (EAL). The common first languages of these children are Turkish, French and Lingala.
3	Medical Needs - This may also adversely affect their absence. The majority of the medical needs are for Asthma.

4	Parental Involvement – By analysing our Achievement for All data, we found that the children who made the accelerated progress were those whose parents were most engaged in their learning. We have now implemented a range of strategies to better engage parents and continue to monitor their impact. Of course over the last two years this has been on a more remote basis, however this has been very positive for some of our parents.
5	Emotional Wellbeing Support – Children underachieving have a variety of emotional needs and mental health, which can manifest into different behaviour issues. . This may be lunchtime or within the classroom. Some have identified SEND needs and some have attachment and relationship issues. All of which are impacting on their ability to learn and make progress.
6	Impact of Lost Learning opportunities due to Pandemic or poor attendance

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
Support the emotional and mental health of all pupils to better ensure that academic progress can be made	Children who have been identified as needed therapeutic support make academic progress
TO NARROW THE GAP OF UNDERACHIEVEMENT BETWEEN OUR PP AND NPP PUPILS	Current average gap is greater between PP and Non-PP in KS2 (Phase 3). The gap is reduced in Key phases or year groups identified.
TO ENSURE A SECURE KNOWLEDGE BASE IN KEY STEPS OF LEARNING	All key objectives are taught in all year groups and secure with the vast majority of children
TO IMPROVE AVERAGE READING AGE OF PP CHILDREN	Reading age closer to chronological age
REDUCE THE NUMBER OF PP CHILDREN IDENTIFIED AS PAs	The number of PP children identified as PAs has been reduced

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Therapist recruited	The need to address children's emotional and mental health	5
<i>Catch Up teacher</i>		6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Booster Groups before and after school</i>		6
<i>Homework - developing use of ICT programmes to allow children to practice, prelearn, and be independent in their study</i>	Many children do not have parents who are able to support with reading and homework	6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Member of SLT to take on lead in monitoring and supporting PA families and to liaise with EWO</i>	Overall our school attendance is 95.04% (March 2020) Pupil Premium children's attendance is 93.14%	6
<i>Enrichment activities, current staff running after school clubs</i>		1
<i>Therapeutic support,, music, lego, art therapy</i>		1

Detailed breakdown of spending in each category is available on request

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 2021 to 2022 academic year.

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