



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'.

Suffolks Primary School: 2025-2028

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	169
Proportion (%) of pupil premium eligible pupils	54.4% (92 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Andrea Cassius
Pupil premium lead	Donna Mungham
Governor / Trustee lead	Noelle Skivington

Funding overview-

Detail	Amount
Pupil premium funding allocation this academic year	£139,380
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£139,380

Part A: Pupil premium strategy plan

Statement of intent

We value the unique starting points of all our pupils and are committed to providing each pupil with the best possible environment for development and learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. We have planned to spend our Pupil Premium funding to try to give all children the support that they need to 'Be Your Best!' We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to our school SIP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Pupil premium children make up at least 57% 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 in 2021) 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). This census was prior to the Ukraine war and the cost of living crisis.

Our overall aims for all our pupils are to be engaged and participate actively in their learning and 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, which may impact on understanding, are identified and taught, and that the curriculum is adapted to best support missing learning opportunities.

Challenges

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

Challenge number	Detail of challenge
1	<i>Low levels of entry for PP children – particularly in communication, literacy and language.</i>
2	<i>Parental engagement - many families struggle to engage with the school which in turn impacts on academic ambitions.</i>
3	<i>Persistent absence for PP pupils is significantly higher than for non-PP pupils.</i>

4	<i>NPP children make higher levels of good or better progress in maths compared to their PP peers.</i>
5	<i>Unmet social, emotional and developmental needs on entry include a rise in SEMH needs.</i>

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 improve oral language skills and vocabulary across the school.	<ul style="list-style-type: none"> • Levels assessed accurately at entry • Speaking and listening fully embedded into the writing curriculum • Speaking and listening being taught explicitly in daily practice • Communication, literacy and language interventions in place for those with low entry levels
To support those with low levels of communication, literacy and language make accelerated progress.	<ul style="list-style-type: none"> • 95%+ attendance levels for parents attending parent consultation meetings • 50%+ attendance for workshops • Levels of flexibility to allow for increased attendance i.e mix of virtual and in-person workshops, phone calls for parent consultations • Channels of support in place for parents to engage with Arbor parent app and make bookings for parent consultations
To increase parental engagement in consultations, workshops and events.	<ul style="list-style-type: none"> • Increase Overall Attendance for PP Pupils • Reduce persistent absence for PP pupils to below 15% by the end of the academic year, moving closer to parity with non-PP peers. <p><i>Current baseline: 25% persistent absence for PP pupils vs. 9% for non-PP pupils.</i></p>
To reduce Persistent Absence Among PP Pupils.	<ul style="list-style-type: none"> • 100% of PP pupils making good or better progress from their starting points in mathematics • Same day interventions for those children at risk of not making good or better progress • Embedded use of Fluency Bee to ensure fundamentals of mathematics are secure.
To increase the number of PP children making good or better progress in mathematics.	<ul style="list-style-type: none"> • Improved attendance and attainment. • Higher levels of achievement and engagement • More regulated behaviour, less incidences reported on Arbor.
To support the emotional and mental health of all pupils.	

Activity in this academic year

This details how we intend to spend our pupil 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
Development of sentence knowledge curriculum	<p>Increasing research on the impact of a sentence knowledge curriculum approach in writing and how these benefit disadvantaged pupils. Explicit practice for children to become secure with sentence construction and grammar and oral composition must be used for effective practice.</p> <p>https://assets.publishing.service.gov.uk/media/5a7b1474ed915d429748cadf/DFE-RR238.pdf</p> <p>https://www.gov.uk/government/publications/subject-report-series-english</p>	1
High quality teaching and learning CPD. Ensuring weekly CPD is in place to meet the needs of all teachers.	<p>Continuation of investment in high quality teaching and learning. This has been a growing strength and impact is noted in the quality of teaching and learning across the school. Whole school approaches to speech and language needs to benefit all children.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1
High level monitoring of maths progress and attainment.	Pupil Strategy Meetings, lesson observations and book monitoring to ensure those at risk of not making progress are identified and individual targets are set.	4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fluency bee package	https://whiteroseeducation.com/maths-fluency-bee	4
1:1 daily reading for lowest 20% readers (prioritising PP)	https://readingagency.org.uk/about/impact/002-reading-facts-1/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1
Vocabulary pre-teaching from SEND specialist Teaching Assistant	https://educationendowmentfoundation.org.uk/reading-house/vocabulary	1 & 5
Language for thinking intervention from SEND specialist Teaching Assistant	https://thinkingtalking.co.uk/language-for-thinking/	1 & 5
Communication and Interaction/ Speech and Language Support from school staff	https://verboapp.co.uk/	1 & 5
Social Skills intervention from SEND specialist Teaching Assistant	https://autismbehaviorservices.com/social-stories/	5
Weekly PSHE lessons including circle times using JIGSAW PSHE scheme	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Music therapist one day per week</i>	<p>Music Therapists work across a broad spectrum of need in a wide variety of settings to enable children and young people to:</p> <ul style="list-style-type: none"> ● explore and express thoughts and feelings ● nurture social interaction and communication skills ● encourage creative and spontaneous play ● develop concentration and co-ordination ● increase awareness of themselves and others ● boost self-esteem and build resilience ● stimulate language and listening skills ● strengthen family and peer relationships 	5
<i>Attendance lead working in mornings.</i>	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	2 3