



# 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 ( <b>3 year plans are recommended</b> )	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
<b>Total budget for this academic year</b> 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	<b>Disadvantage plus additional needs including SEND/EAL:</b> Observations and data analysis shows that disadvantaged pupils with additional needs are significantly behind their peers.
2	<b>Teacher subject knowledge of writing:</b> Observations, book scrutinies and data analysis has shown that subject knowledge in writing is a challenge when supporting disadvantaged pupils.
3	<b>Parental engagement and aspirations for their children:</b> 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	<b>Attendance:</b> Data shows that there is a large disparity in attendance between disadvantaged and non disadvantaged pupils.
5	<b>Passive learning:</b> 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"> <li>● A clear understanding of how children with additional needs are progressing compared to those who are disadvantaged without additional needs</li> <li>● PIVATS used to show smaller steps of progress for those with additional needs</li> </ul>
To narrow the gap in attainment between PP and Non-PP children in writing	<ul style="list-style-type: none"> <li>● The gap in writing attainment is reduced in all year groups.</li> <li>● The gap between national and local statistics for writing is narrowed at the end of KS2</li> </ul>
To ensure all teachers have a secure knowledge around the teaching of writing.	<ul style="list-style-type: none"> <li>● The Write Stuff approach to writing is embedded</li> <li>● Staff confidence in teaching writing has increased</li> <li>● Direct impact on attainment is seen</li> </ul>
To increase the combined outcome at the end of KS2 through increased attainment in writing	<ul style="list-style-type: none"> <li>● Combined data at the end of KS2 is closer to national and local data.</li> </ul>
To increase parental engagement in workshops and activities which support the value of schooling	<ul style="list-style-type: none"> <li>● Parents trust continues to build in the school</li> <li>● Parents see the value of all aspects of schooling i.e. learning, behaviour, uniform, aspirations for the future</li> </ul>
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"> <li>● The number of persistent absentees is reduced</li> <li>● Whole school attendance closer to national target of 96%</li> <li>● Parents understanding the impact missing school can have</li> </ul>
For staff to identify when learning has become passive and to implement suitable strategies to ensure better engagement	<ul style="list-style-type: none"> <li>● Engagement in lessons in all year groups will have increased</li> <li>● Teachers consistently identifying passive learners and using strategies to prevent this</li> <li>● Direct impact on attainment as children participate more in their lessons</li> </ul>

## 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	<a href="#">EEF - effective personal development</a> <a href="#">EEF- improving literacy at KS1 and KS2</a>	1, 2 & 5
The Write Stuff approach to teaching writing	<a href="#">The Write Stuff and its links with educational research</a>	
Use of POBBLE and MarvellousMe for support and motivation in writing	<a href="#">POBBLE - blog posts</a>	

### 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	<a href="#">EEF - small group tuition</a>	1 & 5
Tutoring sessions through School Led Tutoring		
IDL	<a href="#">IDL - a summary of research</a>	
Speechlink	<a href="#">Speechlink - evidence of success</a>	
Daily reading with lowest 20% of readers	<a href="#">EEF - individual tuition</a> <a href="#">EEF - reading comprehension strategies</a> <a href="#">EEF - teaching assistant interventions</a>	

## 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	<a href="#">EEF - attendance interventions</a>	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 2020 to 2021 academic year.

#### *Review of 21-22 Pupil Premium Strategy*

#### ***Intended outcome 1: Support the emotional and mental health of all pupils to better ensure that academic progress can be made***

In 2021-2022 10 pupils accessed Music therapy from across the school. This supported one child to continue accessing school although part time and supported others with long term social care involvement to process complicated feelings. Other pupils were reported to have difficulties with their focus due to being preoccupied by their own issues or difficulties in having positive relationships with their peers. For all the pupils involved, staff, pupils and parents have reported improvements in these areas and the pupils have reported feeling less worried and being happier at school..

*Next steps: To increase parental engagement in workshops and activities which support the value of schooling*

**Intended outcome 2: To narrow the gap of underachievement between PP and NPP pupils**

By the end of KS2 (21-22) our pupil premium children did better in reading and mathematics compared to all pupil premium children nationally. Pupil premium children achieving the greater depth standard in Writing was higher than pupil premium children nationally.

Compared to their peers, pupil premium children outperformed non pupil premium children at the end of KS2:

NPP: R: 55% W: 41% M: 46% PP R: 63% W: 46% M: 54%

Writing is a whole school focus with the aim to close the gap between PP and NPP children whilst also increasing the overall percentage of children achieving ARE.

Next steps: To increase the combined outcome at the end of KS2 through increased attainment in writing. To narrow the gap in attainment between PP and Non-PP children in writing

**Intended outcome 3: To ensure a secure knowledge base in key steps of learning**

Our children returned from the pandemic with large gaps in their knowledge and further gaps due to not being able to revisit previously taught content due to limitation of remote learning. As a result, we used the DFE's ready to progress criteria in maths and ensured that key concepts in English were taught explicitly in order to prepare the children for their next stage in learning. As noted above, our PP children outperformed NPP children in the end of KS2 SATs.

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

**Intended outcome 4: To improve average reading age of PP children**

	PP Average Reading Age 21/22	PP Average Progress 21/22	NPP Average Reading Age 21/22	NPP Average Progress 21/22
Year 1	3.9	3.3	5.6	3.1
Year 2	8.5	1.5	8.5	4.5
Year 3	8.2	1.6	9.3	1.3
Year 4	9.1	2.7	10.1	2.2
Year 5	9.7	2.5	10	4.4

(Figures are in years)



**Intended outcome 5: Reduce the number of PP children identified as PAs**  
Overall our percentage of persistent absentees was 28.5% in 21-22. This equates to 87 pupils, 47 of which were PP. This number has been consistent with previous academic years.

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

## 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.*

Evaluation Notes

Autumn 22	
Spring 23	
Summer 23	