

# Purley CofE Primary School Pupil Premium Strategy Statement

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 outcomes for disadvantaged pupils last academic year.



## School overview

Detail	Data
Number of pupils in school (Oct Census 2025)	80
Proportion (%) of pupil premium eligible pupils Including Post LAC and FSM 6	15 pupils (18.75%)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Amy Holland, Headteacher
Pupil Premium Lead	Amy Holland, Headteacher & Acting SENDCo
Governor lead	Carole Print, PPG Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,250
Pupil premium (and recovery premium) funding carried forward from previous years	£ 1,140
<b>Total budget for this academic year</b>	<b>£27,390</b>

# 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

We strive to ensure every child has the necessary resources, such as uniforms and curriculum materials, to feel included as part of our school community and family.

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 pupil discussions indicate that disadvantaged pupils experience greater difficulty with phonics and in securing the foundational knowledge required for early mathematics than their peers. This has a negative impact on their development as confident readers and mathematicians. These challenges often persist beyond fluency, due to limited vocabulary and wider experiences for 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.

## 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 2025/6 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>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>Development of resilience and self-esteem and sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil wellbeing surveys, parent feedback and teacher observations</li> <li>• a reduction of incidents on CPOMs linked to mental health</li> </ul> <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>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 and Educational Support

Budgeted cost: £1440

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</p>	<p>60% of our disadvantaged pupils have a SEN provision.</p> <p><a href="#">EEF toolkit</a> suggests that if children are provided with the correct strategies, resources and support to learn, this can</p>	<p>1,2</p>

<p>example, problem solving in mathematics, phonics and spelling</p>	<p>support them as a whole with the three essential components to successful learning cognitively, metacognition and motivational.</p> <p>The DfE <a href="#">SEND Code of Practice</a> 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 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 with a view to purchasing the assessments. 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: <a href="#">EEF</a></p>	1,2
<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 <a href="#">EEF</a>.</p>	1, 2
<p>Provision of volunteer reader, trained through ABC2Read scheme, to support those pupils who don't always read regularly at home.</p>	<p>Research (e.g., Clark and Rumbold's evidence review) shows a positive association between frequent reading and literacy attainment: Pupils who read daily tend to achieve higher reading assessment scores than those who read less often, and reading enjoyment correlates with improved achievement</p>	1,4

## Targeted academic support

**Budgeted cost: £21,020**

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 <a href="#">EEF Toolkit Teaching Assistant Interventions</a></p> <p>Ensuring a positive experience during these times will facilitate a smoother and more positive transition back to the classroom. The <a href="#">EEF</a> highlights that improving behavior and providing targeted support during key moments can enhance attainment, often leading to accelerated progress.</p>	1,2
<p>Introduce small group Maths support/intervention utilising White Rose Maths Fluency Bee materials</p>	<p>Some pupils experienced difficulties adapting to the increased pace and expectations of the Year 3 curriculum following Year 2.</p> <p>The White Rose Maths Fluency Bee intervention, led by a skilled Teaching Assistant, provides structured small-group support, enabling pupils to consolidate and strengthen the key foundations of mathematical learning.</p>	1
<p>Improve literacy and numeracy outcomes for PPG pupils through the introduction, targeted screening, and regular use of IDL intervention software.</p>	<p>Following a trial in Spring 2025, which demonstrated high levels of pupil engagement and progress made we have rolled this out to Years 3-5 in this Autumn Term.</p> <p>The specialist multi-sensory software covers literacy, numeracy, and wellbeing. It is designed to support</p>	1,2

	learners with dyslexia, dyscalculia, and general learning difficulties.	
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 'disadvantaged' children have are overcome as quickly as possible from when they join the school.	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.	1,2
Support from CALT 'Core Service +' [Cognition and Learning Team]	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: £4930**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPOMS	Evidence shows that the implementation of CPOMS has strengthened record keeping and improved the monitoring of safeguarding and behaviour concerns. It has also enhanced communication between staff, enabling more timely, consistent, and coordinated responses to pupils' pastoral and behavioural needs.	3,4,5
Stormbreak movement breaks Continued development and training of staff/resources	<a href="#">Stormbreak</a> case studies and evidence. See <a href="#">EEF toolkit</a> regarding metacognition and self-regulation.	3,4,6
Scheduled regular celebratory parent drop-in sessions, allowing opportunities for children and parents to engage in a shared school-based activity and to share	EEF Working with Parents to Support Children's Learning document -see <a href="#">EEF Parental Engagement Toolkit</a> -	4,6

current learning in a social and relaxed environment.	advocates a focus on providing parents with practical strategies as this has better evidence than other approaches.	
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	<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.</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>	3,4,5,6
Breakfast club provision	<p>To be ready for the school day, children need to be fuelled, relaxed and prepared.</p> <p>Purley school offer subsidised breakfast club places.</p> <p>"Schools who hosted breakfast clubs reported that the provision had supported improvement across key areas, including:</p> <ul style="list-style-type: none"> <li>• Improved pupil behaviour</li> <li>• Healthier eating habits among pupils</li> <li>• Readiness to learn</li> <li>• Concentration in class</li> <li>• Educational attainment</li> <li>• Better social skills</li> <li>• Better parental engagement"</li> </ul> <p><a href="#">Pete Henshaw 2021</a></p>	2,3,4,5

<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>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). <a href="#">EEF Social and Emotional Learning in Schools</a>.</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. (<a href="#">Rogers and Kelly, 2024</a>)</p>	<p>3,4</p>
<p>Provide financial support for after-school activities to enable all pupils to participate fully in school life. Offer enrichment opportunities that support the development of every child's full potential and cultural capital.</p>	<p><a href="#">Nuffield Foundation Report</a> highlights the importance of after school clubs for increasing disadvantaged children's access to activities.</p>	<p>1,2,3,4,5,6</p>

**Total budgeted cost: £27390**



## 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 2024/25 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 2025. 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. Where providing pupil numbers makes individual pupils identifiable, it has been omitted.

#### **Phonics at KS1**

**100%** of our school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics.

This is a significant achievement and reflects the success of our refined Phonics approach in KS1 last academic year.

#### **Phonics Expected Standard Year 2 (end of KS1)**

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

#### **Multiplication Check (MTC) Year 4**

Our school's Disadvantaged cohort have a MTC Average Point Score of 19.3 (out of 25). This is **broadly in line with** the national Non-Disadvantaged cohort at 18.6.

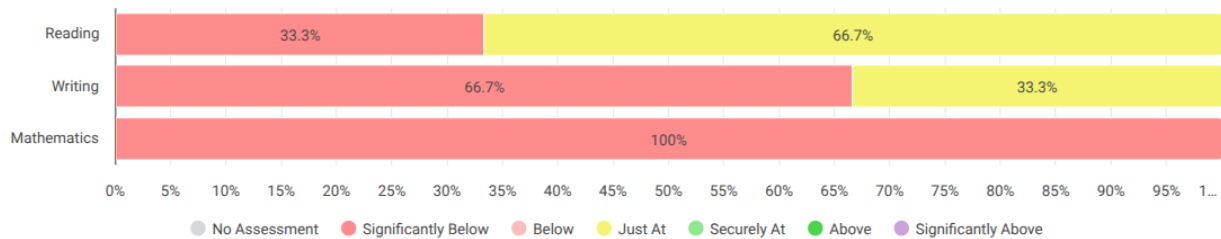
NB: The below data is taken from our *Sonar* Pupil tracking software.

#### **EYFSP (Year R)**

None of our EYFS cohort for the 2024/2025 year identified as disadvantaged.

#### **Key Stage 1 (Year 2)**

Of 3 pupils identified as disadvantaged, their end of Year 2 attainment is below. Each pupil represents 33%.



Those pupils working or ‘below’ also identify as members of other vulnerable pupil groups, including SEN. We are working closely with other professionals, such as the West Berkshire Attendance Officer, to address other areas of need impacting these pupil’s attainment.

### Key Stage 2 (Year 6)

In the 2024–2025 Year 6 cohort, only one pupil was identified as disadvantaged. Therefore, in line with data protection requirements, this data is not published in this report

### Next Steps.....

Pupil Premium spending for 2025–2026 is closely aligned with the School Development Plan, particularly Priority 6, which focuses on closing the attainment gap for disadvantaged pupils. Funding will be used to support high-quality first teaching, targeted interventions, and robust assessment and monitoring processes to ensure that disadvantaged pupils make accelerated progress. Actions will be informed by baseline assessment, regular pupil progress meetings, and ongoing evaluation of impact, ensuring that support is responsive to identified barriers to learning and contributes directly to whole-school improvement priorities.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
StormBreak Surge	<a href="https://www.stormbreak.org.uk/">https://www.stormbreak.org.uk/</a>
Assisting Berkshire Children to read	<a href="https://www.abctoread.org.uk/">https://www.abctoread.org.uk/</a>