

Purley CofE Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 academic year) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (Oct Census 2023)	94 With 2 children in FS1 Total of 96 children on roll.
Proportion (%) of pupil premium eligible pupils Including Post LAC and FSM 6	(16) 16%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Amy Holland, Headteacher
Pupil premium co- leads	Amy Holland, Headteacher Judie Pickering, Senior Teacher
Governor lead	Carole Print, PPG Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24310.00
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium) funding carried forward from previous years	£10950.00
Total budget for this academic year	£35,260.00

Part A: Pupil Premium Strategy Plan

Statement of intent

The Purley school family, as a whole, work together to ensure we are a happy and vibrant school with a caring and supportive atmosphere. The supportive ethos within the school enables pupils of all abilities to thrive as they grow and develop. Our goal is that no child is left behind socially, or academically because of disadvantage.

We are committed to providing our children with the best education possible. We have high expectations and standards. We aim to provide a personalised education which brings out the best in every child. Our talented staff inspire and motivate all pupils through our vision "learn to love and love to learn".

Our Pupil Premium Strategy aims to address the main barriers our children face. Through rigorous tracking, careful planning, targeted support, and intervention we aim to ensure that all pupils can access and enjoy academic success.

We are a Church School and our values of **love, courage and wisdom** weave their way through all that we do. They are rooted in our Christian ethos and support our children to be kind, reflective and resilient, equipping them to take on the opportunities, responsibilities, and challenges of future life.

Our Pupil Premium strategy is heavily intertwined with our whole-school ethos. We are an inclusive school; inclusive of different needs, different backgrounds and different abilities.

It is therefore our aim to use the Pupil Premium funding for the following uses:

- a) To ensure the happiness and well-being of our pupils is at the forefront of what we do;
- b) To give PPG pupils, or any vulnerable pupils, the same curricular and extra-curricular opportunities as their non-PPG peers. We place a big focus on equity of opportunity and seek to remove as many barriers as possible.
- c) To close the attainment gap between PPG pupils and their non-PPG peers;
- d) To provide opportunities to increase cultural capital and raise aspirations of our PPG pupils

Our strategy for this academic year is to continue to close and monitor the gaps in knowledge and misconceptions, particularly those children now in years 2 and 5 whom have been previously identified as having had the most significant impact following the Covid-19 pandemic and ensure that these children have the key skills in reading

writing and maths to move forward more successfully to the next stage of their learning journey.

As a school we have identified that resilience and self-esteem is often a barrier for our disadvantaged children attaining and developing a love to learn. We will be working with these children and families to ensure positive experiences in school, access to personalised emotional support, and that all pupils are in a healthy place to enjoy and engage in their learning.

We aim to ensure that all children have the equipment they need to feel part of our school and part of our school family, for example uniform or resources to support access to the curriculum.

Our strategies and the pupils we are targeting may change throughout the year as we continually assess impact and need to ensure effective use of the grant. The key principles of our strategy are to ensure all children, whether recognised as disadvantaged or not, are reached by the aims.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment Gap in knowledge and misconceptions especially in reading writing and maths – focus on the years groups previously identified as at greater risk following the Covid 19 pandemic – currently children in years 2 and 5
2	Low attainment and slow progress made by pupils in this area. These children often find it difficult to focus and retain and recall prior learning and apply this in current learning. Overlearning is key to support these children. 33% of these children are also on the SEND register with 80% of those having a diagnosis ASD/ADHD or dyslexia.
3	Supporting children's social and mental health difficulties. Development of resilience and self- esteem has been identified as a target for many of our disadvantaged children.
4	Low attendance and poor punctuality and subsequent disruptions to learning, impacting on progress. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

5	Families having a positive engagement with their children’s learning a wider life at school.
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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
<p>For disadvantaged children to maintain or make improved progress compared to their overall progress last academic year in reading, writing and maths.</p> <p>To support those children who have significantly fallen behind using high quality, tailored interventions to support their specific needs, aiming for them to ‘catch-up’ or make accelerated progress.</p> <p>Robust monitoring of the progress of these children by class teacher.</p>	<p>End of academic year 2024 data will show that most of these children have made the expected progress in relation to their progress from the previous year.</p> <p>Interventions to be tracked and monitored to ensure there is expected impact. For most of these children to have made accelerated progress in at least one area of their identified weakness.</p> <p>Disadvantaged children to be monitored at discussed at pupil progress meeting 3 x yearly and provision reviewed as appropriate.</p>
<p>Those children who have been identified as having social, emotional and health issues are well supported in school to alleviate barriers to learning, social interactions etc.</p> <p>Children are recognised in areas that they excel, this may be sport, art, drama etc and these are shared positively as a whole school.</p>	<p>Class teachers and TA’s to have the skills to identify these needs and report them efficiently for effective support.</p> <p>Children to access to ELSA and EHA provision within school when needed.</p> <p>Nurture groups/Lego therapy available to support social interactions with peers and develop communication skills.</p> <p>Classes or whole school focus on areas that these children shine in to promote them having the feeling of success and pride alongside their peers.</p> <p>1-1 sports mentoring to develop communication, interactions, focus, self-esteem, and stamina.</p>

<p>Improved attendance and punctuality of these children</p>	<p>School to work together with families to discuss issues/barriers and support and suggest solutions.</p> <p>For attendance and punctuality to increase either match or exceed the national average.</p> <p>A rise in their attainment in line with individual expectations.</p> <p>Children will want to be at school regularly</p>
<p>Improved and targeted support in place for families eligible for PPG to further develop close working relationships leading to greater school involvement and enhanced pupil outcomes.</p>	<p>Through targeted parental engagement sessions, parents of pupils eligible for PPG are more involved with their child's learning. Parents feel empowered to support their children when engaged in home learning activities.</p> <p>Improved engagement with learning enrichment and homework tasks. Class teachers to support additional resources/parental guidance given when and where needed.</p> <p>Children develop a sense of responsibility for learning enrichment and homework tasks, recognising the positive impact on their learning and attainment.</p>

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

Budgeted cost: £5800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional training for all staff on specific SEND needs and approaches.</p>	<p>To ensure that all staff consistently meet all the needs of children throughout their school day in a way that is most suited them both academically and socially and emotional. EEF toolkit suggests that if children are provided with the correct strategies, resources and support to</p>	<p>1,2,3</p>

	<p>learn, this can support them as a whole with the three essential components to successful learning cognitively, metacognition and motivational.</p> <p>The DfE SEND Code of Practice states the importance of “securing expertise among ... professionals to support children and young people with SEN or disabilities – this should include professional development to secure expertise at different levels”</p> <p>The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment</p>	
<p>Purchase of standardised diagnostic assessments for reading, spelling and maths</p> <p>Continual training for staff, especially those new to the school, to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: EEF</p>	1,2
<p>Continued registration and ongoing training for Sonar pupil-centred tracker, to provide teachers with an efficient tool for analysing data, particularly in specific groups. This will enable them to further identify gaps, drops or acceleration in attainment.</p>	<p>Over the last 12 months, teachers have reported that the input and analysing of data for their cohorts is easier and gaps are identifiable quickly and clearly. EEF</p>	1, 2
<p>To adapt the English curriculum to ensure clear progression of skills are embedded and high-quality texts are used to engage pupils.</p>	<p>The EEF provides clear guidance and progression documents that ensuring there is a robust English Curriculum can improve literacy attainment across all ages. To have fluent and key literacy skills supports attainment across all area of the curriculum: EEF KS2 and EEF KS1</p>	1,2

Targeted academic support

Budgeted cost: £18443

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing a dedicated 'interventions' teaching assistant who has an overview, and delivers many, of the school-based interventions</p> <p>Interventions are put in place when progress has slowed</p> <p>Providing a consistent 'go to' adult during less structured times – especially breaks and lunch- when children may feel overwhelmed, alone or lost and behaviour issues can occur.</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a positive benefit of between four and six additional months on average</p> <p>EEF Toolkit Teaching Assistant Interventions</p> <p>Ensuring children have a positive experience during these times will ensure that learning is commenced more positively on return to the classroom. EEF discusses how improving behaviour as whole with the child and adding support at key times, can increase attainment, often with accelerated progress. EEF</p>	<p>1,2,3</p>
<p>Purchase of 1-1 online tutoring sessions (Third Space Learning) to provide a personalised program of support and address gaps and misconceptions in mathematical learning, for children who have been identified as having gaps impacting their attainment.</p>	<p>Research into Third Space Learning has started that it improves pupils' comprehension, verbal fluency and confidence in maths. Securing the later is a key part to making an impact on low attaining children. To be successful consideration should be given to location of the sessions, children need a quite space, this needs to run alongside face to face support. EEF.</p> <p>We will trial this approach, with the aim to break down some barriers to learning and improve children's confidence in mathematics in a small 1-1 safe environment without the pressure of peer engagement.</p>	<p>1,2,3</p>

CALT	To further strengthen the identification of early intervention strategies for Disadvantaged Pupils, pupils with SEN to close the knowledge and skills gaps identified in challenges 1 and 2 above. See EEF toolkit regarding the need for 3 main components to support self-regulated learning.	1,2,3
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Wider strategies

Budgeted cost: £9874

Activity	Evidence that supports this approach	Challenge number(s) addressed
Stormbreak Continued development and training if staff/resources	Stormbreak case studies and evidence	2,3
1-1 sports coaching to support communication, interaction, self-esteem and focus	Physical activity has important benefits in terms of health, wellbeing and physical development and attendance. In addition, it can lead to children gaining increased attainment over a year. See evidence in EEF Report	2,3,4
Provision of a trained counsellor via West Berkshire 'Emotional Health Academy' to work with identified pupils with specific emotional needs which are creating a barrier to their learning.	Teachers and parents report that this provision has seen a positive impact on both learning and social behaviours in the classroom and has a positive impact both at school and at home. These children are more secure emotionally and ready to learn. Teachers have noted in Pupil Progress Meetings a positive impact on engagement and longer-term attainment. In house data monitoring supports this This is further supported by the evidence found at EEF	3,4,5

<p>Offer regular parent drop-in sessions, allowing opportunities for children and parents to engage in a shared school-based activity and to share current learning in a social and relaxed environment.</p> <p>(no financial cost)</p>	<p>EEF Working with Parents to Support Children's Learning document -see EEF Parental Engagement Toolkit - advocates a focus on providing parents with practical strategies as this has better evidence than other approaches.</p>	<p>4,5</p>
<p>All children to have access to curriculum enhancing opportunities e.g. instrument lessons with Hogan music; access to gym club sessions, and residential visits in Year 4/5 and Year 6</p>	<p>Adventure and physical education involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved (EEF)</p> <p>At Purley school we have seen children excel during these activities and form stronger connections with their peers, which extend into the classroom and other areas of learning.</p> <p>Focus and concentration can be improved through music as evidenced this year. Outstanding support from our music teacher and his adaptation of learning has enabled all pupils to successfully access this curriculum enrichment.</p>	<p>2,3,4,5</p>
<p>Breakfast club</p>	<p>To be ready for the school day, children need to be fuelled, relaxed and prepared.</p> <p>To ensure this is available for all our children Purley school offer breakfast club provisions subsidised for families within this profile</p> <p>The evaluation (2021) finds that the schools who hosted breakfast clubs reported that the provision had supported improvement across key areas, including:</p> <ul style="list-style-type: none"> • Improved pupil behaviour • Healthier eating habits among pupils • Readiness to learn • Concentration in class 	<p>2,3,4,5</p>

	<ul style="list-style-type: none"> • Educational attainment • Better social skills • Better parental engagement <p>Pete Henshaw 2021</p>	
<p>Further enhance the quality of social and emotional (SEL) learning at Purely Primary School, utilizing the Stormbreak Surge programme.</p> <p>Continue to embed SEL approaches into routine educational practices, supported by professional development and training for staff. Release time funded for SLT and 'advocates' of the programme</p> <p>Dedicated trained members of staff as ELSA for KS1 and KS2 and specific training for EYFS</p> <p>Access to fully trained psychologist, supporting both children families and school on supporting children with a range of emotional, social and educational needs that may be creating barriers for them interacting with the other in all and various parts of their lives.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	2,3,4,
<p>FSM checking service</p> <p>This ensures that all families of Purley Primary can receive the support that they need to allow them to support their child/children through schooling.</p>		3,4,5

<p>All children at Purley school afforded equitable treatment regardless of economic, demographic or social background.</p> <p>Enable all pupils to access and benefit from after-school activities on offer, regardless of their financial situation through subsidy of club fees by the school (if requested) to ensure all children are able to participate in all aspects of school life. We will especially target support for those children eligible for PPG identified as having a particular aptitude or talent, who may otherwise not be able to access the activity.</p> <p>For every child to experience the enrichment opportunities that develop the whole child.</p>	<p>Nuffield Foundation Report highlights the importance of after school clubs for increasing disadvantaged children's access to activities</p> <p>Whilst EEF claim that the impact on learning from wearing of school uniform is low, we at Purley note that if a child feels part of team and is dressed in a similar way to their peers, this can boost their personal self-esteem and promote inclusion by all.</p>	<p>1,2,3,4,5</p>
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Total budgeted cost: £34,117

Part B: Review of the previous academic year

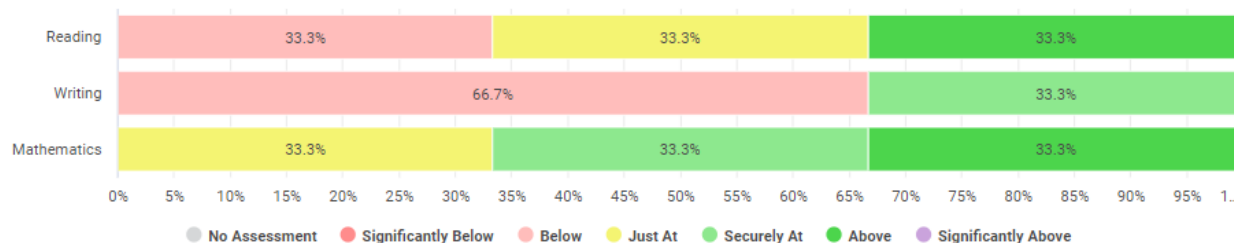
Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. Analysis of this data has directly shaped how we support pupils with PPG this academic year.

We have very small cohorts here at Purley Primary and therefore data analysis is not always effective in identifying trends. Below is a commentary on our end of Key Stage **Attainment** Data as of Summer 2023. This data relates to end of Key Stage Assessments and therefore a single year group

In EYFS 100% of our PPG pupils achieved GLD. This is an improvement on the previous cohort's attainment.

In KS1 3 pupils out of a cohort assessed at the end of Y2 of 15 were categorised as 'disadvantaged'. Their progress data is as below:



Those pupils working 'significantly below' or 'below' also identify as members of other vulnerable pupil groups, including SEN and EAL. This data trend reflects that of the non-disadvantaged pupils in the cohort and directly influenced our planning of the support provisions for this academic year; notably a whole school focus on writing.

No pupils out of a cohort of 15 assessed at the end of Y6/KS2 were identified as disadvantaged.

Data from in-school termly assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations. The continued impact of COVID-19 has affected these results, especially at the end of KS2, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

In terms of **progress**, 55.6% of pupils eligible for PPG in Years 1 to 6 made expected progress in Reading and Maths. 33.3% made expected progress in Writing. This data again reflects the combined challenges faced by these pupils, including SEN and EAL. As a school we have refined our strategy for delivering maths teaching, focusing on professional development for staff and planned in focused 1:1 tuition for PPG eligible pupils in Upper KS2 to boost confidence in Maths prior to the end of KS2 assessments.

Reading and Writing is a core area of our overarching School Development Plan. The English Lead will be working closely with the West Berkshire English Lead to redevelop our English writing and reading planning with a view to improving the engagement, attainment and progress of all pupils including those eligible for PPG. We have also reviewed staffing allocation to include a Teaching Assistant assigned specifically to supporting English in KS2 and have skilled up other staff to lead targeted interventions.

Our PPG Strategy document for 23/24 reflects our School Development Plan focus on pupil mental health and wellbeing. We have planned in activities to enhance and develop our teaching of the core subjects, notably with a focus on oracy skills. When pupils are more confidently able to articulate their thinking, this will enable us to provide more effective targeted support. We will aim to develop all pupils' attitude in line with our school ethos with an aim that they 'love to learn'.

Externally provided programmes

<i>Programme</i>	<i>Provider</i>
StormBreak Surge	https://www.stormbreak.org.uk/
1:1 Tuition	Third Space Learning