Pupil premium strategy statement – Suckley School

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	95
Proportion (%) of pupil premium eligible pupils	12.6%
Academic year/years that our current pupil premium strategy plan covers	2025-2026 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Helen Field
Pupil premium lead	Helen Field
Governor / Trustee lead	Janet Ashton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 17,780
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*	£ 17,780

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for every pupil, regardless of background or individual challenges, to make strong progress and achieve high standards across all subjects.

Our strategy is designed to ensure disadvantaged pupils reach this goal, including those who are already high attainers. We will also consider the needs of vulnerable pupils, such as those with a social worker.

We recognise the challenges faced by some disadvantaged families and are committed to supporting them in multiple ways, including mental health provision and addressing barriers to learning. This ethos is embedded through ongoing professional development for all staff.

High-quality teaching is central to our approach, with targeted support in areas where disadvantaged pupils need it most. We believe this has the greatest impact on closing attainment gaps and benefits all pupils. Our intended outcomes also include sustaining and improving attainment for non-disadvantaged pupils alongside progress for disadvantaged peers. This approach is supported by continuous training and development to ensure teaching and learning has a positive impact on every child. Strong, supportive relationships underpin this approach, and staff are fully trained in our Thrive and Trauma-Informed practices to maintain these vital connections.

Our Thrive and Trauma approach fosters a whole-school culture where staff understand that social and emotional development is key to engagement and achievement.

Teachers hold ambitious expectations for all disadvantaged pupils. Resources are high quality, and staff are deployed effectively to ensure every child reaches their full potential and achieves standards comparable to their non-pupil premium peers.

Our approach is responsive to both common challenges and individual needs, based on robust diagnostic assessment rather than assumptions. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- challenge disadvantaged pupils through ambitious work
- intervene early when needs are identified
- embed a whole-school approach where all staff take responsibility for outcomes and raise expectations of what disadvantaged pupils can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and pupil discussions suggest that many disadvantaged pupils have underdeveloped oral language skills and significant vocabulary gaps. These issues are evident from Reception through Key Stage 2 and are generally more pronounced among disadvantaged pupils compared to their peers.
2	Our assessments (including Thrive), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These pupils require additional support for mental health and well-being to enable them to access the curriculum. These challenges particularly affect disadvantaged pupils, including their attainment.
3	Many disadvantaged pupils begin school with lower baseline attainment compared to their peers. This gap is often evident from early years and can persist through Key Stage 2 if not addressed and pupils require targeted interventions to reach the same high standards as their peers.

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
Disadvantaged pupils will develop stronger oral language skills and a broader vocabulary, enabling them to communicate effectively, access the curriculum confidently, and make sustained progress across all subjects from Reception through Key Stage 2.	• Termly language and vocabulary assessments show measurable improvement for disadvantaged pupils. • Increased pupil participation in discussions and use of subject-specific vocabulary during lessons. • Pupils report greater confidence in speaking and understanding new vocabulary. • Improved outcomes in reading and writing, reflecting enhanced language skills. • Targeted language programmes demonstrate positive progress for identified pupils.

Pupils with identified social and emotional needs, particularly disadvantaged pupils, will receive targeted support to improve mental health and wellbeing. This will enable them to engage positively with learning, build resilience, and make sustained academic progress.	• Increased participation in lessons and school activities as observed through monitoring and pupil voice. • Thrive assessments and other wellbeing measures show significant improvement for targeted pupils. • Fewer incidents of emotional dysregulation impacting learning, evidenced by behaviour logs and teacher reports. • Improved attainment and progress data for pupils receiving social and emotional support. • Positive feedback from parents/carers regarding pupils' emotional wellbeing and school engagement.
Disadvantaged pupils who start school with lower baseline attainment will make accelerated progress through targeted interventions and high-quality teaching, enabling them to achieve age-related expectations and close the attainment gap with their peers by the end of Key Stage 2.	• Termly progress tracking shows disadvantaged pupils making at least expected progress, with many exceeding expected progress to narrow gaps. • Increased percentage of disadvantaged pupils achieving age-related expectations in reading, writing, and mathematics. • Evidence from targeted intervention programmes demonstrates measurable improvement in core skills. • Lesson observations confirm that work set for disadvantaged pupils is appropriately challenging and ambitious. • Disadvantaged pupils' attainment approaches or matches national averages for 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)

Budgeted cost: £ 5246.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Early identification of SALT needs • Implement daily dialogic activities • TA training in effective intervention for SALT • Use explicit vocabulary teaching in all subjects, including pre-teaching key words and embedding them in classroom displays. • Create language-rich environments with high-quality texts, storytelling, and role-play in EYFS and KS1.	• EEF Toolkit: Oral language interventions have an average impact of +6 months' progress on attainment. • Oracy Framework: Research shows structured oracy improves confidence, vocabulary, and academic outcomes. • DfE Guidance: High-quality teaching of vocabulary and language is essential for closing gaps in literacy and overall attainment.	1 & 3
• Implement Thrive Approach strategies across the school to support emotional regulation and resilience. • Deliver further Trauma-Informed Practice training for all staff to ensure consistent, empathetic responses to pupils' needs. • Embed daily wellbeing check-ins and structured activities such as mindfulness and relaxation techniques. • Strengthen home-school partnerships through regular communication and family support sessions.	• Thrive Approach Research: Demonstrates improvements in emotional resilience and engagement with learning. • Trauma-Informed Practice Studies: Show reductions in behavioural incidents and improved pupil wellbeing. • DfE Guidance: Emphasises the importance of mental health support for improving attendance, engagement, and academic outcomes.	1, 2 & 3
• Deliver quality first teaching consistently across all classrooms, ensuring lessons are well-structured and differentiated. • Use robust diagnostic assessments to identify	• EEF Guidance on Feedback: High-quality feedback is one of the most effective ways to accelerate progress. • DfE Research: High-quality teaching and early	1, 2 & 3

gaps early and tailor teaching to individual needs. • Embed frequent feedback and formative assessment to monitor progress and adjust teaching strategies promptly. • Ensure high expectations and ambitious targets for disadvantaged pupils, supported by effective deployment of staff and resources.	intervention are key drivers for improving attainment among disadvantaged pupils.	

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

Budgeted cost: £ 10,901.07

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide small-group interventions for pupils with significant language gaps using evidence-based programmes	EEF Toolkit: Oral language interventions have an average impact of +6 months' progress on attainment.	1 & 3
Implement targeted small-group and 1:1 intervention in reading, writing, and mathematics using evidence-based programmes	EEF Toolkit: Small-group tuition and targeted interventions can add +4 months' progress on average.	1, 2 & 3

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

Budgeted cost: £ 2444.09

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide small-group and 1:1 intervention focused on emotional literacy, self-regulation, and coping strategies.	There is extensive evidence associated with supporting children's social and emotional development and improving academic outcomes, behaviour and relationships.	1, 2 & 3

	EEF Toolkit: Social and emotional learning interventions have an average impact of +4 months' progress on attainment.	
Provide personalised mental health and wellbeing sessions for pupils who require targeted support. These sessions will include specific interventions based on Trauma-Informed Practice to ensure emotional needs are addressed effectively.	There is extensive evidence recognising that a child's emotional health and wellbeing significantly influence cognitive development.	1, 2 & 3
Provide funding for residential trips and school visits.	Engagement in wider opportunities, including residentials in KS2, supports children to experience cultural, educational and outdoor learning activities that deepen understanding of the curriculum. EEF Extending School Time: Some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus.	1, 2 & 3

Total budgeted cost: £ *18,591.92*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The statutory data demonstrated that:

- 100% (1/1) of disadvantaged pupils met the GLD standard for Early Years, hitting expected in all areas.
- 50% (1/2) of disadvantaged pupils met the expected standard for the Phonics Screening Check.
- 100% (1/1) of disadvantaged pupils met the expected standard for the Phonics Yr2 Retake Screening Check.
- 100% (2/2) of disadvantaged pupils met the expected standard for the Yr 4 Multiplication Check
- 0 (0/1) of disadvantaged pupils met the expected standard for reading, writing or maths in the KS2 SATS.

Our internal summative and formative assessments demonstrate that:

- 61% of disadvantaged pupils achieved the expected standard in reading and maths and 53% of disadvantaged pupils achieved the expected standard in writing

Baseline assessments and observations in EYFS and beyond indicated that the pupils from disadvantaged backgrounds had poorer speech, language and communication skills compared to non-disadvantaged children. The data suggests this gap was significantly narrowed with disadvantaged pupils meeting the expected standard in GLD and 75% meeting the expected standard in phonics. Attainment in the Year 2 retake Phonics screening check for disadvantaged pupils is above national average for all pupils.

Every disadvantaged child across all phases of the school made at least small steps progress from their starting points in reading, writing and maths. The percentage of disadvantaged pupils achieving the expected standard in EYFS has increased. The attainment gap between disadvantaged and non-disadvantaged children in specific subjects is narrowing. Disadvantaged pupils with below expected reading ages on entry are identified and supported, resulting in improved reading ages that are more in line with their chronological age.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that the 55% of disadvantaged pupils who were identified as having a social and emotional need accessed Early Help Tier two support, provided by our nurture TA and all made progress across the curriculum.

The attendance gap between disadvantaged pupils and their non-disadvantaged peers is much reduced with attendance for disadvantaged pupils being well above national average. There were no persistently or severely absent disadvantaged pupils. There were no persistently late or severely late disadvantaged pupils.

Improved pupil behaviour was observed through teacher monitoring and no disadvantaged pupils were suspended, internally or externally excluded. No disadvantaged pupils were placed on behaviour monitoring logs.

Sustained levels of emotional wellbeing and mental health were demonstrated by data from pupil voice, Thrive Assessments, and teacher observations.

An increased participation in enrichment activities, school trips, and extracurricular clubs among disadvantaged pupils was seen, providing cultural capital and boosting engagement. 27.9% of disadvantaged children attended afterschool clubs (a mixture of choir, Sport and Eco Club)

An increase in disadvantaged pupil parental engagement with the school to support children's learning, emotional well-being and behaviour at home was evidenced. 73% of parents of disadvantaged children accessed EAA’s in school and received tier two Early Help support, in addition to their children.

Based on all the information above, the performance of our disadvantaged pupils met our expectations and our evaluation of the approaches delivered last academic year have allowed us to set new intended outcomes for this year.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more detail about our planning, implementation, and evaluation processes.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. This will include:

- Embedding more effective practice around feedback. EEF evidence on feedback demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a local authority grant to further train two members of staff in Trauma Informed Practise. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

In planning our new pupil premium strategy, we evaluated the impact the activities undertaken have had in previous years.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutinies and conversations with pupils and teachers, in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.