Pupil premium strategy statement – Sir Robert Hitcham CEVA Primary School, Debenham

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	157
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	25/26 – 27/28
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Mrs Laura Dumolo/Headteacher
Pupil premium lead	Mrs Laura Dumolo/Headteacher
Governor / Trustee lead	Jade Martin/Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 31,000
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 31, 000

Part A: Pupil premium strategy plan

Statement of intent

At Sir Robert Hitcham, we aim to raise the attainment of all pupils, including pupils who are disadvantaged. We aim to reduce the attainment gap between groups of pupils across the whole school. We believe strongly in providing equal opportunities and treating pupils as individuals, recognising their strengths and their particular personal and academic needs. We believe that pupils will be more 'ready to learn' if we prioritise their personal and emotional wellbeing and an emphasis is placed on using funding to ensure the structures and staff are in place to provide a nurturing, supportive environment.

At Sir Robert Hitcham CEVAP School we provide well-planned teaching and a wide range of learning opportunities and experiences to help children develop the skills they will need to become confident and successful members of their community, life-long learners and achieve their full potential. Our curriculum includes all that is taught through lessons, collective worship, clubs, trips, enrichment clubs and events. In addition, children's social and emotional development is supported through planned activities, opportunities to take on responsibilities and interactions with the school community throughout the day.

Challenges

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

Challenge number	Detail of challenge
1	37% of pupils who qualify for Pupil Premium also have SEND.
2	Persistent absenteeism or poor attendance.
3	Early acquisition of reading and writing is not embedded which creates gaps in later reading and writing.
4	Early mathematical skills are not embedded and key skills acquired late.
5	Pupils have limited enriching experiences outside of school which support their wellbeing and understanding of their learning.

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
Pupil Premium pupils to be at least in-line with their peers across the curriculum through access to high quality teaching and targeted interventions.	Progress of Pupil Premium pupils is at least equal, or better, to the progress of other pupils. This allows Pupil Premium pupils to close the gaps with other pupils.
Pupil Premium pupils to make expected progress from their starting points.	Interventions for Pupil Premium pupils are in place with data indicating that pupils are closing the gaps in knowledge and understanding and to close the gaps with other pupils.
Pupil Premium pupils to have their well-being needs met to ensure they are ready and able to learn.	Pupils are settled and ready for school and learning. They have a positive attitude and behaviour for learning.
Pupil Premium pupils attend school and have access to enriching activities and trips.	Pupils have high attendance and access to enriching activities supports their understanding, knowledge and acquisition of skills.

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: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND Training & High quality CPD opportunities to support improving pedagogy and teaching practice.	EPI Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider.	1, 3, 4
Quality First Teaching (QFT)	Children will have access to QFT through which gaps in learning can be swiftly identified and addressed. All children will have access to blended learning opportunities which includes resources as and when necessary.	1, 2, 3, 4

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

Budgeted cost: £ 19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support and accelerate progress Phonics Maths Interventions Reading Comprehension Interventions Spelling Interventions Memory Intervention Emotional Support Precision Teaching Pupils supported in small groups or 1:1	EEF research: Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.	1, 3, 4
Small group intervention outside of school hours - Maths	EEF research: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.	1, 3, 4

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

Budgeted cost: £ 10, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop staff skills and abilities to support pupil well-being and anxiety.	EEF research shows that supporting metacognition and self-regulation significantly aids pupil progress.	1, 2
Mental Health intervention & 1:1 support.	EEF research shows that supporting metacognition and self-regulation significantly aids pupil progress.	1, 2
Provision of uniform packs.	Pupils who have full uniform which is the same as their peers, feel comfortable and confident with attending school.	2

Support pupils' parents/carers in meeting the costs of after-school clubs and school trips.	Pupils able to access extra-curricular activities which enhance their learning experiences.	2, 5
Attendance regularly monitored and attendance support offered/followed up.	Parents/Carers who are regularly informed of attendance and understand the importance of regular attendance are	2

Total budgeted cost: £ 31, 000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the year of 2025/2026, our Pupil Premium pupils' attendance improved and was closer to National Average, having been below National Average previously. At the end of Year 6, results show that our disadvantaged pupils are significantly below National in Reading, Writing, Maths Combined, below in reaching the expected standard in Reading, Writing and Maths individually. However, the size of the disadvantaged cohorts have been very small.

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
None.	