

Purley CofE Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024- 2025 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 2024)	87
Proportion (%) of pupil premium eligible pupils Including Post LAC and FSM 6	(17) 19.5%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Amy Holland, Headteacher
Pupil premium co- leads	Amy Holland, Headteacher Sophie Mosher, Assistant Headteacher
Governor lead	Carole Print, PPG Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,225
Recovery premium funding allocation this academic year	£2,465
Pupil premium (and recovery premium) funding carried forward from previous years	£14,898
Total budget for this academic year	£43,588

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

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. A core principle of our approach is to ensure that all children, whether identified as disadvantaged or not, benefit from our efforts.

We continually evaluate our support for **all** children, focusing on their needs, how we meet them, and ways to improve. This 'assess, plan, do, and review' cycle applies to all pupils receiving the pupil premium grant—both as a group, in smaller sub-groups, and as individuals. This process ensures we identify additional challenges they face, measure the impact of our interventions, and refine our approach. We base this cycle on both internal data and external research, including insights from the [Education and Endowment Fund](#).

Our strategies and targeted pupils may evolve throughout the year as we continuously assess needs and measure impact to maximize the grant's effectiveness.

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 discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Needs continue after fluency due to limited vocabulary and experience of some pupils.
2	Increased numbers of pupils with SEND, with more also being eligible for FSM than their non-SEND peers, requires staff training and support to ensure achievement for all pupils.
3	High incidence of social, emotional and mental health issues, in both children and their families, leading to reduced focus, concentration and readiness to learn. Development of resilience and self-esteem has been identified as a target for many of our disadvantaged children.
4	Social factors (e.g. family instability, children services involvement, low attendance and limited cultural capital).
5	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.

6	Fostering positive family engagement in children’s learning and school life.
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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 phonics and reading.</p> <p>For children who have significantly fallen behind to be supported using high quality, tailored interventions to support their specific needs, aiming for them to ‘catch-up’ or make accelerated progress.</p> <p>To robustly monitor children’s’ progress.</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>To ensure pupils with SEND achieve academic progress and success.</p>	<p>Individual assessment, where needed, using recommended tools, shows progress against personal targets. Observations and attainment monitoring shows decreasing number of disadvantaged pupils with SEND working ‘below’ their year group ARE.</p>
<p>To address social, emotional, and mental health challenges experienced by disadvantaged children, improving their focus, concentration, and readiness to learn.</p>	<p>Development of resilience and self-esteem and sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a reduction of incidents on CPOMs linked to mental health

<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>Children access 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>Subject leads to incorporate curriculum changes and enrichment opportunities that highlight areas where these children excel, fostering a sense of success and pride alongside their peers.</p> <p>1-1 sports mentoring to develop communication, interactions, focus, self-esteem, and stamina.</p>
<p>Provide improved and targeted support for families eligible for PPG to strengthen partnerships, leading to greater home 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>
<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>

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>Training for teachers, HLTAs and TAs to improve pedagogy and, thus, the teaching of key areas of common weakness for disadvantaged children. For example, problem solving in mathematics, phonics and spelling</p>	<p>33.3% of our disadvantaged pupils have a SEN provision, 4.9% higher than the national of 28.4%.</p> <p>EEF toolkit suggests that if children are provided with the correct strategies, resources and support to 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>1,2</p>
<p>Purchase standardised diagnostic assessments</p> <p>Continual training for staff, especially those new to the school, to ensure assessments are interpreted and administered correctly.</p>	<p>We have taken part in an NFER paper standardisation trial in this Autumn Term. 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>	<p>1,2</p>
<p>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.</p> <p>When reporting to Governors, HT has had feedback that tool produces clear overview of pupil attainment and progress EEF.</p>	<p>1, 2</p>

<p>Restructure the reading curriculum to ensure a well sequenced pathway from phonics to confident reading for pleasure.</p> <p>Refine whole class reading strategies to improve pupil comprehension skills</p>	<p>66.7% of the school's Year 1 Disadvantaged cohort (3 pupils in total) achieved the expected standard in Phonics. This is 17.0% lower than the national Non-Disadvantaged cohort at 83.7%.</p> <p>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. EEF</p>	1,2
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Targeted academic support

Budgeted cost: £22,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop teaching assistants' skills in delivering targeted interventions to support individuals or small groups.</p> <p>During Pupil Progress Meetings, review efficacy of interventions and Provision Map</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 EEF Toolkit Teaching Assistant Interventions</p> <p>Ensuring a positive experience during these times will facilitate a smoother and more positive transition back to the classroom. The EEF highlights that improving behavior and providing targeted support during key moments can enhance attainment, often leading to accelerated progress.</p>	1,2
<p>Recruitment and retention of skilled staff so that children with the greatest need have the greatest levels of support and so that we overcome the challenges that</p>	<p>Evidence at school level following increased adult: pupil ratio in Key Stage 2 particularly supports this approach. This level of staffing enables us to effectively implement some of the approaches that EEF recommend.</p>	1,2

'disadvantaged' children have are overcome as quickly as possible from when they join the school.		
Small group 'booster' sessions with a trained teacher to support identified pupils in preparation for end of Key Stage 2 assessments	EEF Small group tuition is ... effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	1,2,3
CALT	Previous reports have helped to suggest and identify early intervention strategies for Disadvantaged Pupils with SEND, to close the knowledge and skills gaps identified in challenges 1 and 2 above.	1,2,3

Wider strategies

Budgeted cost: £8820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Stormbreak movement breaks Continued development and training of staff/resources	Stormbreak case studies and evidence. See EEF toolkit regarding metacognition and self-regulation.	3,4,6
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. Disadvantaged pupils showed improved attendance on scheduled intervention days.	2,3,5
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 had a positive impact on learning and social behaviours in the classroom, as well as at home. Teachers have noted in Pupil Progress Meetings a positive impact on engagement and longer-term attainment. In-house data monitoring	3,4,5

	supports this. This is further supported by the evidence found at EEF	
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. (no financial cost)	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.	4,6
All children to have access to curriculum enhancing opportunities e.g. instrument lessons with Good Vibes Music Academy; access to gym club sessions, and residential visits in Year 4/5 and Year 6	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. 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. 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.	3,4,5,6
Breakfast club	To be ready for the school day, children need to be fuelled, relaxed and prepared. Purley school offer subsidised breakfast club places. "Schools who hosted breakfast clubs reported that the provision had supported improvement across key areas, including: <ul style="list-style-type: none"> • Improved pupil behaviour • Healthier eating habits among pupils • Readiness to learn • Concentration in class 	2,3,4,5

	<ul style="list-style-type: none"> • Educational attainment • Better social skills • Better parental engagement” <p>Pete Henshaw 2021</p>	
<p>Continue to embed SEL approaches into routine educational practices, supported by professional development and training for staff.</p> <p>Continued ELSA provision for pupils and supervision of ELSA staff.</p> <p>Access to a fully trained psychologist, providing support to families and the school on a range of emotional, social, and educational needs, which may create barriers to effective interaction in various aspects 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). EEF Social and Emotional Learning in Schools.</p> <p>The ELSA intervention becoming an embedded component of a whole-school approach to wellbeing appears to facilitate addressing pupils’ needs in context and allows ELSAs to use their skills, knowledge, and ways of being to contribute towards whole-school practice. (Rogers and Kelly, 2024)</p>	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>	<p>We understand that to effectively support families, it’s important to identify and register their needs. Registering a pupil as eligible for Free School Meals (FSM) provides access to HAF programs and food vouchers, which support their overall wellbeing and readiness to learn.</p>	3,4,5,6
<p>Provide financial support for after-school activities to enable all pupils to participate fully in school life.</p> <p>Offer enrichment opportunities that support the development of every child’s full potential and cultural capital.</p>	<p>Nuffield Foundation Report highlights the importance of after school clubs for increasing disadvantaged children's access to activities.</p>	1,2,3,4,5,6

Total budgeted cost: £36,870

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 2023/24 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 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 of our end of Key Stage **Attainment** Data as of Summer 2024. This data relates to end of Key Stage Assessments and therefore a single year group cohort per set of data.

NB: The below data is taken from the *Prospective Lite* analysis tool.

Phonics at KS1

66.7% of our school's Year 1 Disadvantaged cohort (3 pupils) achieved the expected standard in Phonics

Our **school's gap to Non-Disadvantaged** pupils **nationally** has **improved by 31.9%** from -48.9% in 2022/23, to -17.0% in 2023/24.

Our Year 1 Disadvantaged cohort's **Phonics Expected Standard** has **increased by 33.4%** from 33.3% in 2022/23, to 66.7% in 2023/24.

Phonics Expected Standard Year 2 (end of KS1)

50.0% of our school's Year 2 Disadvantaged cohort (2 pupils) achieved the expected standard in Phonics

This is **8.3%** lower than the **national Non-Disadvantaged** cohort at **58.3%**.

Multiplication Check (MTC) Year 4

Our school's Disadvantaged cohort have a MTC Average Point Score of 25.0 (out of 25).

This is **3.7 higher** than the national Non-Disadvantaged cohort at 21.3.

Our Disadvantaged cohort's MTC Average Point Score has **increased** by 9.5 from 15.5 in 2022/23, to 25.0 in 2023/24.

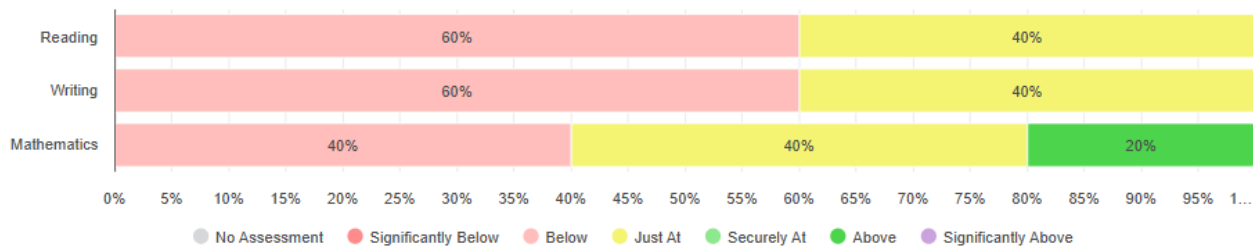
NB: The below data is taken from our *Sonar* Pupil tracking software.

EYFSP (Year R)

At the end of the 23/24 academic year, our EYFS cohort consisted of five pupils, two of whom repeated F2 to align with their developmental targets. Among these, only one was identified as disadvantaged, making the data statistically insignificant.

Key Stage 1 (Year 2)

Of 5 pupils identified as disadvantaged, their end of Year 2 attainment is below. Each pupil represents 20%.



Those pupils working ‘significantly below’ or ‘below’ also identify as members of other vulnerable pupil groups, including SEN. 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; including a remodelled Year 3/4 curriculum offer and a whole school focus on reading skills.

Key Stage 2 (Year 6)

2 pupils identified as disadvantaged in the 2023/34 Year 6 cohort. Neither of these pupils achieved the expected standards in Reading Writing or Maths. Ongoing tracking data demonstrated that although these pupils did make progress, their achievement did not reach age related expectations. Both pupils would be classed as ‘vulnerable’ based on other notable characteristics.

Data from in-school termly assessments suggest that, despite some strong individual performances, the progress and attainment of the school’s disadvantaged pupils in 2023/2024 fell below our aspirations. The continued impact of COVID-19 has affected these results, especially those achieved by the Year 6 cohort at the end of KS2.

Our PPG Strategy document for 2024/2025 aligns with the priorities outlined in our School Development Plan, emphasizing a holistic approach to nurturing the ‘whole child.’ This includes initiatives to support pupils’ mental health and wellbeing, foster resilience, and create an inclusive learning environment. A key focus is on enhancing adaptive teaching practices and building the skills of both teaching and support staff to better meet the diverse learning needs of all pupils, including those with SEND. Additionally, we are refining our behaviour policy with a renewed emphasis on promoting the values of being ‘Ready, Respectful, and Safe.’ Through these efforts, we aim to inspire all pupils including those who are disadvantaged, to embrace our school ethos and develop a genuine love for learning.

Externally provided programmes

<i>Programme</i>	<i>Provider</i>
StormBreak Surge	https://www.stormbreak.org.uk/
ABC 2 Read	https://www.abctoread.org.uk/

AH Dec 2024: Draft awaiting governor sign-off