



Suffolks Primary School

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.

What we know about our families

We carried out a school census in *2021 to ascertain the degree of deprivation that our families are facing and to ensure that we are implementing support from a more informed basis rather than the crude brush stroke of Pupil Premium Eligibility.

We found out that:

79% of our families live in rented accommodation

33% of our families have live in temporary housing

56% of our families have unemployed adults within the home

70% of adults within our families receive benefits

31% of our families have an income of less than £7,400

66% of our families have an income of less than £15,000

22% of our families have used a food bank

When our families were asked to choose a phrase that best describe their financial situation

21% said they were '**Barely Managing**'

43% said they were '**Just about Managing**'

** Prior to the war in Ukraine, highest inflation in over 40 years and the huge increase in utilities and the general cost of living for all our families. As a result of these national factors, we would now expect more of our families to be using food banks, struggling with cost of living and more describing themselves as 'just about managing'.*

School overview 23-24

Detail	Data
School name	Suffolks Primary
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	Sept 2022
Date on which it will be reviewed	Spring 2024
Statement authorised by	Andrea Cassius
Pupil premium lead	Andrea Cassius
Governor	Caroline Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,707
Recovery premium funding allocation this academic year + School Led Tutoring	£17,314
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	£158,021

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium children make up at least 44% of our pupils. We are a school in a deprived area of North London and therefore many of our families still face the hardships of disadvantage but do not meet the threshold for benefits and to be included within our pupil premium group.

Our school census (completed by 100 of our families) shows that 66% of our families have a gross household annual income of £15,000 (which is less than half of the national full time average salary of £33K and well below the London average salary of £39,700).

79% of our families live in rented accommodation, with one third of our families having lived in temporary housing.

From the information we gathered from our census (2021) we can describe our 'average' Suffolks Primary School Family as;

*Our average family consists of **2 parents and 2 children**. They live in a **three bedroom house with a garden**. Their home is **rented via a private landlord**. One parent is **working full time** and one is entitled to **some benefits**. The children are entitled to **Free School Meals**. The overall family income is **less than £15,000** and financially they are **Just about Managing**.*

Our aims for all our pupils are to be engaged and participate actively in their learning. To have a sense of worth and to understand the value of education and all that they may achieve. We aim to support children by broadening 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 high quality teaching; that their needs are addressed; that gaps in their learning, that may impact on understanding, are identified and taught, 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	Disadvantage plus additional needs including SEND/EAL: Observations and data analysis shows that disadvantaged pupils with additional needs are significantly behind their peers.
2	Teacher subject knowledge of writing: Observations, book scrutinies and data analysis has shown that subject knowledge in writing is a challenge when supporting disadvantaged pupils.
3	Parental engagement and aspirations for their children: Workshop and information sessions are not always well attended by parents and aspirations for our children are not always based on the value of schooling.
4	Attendance: Data shows that there is a large disparity in attendance between disadvantaged and non disadvantaged pupils.
5	Passive learning: Observations and learning walks have shown passive learning is a challenge for disadvantaged pupils.

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 ensure there is a robust assessment strategy which outlines clear progress for disadvantaged pupils with additional needs	<ul style="list-style-type: none"> ● A clear understanding of how children with additional needs are progressing compared to those who are disadvantaged without additional needs ● PIVATS used to show smaller steps of progress for those with additional needs
To narrow the gap in attainment between PP and Non-PP children in writing	<ul style="list-style-type: none"> ● The gap in writing attainment is reduced in all year groups. ● The gap between national and local statistics for writing is narrowed at the end of KS2
To ensure all teachers have a secure knowledge around the teaching of writing.	<ul style="list-style-type: none"> ● The Write Stuff approach to writing is embedded ● Staff confidence in teaching writing has increased ● Direct impact on attainment is seen
To increase the combined outcome at the end of KS2 through increased attainment in writing	<ul style="list-style-type: none"> ● Combined data at the end of KS2 is closer to national and local data.
To increase parental engagement in workshops and activities which support the value of schooling	<ul style="list-style-type: none"> ● Parents trust continues to build in the school ● Parents see the value of all aspects of schooling i.e. learning, behaviour, uniform, aspirations for the future
To reduce the number of persistent absentees and ensure parents are aware of the impact poor attendance has on learning, friendships and social norms	<ul style="list-style-type: none"> ● The number of persistent absentees is reduced ● Whole school attendance closer to national target of 96% ● Parents understanding the impact missing school can have
For staff to identify when learning has become passive and to implement suitable strategies to ensure better engagement	<ul style="list-style-type: none"> ● Engagement in lessons in all year groups will have increased ● Teachers consistently identifying passive learners and using strategies to prevent this ● Direct impact on attainment as children participate more in their lessons

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
Teaching and Learning development with key focus on writing and engaging learning through weekly CPD	EEF - effective personal development EEF- improving literacy at KS1 and KS2	1, 2 & 5
The Write Stuff approach to teaching writing	The Write Stuff and its links with educational research	
Use of MarvellousMe for support and motivation in writing		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
IDL	IDL - a summary of research	1 & 5
Speechlink	Speechlink - evidence of success	
Daily reading with lowest 20% of readers	EEF - individual tuition EEF - reading comprehension strategies EEF - teaching assistant interventions	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Change of roles and duties of newly appointed attendance and admissions lead	EEF - attendance interventions	1, 3 & 4
Change of roles and duties of newly appointed welfare and wellbeing lead		

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 2022 to 2023 academic year.

Review of Pupil Premium Strategy - 23-24

To ensure there is a robust assessment strategy which outlines clear progress for disadvantaged pupils with additional needs

All staff received CPD on the use of PIVATS for assessing children who are working well below their age related expectations. AHT for inclusion monitored PIVATS usage and had discussions with staff where children seemed to stall with their progress. Drop in sessions with AHT for inclusion used to support staff new to using the PIVATS assessment tool.

During 23-24 academic year, 8 children were being assessed using PIVATS

Writing 8 children

Reading 8 children

Number 8 children

Behaviour for learning 6 children

Social Awareness 6 children

Independence 6 children

When using the PIVATS tool, it was evident that all children had made small steps based on their September starting points. Staff indicate that PIVATS have continued to be a useful tool for ensuring lessons and learning materials are adapted to the individual needs of the children in their classes.

This objective will be sustained over the next year.

To narrow the gap in attainment between PP and Non-PP children in writing

% of children achieving ARE in Writing (Summer term 2024)

<i>Year</i>	<i>All children</i>	<i>Pupil Premium</i>	<i>Non Pupil Premium</i>
<i>1</i>	<i>51.7%</i>	<i>50%</i>	<i>53.8%</i>
<i>2</i>	<i>41.7%</i>	<i>46.2%</i>	<i>41.7%</i>
<i>3</i>	<i>41.7%</i>	<i>30.8%</i>	<i>54.5%</i>
<i>4</i>	<i>46.2%</i>	<i>50%</i>	<i>41.7%</i>
<i>5</i>	<i>14.3%</i>	<i>40%</i>	<i>6%</i>

We introduced a new approach to writing in November 2022. Since then, we have ensured continued CPD using the Write Stuff (detailed below).

There continues to be a large gap between PP and non-PP children in Years 3 and 5 with Year 5 being considerably lower in attainment overall. This objective will be sustained in the next academic year with more focus on digging into the barriers to writing in the the now year 4 and year 6 cohort of children. By the end of September 2024, an action plan will be in place for these 2 year groups.

To ensure all teachers have a secure knowledge around the teaching of writing.

Throughout the year, our teachers have been participating in continuous professional development to ensure that our approach to teaching writing is both consistent and aligned with the national curriculum objectives. This has involved a concerted effort to guarantee comprehensive coverage of different text types and genres across all year groups. During the January INSET day, our AHT led a focused training session aimed at standardising our writing planning across the school. This training emphasised the importance of consistency in the lessons leading up to the final writing piece, ensuring that children are well-prepared with content that can be effectively incorporated into their work. Moreover, the training enhanced our approach to modelling the final piece, providing clear examples for pupils to follow in order to meet the success criteria and include the key features in their writing.

Staff moving into Year 1 revisited the EYFS Write Stuff training to ensure there is consistency as well as sequential learning.

To increase the combined outcome at the end of KS2 through increased attainment in writing

	22-23		23-24		
	ARE	GD	ARE	GD	Diff (ARE)
Maths	65% 75.1% 72.9%	12.5% 26.1% 23.9%	68%	15.7%	+3%
Reading	62.5% 71.5% 72.6%	15% 27.6% 29%	76.3%	26.3%	+13.8%
Writing	55% 73.7% 71.5%	7.5% 16.8% 13.3%	60.5%	21%	5.5%
Combined	45% 61.3% 59.5%	5% 10% 8%	60.5%	5%	+15.5%

Enfield Avgs
National Avgs

There was a 15.5% increase in the number of children achieving combined ARE figures. As a school, we are aware that comparing this data is difficult as each cohort is very different. In the next academic year, we are predicting the combined figures to go down due to specific cohort needs.

To increase parental engagement in workshops and activities which support the value of schooling

We held a range of parental workshops - EYFS maths cafe, Y4 multiplication workshop, KS2 SATs workshop, Sex education workshops - which had a slight increase in attendance compared to the same workshops held in previous years. In order to reach more parents, some workshops were held on multiple days and at different times.

In Autumn 2022, 32 parents' consultation appointments were missed. This came down in Spring 2023 to 26 appointments missed. This has continued to fall with our initial parents' consultations (Autumn 2023) with only 19 appointments missed. By Spring 2023, the appointments levelled out with 19 appointments missed. Of these 19 appointments, only 5 were by the same families.

We have ensured that any parents who do not attend or make an appointment are sent a reminder letter about the importance of these meetings. For parents who struggle to attend, staff accommodate by providing phone call appointments or morning appointments.

Moving forward, we are going to invite parents in at the beginning of each term to host a curriculum meeting. These meetings will outline the learning for the term; outline the expectations of home-learning; encourage the chromebook lending scheme and to allow for a Q&A with the teachers.

To reduce the number of persistent absentees and ensure parents are aware of the impact poor attendance has on learning, friendships and social norms

Of the 54 children who were deemed as a persistent absentee at any point in the academic year 23-24, 41 (75%) were pupil premium. 19% of these children moved away from being deemed a persistent absentee by the end of the academic year.

Overall, attendance improved compared to the previous academic year. The number of persistent absentees dropped from 35.97% in 22-23 to 18.1% in 23-24 which is a decrease of 17.87%.

Over the year, strategies to reduce persistent absenteeism included:

- Attendance officer sending day one messages and phone calls
- Regular meetings with EWO team
- EWO clinics with families who are at risk of or are persistent absentees
- Fines issued where needed

Although overall the work completed is having an impact on reducing the number of persistent absentees as well as increasing overall attendance, the majority of persistent absentees are pupil premium children.

For staff to identify when learning has become passive and to implement suitable strategies to ensure better engagement

All teachers completed a survey in Autumn 22 which asked teachers to rate their knowledge and understanding of each of our PP objectives from 1 (unclear) to 10 (fully clear). Teachers felt more confident in identifying children who had become passive but felt they needed more support with strategies to reduce the amount of passive learning in class.

Since the introduction of this plan, we have had CPD around the following topics to help support staff with strategies to reduce passive learning:

- Cold-calling and the effective use of talk partners
- Oracy
- Reading strategies including echo reading
- Use of technology to support passive learners - mymaths, Google classroom, word-wall

We also built good work shares for staff to share strategies during CPD sessions.

What our staff now say:

I targetted my passive learners during teacher input, asking them to repeat after me or I sometimes asked them to tell their partners what I had just said. I would visit tables, listen in and say "I may pick you to repeat that".

I did lots of echo reading (my turn, your turn) changing my tone and volume to keep it engaging.

During mixed ability/foundation learning, I partnered my passive learners next to enthusiastic children who would be able to support their peers and help keep them on track. AHT Y6

- 1. Think, pair, share (with sentence stems to support the children in formulating their answers). Pairing up passive learners with children who would encourage them to talk.**
- 2. Use of lolly sticks with children's names (although some children were targetted). Ensuring the children answer in full sentences and not accepting one word answers.**
- 3. Use of whiteboards and pens for everyone to show answers**
- 4. More group work with children given specific roles**
- 5. Linking learning to children's interests eg a very passive boy in our class loves Anya from a Disney film. So we included picture of Anya on his worksheets or on**

slides. We notice he was much more excited about his work when he saw this!
Classteacher Y2

In Reception we found that using photos of children as a lesson starter promoted interest and talking points linked to prior learning. We often carefully selected the photos of children who can be passive at carpet time and this would draw them in.

We tried some group recording involving all children mark making/writing /drawing their ideas on a large piece of paper and then feeding back to the class. This was a more practical way of children sharing their ideas/learning where some get distracted in learning discussions. EYFS Lead

In the SLRB every child has a specific role each day to ensure they have an active role in the day to day running of the classroom. The job changes each day so they rotate through them all every few weeks. Some of the roles include explaining the different strategies we use, whilst another involves observing and feeding back on what strategies other children have made use of.

Each child has to share what self help strategies they will be practising that day and staff (and sometimes other pupils) facilitate reflecting on what strategies are most appropriate for them to work on at Suffolks and in their mainstream school. KS2 SLRB teacher

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

Programme	Provider
Chess lessons for Y5 and Y6	Chess in schools and communities

Further information

To support our families as the cost of living rises we are developing a 'Wellbeing Hub' that will include a second hand uniform shop and a food bank. It will also have a small cafe like area to encourage parents to talk and share their concerns and we will invite different support groups in to help parents with the financial issues they may be facing.

Many of our families may find it harder to cook healthy meals for their families on a very small budget so we are setting up a cooking club for parents and will be teaching children how to cook 'one pot wonders' and food that does not need a lot of energy to produce.

We will be working alongside other charities to support our families as well as looking at how we can use our grounds to produce food using our school allotments.