

Pupil premium strategy statement – South Norwood Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	360
Proportion (%) of pupil premium eligible pupils	38.4%
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)	2025-2026 to 2028-2029
Date this statement was published	
Date on which it will be reviewed	December 1 st 2026
Statement authorised by	James Looker
Pupil premium lead	James Looker
Governor / Trustee lead	Dominic Riddex

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£205030

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

1. ensure disadvantaged pupils are challenged in the work that they are set
2. act early to intervene at the point need is identified
3. adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges (all data December 2025)

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

Challenge number	Detail of challenge
1	Writing attainment for disadvantaged children Whole School assessment data indicates that writing attainment among disadvantaged children is below that of non-disadvantaged children. This is particularly true on year 1, year 3, year 5 and year 6.
2	Mathematics attainment for disadvantaged children Whole school assessment data indicates that mathematics attainment is 11% below non-disadvantaged children. There are significant gaps in year 1, year 4, year 5 and year 6.
3	Attendance is lower for disadvantaged children 2025/2026 Autumn Term Attendance Whole School: 94% Disadvantaged: 92.3% Non-disadvantaged: 95.2% Persistent absence: Whole School: 19.1% Disadvantaged: 27.9% Non-disadvantaged: 13.5% 2024 / 2025 Attendance Whole School: 93.8% Disadvantaged: 91.7% Non-disadvantaged: 95.3% Persistent absence: Whole School: 16.2% Disadvantaged: 23.4%% Non-disadvantaged: 11%
4	Limited opportunities and access to resources, a deficit in cultural capital e.g. stationery, books, IT, museums etc
5	Environmental factors including health and mental wellbeing, financial stability, family cohesion, levels of deprivation and housing and high pupil mobility.
6	Vocabulary Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps amongst our

	disadvantaged pupils. These are evident from Reception through to KS2 and in general are more prevalent among our disadvantaged pupils than their peers.
7	Reading attainment. Although disadvantaged children's reading attainment is in line with non-disadvantaged children the overall attainment is lower than national.
8	Disadvantaged children joining our EYFS do so with lower than typical starting points. All disadvantaged children working below the expected standard compared with 19% of non-disadvantaged children.

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
Writing achievement gap shrinks with both disadvantaged and non-disadvantaged children results improving.	Writing results continue to improve over the three-year plan with at least 75% of disadvantaged children meeting the expected standard. (2024 – 2025: 62%)
Mathematics achievement gap shrinks with both disadvantaged and non-disadvantaged children results improving.	Mathematics results continue to improve over the three-year plan with at least 75% of disadvantaged children meeting the expected standard. (2024 – 2025: 62%)
Attendance improves for both disadvantaged and non-disadvantaged children including a reduction in persistent absence	Attendance is above the national average overall (2024 – 2025 93.8%) Persistent absence for disadvantaged falls below 15% over the three year period (2024 – 2025 23.4%)
Reading attainment for both disadvantaged and non-disadvantaged shrinks when compared to the national average	Reading results continue to improve over the three year plan with at least 75% of disadvantaged children meeting the expected standard (2024 – 2025: 62%)
Pupils have a wide range of experiences that enables them to contextualise their learning. Pupils access to cultural capital improves. The school will deliver an engaging and broad curriculum	Whole school curriculum maps embed learning through knowledge recall in a knowledge rich curriculum. Pupils questionnaires show children enjoy school and are enthused to learn more. Teachers plan and deliver a wide range of trips and experiences within and outside of the planned curriculum including the deliver of The Pioneer Passport.

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to subscribe to a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Phonics Teaching and Learning Toolkit EEF	1, 4, 6, 7, 8.
Participate in the Maths Mastery Project run in conjunction with Croydon Local Authority, The Maths Hub and other local Pioneer Schools. Fund teacher development to access the maths hub resources and CPD	EEF Improving Mathematics in Key Stages 2 and 3. Ensuring practitioners understand the importance of mathematical development and the use of manipulatives and representations is critical to ensure high quality maths learning. Improving Mathematics in the Early Years and Key Stage 1	2, 8.
Take part in the Croydon / Cambridge Oracy Project to develop children's speaking and listening skills which feeds into their writing ability	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions	1, 6, 7, 8.
Develop speech and language support for children with additional identified needs	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:	1, 6, 8.

	Oral language interventions	
Ongoing CPD for all Teaching Assistants to improve knowledge and skills through weekly 30 minute meetings.	Ensuring TAs are highly skilled and well-trained is imperative to their effectiveness in the classroom and ensuring impact on children. TAs form part of the teaching team and offer valuable instruction and feedback. EEF Guidance Report: Making the best use of teaching assistants <i>“Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.” EEF Toolkit: Teaching Assistant Interventions ‘Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach’</i> Small group tuition	1, 2, 3, 6, 8.

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop speech and language support for children with additional identified needs including dedicated speech and language lessons.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions	1, 6, 8.
Lexia reading programme. One to one programme that supports	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1

reading and thus, in turn, reading attainment.	One to one Tuition - EEF Small group tuition	
Rapid catch up phonics sessions targeted at pupils who require additional support	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Phonics Teaching and Learning Toolkit EEF	1, 7, 8.

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

Budgeted cost: £ 55030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3, 8.
To ensure disadvantaged pupils can access learning and access to our Family Worker	Both targeted interventions and universal approaches can have positive overall effects. Behaviour interventions EEF	1 through 8.
Pastoral support for individuals and small groups provided by Place2Be in order that pupils have the key skills	Social and emotional learning (SEL) interventions seek to improve pupils' decision making skills, interaction with others and their self-management of emotions rather than focusing directly on	1, 2, 3, 5, 6 7, 8.

required to be able to learn	the academic or cognitive elements of learning. EEL Social and emotional learning	
Develop parental engagement through coffee mornings, parental workshops e.g. Phonics and mathematics workshops	Increasing parental engagement demonstrates improved attainment of four months EEF Parental Engagement	1, 2, 3, 7, 8.
SEND Project in conjunction with Whole Education to review SEND provision	EEF blog five evidence based strategies to support high quality teaching for pupils with SEND.	1, 2, 6, 7, 8.

Total budgeted cost: £205030

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

This is a new plan and will be evaluated after one year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Counselling service	Place 2 Be
Systematic phonics programme	Little Wandle Phonics Scheme

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.