



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

Detail	Data
School name	Suffolks Primary
Number of pupils in school	246
Proportion (%) of pupil premium eligible pupils	44%
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	Termly by SLT April 23 Governors
Statement authorised by	Andrea Cassius
Pupil premium lead	Andrea Cassius
Governor	Caroline Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,915
Recovery premium funding allocation this academic year + School Led Tutoring	£21,542
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	£180,457

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)

Budgeted cost: £59,050

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 POBBLE and MarvellousMe for support and motivation in writing	POBBLE - blog posts	

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

Budgeted cost: £ 74,539

Activity	Evidence that supports this approach	Challenge number(s) addressed
In school tutoring 5 of the 11 hours covered during school time	EEF - small group tuition	1 & 5
Tutoring sessions through School Led Tutoring		
IDL	IDL - a summary of research	
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)

Budgeted cost: £22,850

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		

Total budgeted cost: £156,439

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 22-23 Pupil Premium Strategy

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.

In the academic year 22-23, 12 children were being assessed using PIVATS. All children were assessed in Reading, Writing and Maths.

2 out of 12 were assessed in Behaviour for Learning

6 out of 12 were assessed in Social Awareness

6 out of 12 were assessed in Independence

1 out of 12 were assessed in Listening skills

All children using PIVATS made progress towards the given milestones for each stage.

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 2023)

Year	Pupil Premium	Non Pupil Premium
1	38.46%	60%
2	40%	75% (16.67% of these achieved WAGD)
3	42.86%	11.11%
4	5.88%	40%
5	33.33%	44.44%

We introduced a new approach to writing in November 2022. The first term of implementation was based around training staff and ensuring fidelity to the scheme. It is therefore important to sustain this intended outcome into the following academic year. Although overall attainment rose in writing, the gap between PP and Non-pp achieving ARE remained large.

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

Much of the Spring term was used to support teachers with their subject knowledge in writing. CPD included:

- Modelling of writing
- Developing vocabulary
- Planning for writing
- Grammar and punctuation

In March 2023, Marc Rowland, pupil premium advisor, completed a full day audit. This included a range of activities from: gathering parent and pupil voice; lesson visits; book scrutiny and interviewing senior leaders. The main focus of lesson visits was around the embedding of The Write Stuff approach. At this early stage, it was evident that vocabulary development and sentence structure had improved compared to lesson visits in the previous year.

Governors completed a learning walk in April 2023 which included a range of activities from book scrutinies, lesson visits, collection of pupil and staff voices. From this monitoring, it was clear that staff had begun implementing the CPD from The Write Stuff scheme of learning.

Monitoring of subject knowledge has shown that staff have increased their subject knowledge around the teaching of writing. This objective will continue to be developed over the following academic year.

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

In the last academic year, we provided small group tutoring using the NTP scheme to a total of 31 pupils (75% of total number of children in receipt of tuition). Compared to the previous year which had a lower uptake, only 2 of the initial 31 invited rejected a place for tuition. Also, compared to last year, the vast majority of children attended all 15 sessions of tutoring.

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. 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.

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

In total, for the last academic year, there were 42 persistent absentees. 28 (66%) of these children were in receipt of pupil premium funding.

This equates to 26% of all pupil premium children being classed as a persistent absentee.

Of the 28 persistently absent children who also were in receipt of pupil premium funding, 22 (78.5%) of these improved their attendance over the course of the academic year.

Moving forward into the next academic year, we will aim to sustain and improve this objective by reducing the number of pupil premium children who are also persistent absentees.

Over the year, strategies to reduce persistent absenteeism included:

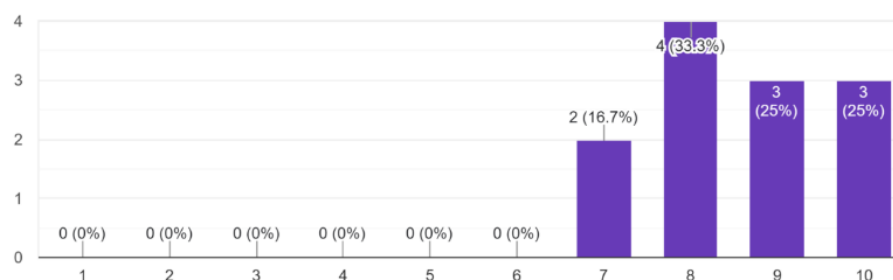
- Regular meetings with EWO team*
- EWO clinics with families who are at risk of or are persistent absentees*
- Fines issued where needed*

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).

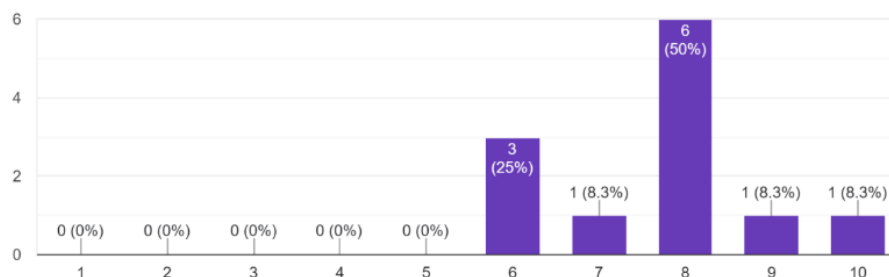
I can identify when children are passive

12 responses



I have many strategies up my sleeve to engage passive learners.

12 responses



Staff will revisit this survey and compare their confidence levels a year on.

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.