

## Purley C of E primary School Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Purley C of E Primary
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Karen Fakes
Pupil premium lead	Karen Fakes/ Judie Pickering
Governor / Trustee lead	Carole Print

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,342
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,500
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£31,842

## Part A: Pupil premium strategy plan

### Statement of intent

- To ensure that there continues to be a whole school ethos of accountability and raising aspirations for disadvantaged pupils.
- To continue to provide personalised targeted interventions and support.
- Ensure pupil welfare is supported

### Challenges

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

Challenge number	Detail of challenge
1	Poor social and learning skills
2	Ensure staff use evidence based interventions and are appropriately trained and have the resources needed
3	Anxiety and lack of parental engagement
4	Children missed learning during Covid finding resources including time and personnel to address gaps.
5	Ensuring disadvantaged children have the same access to aspirational activities as their peers such as residential visits, music lessons, sports coaching and scouting

### 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
PPG pupils' progress is maintained and learning behaviours strengthened.	PPG children at least maintain progress in every year group e.g. ARE-ARE, WT-WT Most disadvantaged children recover to pre Covid levels
Pupil and parents feel supported emotionally and financially to support their own children	Children's anxiety levels are lowered. Pupils and parents report feeling supported. Disadvantaged children engage with enrichment activities

### 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 (for example, CPD, recruitment and retention)

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training for staff.	Educational Policy Institute research- High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Nick Gibb- Research demonstrates that the most effective way to teach a child to read is a robust programme of systematic synthetic phonics NACE- Oracy supports learning and is vital for social mobility	2
Oracy training		2

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

Budgeted cost: £19000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted catch up sessions teachers. Including top up of National Tutoring programme	Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better Feedback studies tend to show very high effects on learning	4
Additional TA support enabling smaller groups, more personalised provision and feedback.	EEF- Feedback studies tend to show very high effects on learning On average, individualised instruction has a positive effect on learners, Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of	1, 4

	<p>between three and five additional months on average</p> <p>The evidence on within-class attainment grouping indicates that it is likely to be beneficial for all learners, providing an average benefit of three months' additional progress</p>	
Small groups/individual booster tutoring led by TA	NTP guidance-Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small group and one-to-one tuition can boost progress by 3 to 5 months per pupil.	4

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

Budgeted cost: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure disadvantaged children have access to high quality emotional support through the Emotional Health Academy, Educational Psychologist ELSA and WOLF club.</p> <p>Ensure families are supported through the Emotional Health Academy and Inclusion manager.</p>	<p>School based evidence from previous years.</p> <p>EEF- On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.</p>	1,2
Therapeutic thinking continuous training and implementation enabling children to take responsibility for own behaviour	Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.	1
Provision of enrichment activities e.g. clubs, trips, wrap around care	EEF More positive attitudes to learning and increased well-being have also consistently been reported.	5, 1

**Total budgeted cost: £ 26,000**

### Part B: Review of outcomes in the previous academic year

Please refer to the document available on the school website 2020-2021