

Pupil premium strategy statement 2023-26

School overview

Detail	Data
School name	Purwell Primary School
Number of pupils in school	145
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	207/10/2024
Date on which it will be reviewed	28/11/2026
Statement authorised by	Richard Cano
Pupil premium lead	Headteacher
PP link Governor	Christine Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£71.040

Part A: Pupil premium strategy plan

Statement of intent

At Purwell Primary School, we have high expectations of all pupils, irrespective of their background or the challenges they face. We expect them to make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. This ethos reflects the school values of opportunity, equity and friendship.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure that disadvantaged pupils access individualised support through high quality teaching.
- act early to intervene at the point need is identified, by providing highly trained support staff, who work closely with teachers, to ensure our disadvantaged pupils receive intervention and support which is tailored to their individual needs.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Our approaches are always inclusive and non-disadvantaged pupils will also benefit from the strategies employed in supporting our cohort of pupil entitled to pupils premium funding.

Challenges

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

Challenge number	Detail of challenge
1	Due to increased cost in living and the arrival of 14 asylum seeker pupils, the number of pupils who qualify for pupil premium funding has gone up from 14% to 32% in 4 years.

2	Analysis of our pupil premium pupils demonstrates they often have multiple vulnerabilities. Many of our families require comprehensive support and guidance including support from outside agencies
3	A significant percentage of our pupil premium pupils have SEN. This includes pupils who have EHCP or are awaiting an EHCP
4	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many of our pupil premium pupils.
5	Assessments, observations and discussions indicate pupils' reading fluency/decoding and comprehension skills have significant weaknesses and gaps. Therefore, they cannot read with sufficient fluency and/or understanding. This also has an impact on their writing skills and attainment.
6	We have identified that some of our pupil premium pupils have additional emotional and mental health needs including anxiety and low-esteem and require pastoral intervention and support
7	A proportion of our pupil premium pupils have low attendance rates and often arrive late for school. This has an effect on their learning and progress as well as impacting on their social and emotional development
8	Ongoing discussions with pupils and their families show that due to recent school closures, cost living etc pupils' wider experiences from home life have become increasingly limited for some pupils.

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
Improved oral language skills and vocabulary among pupil premium pupils.	Assessments and observations indicate significantly improved oral language among pupil premium pupils. -This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessments.
Reading attainment among pupil premium pupils is in line with age-related expectations.	Internal school data demonstrates good and sustained levels of progress with an increased number of pupils accessing age-related curriculum End KS2 reading outcomes are broadly in line with national average for pupils who do not have other identified SEND needs. Phonics screening outcomes in Year1 are broadly in line with or better than the national average
Improved writing attainment among disadvantaged pupils	End of KS2 writing outcomes are broadly in line with the national average of pupils reaching expected standard. Internal school data demonstrates good and sustained levels of

	progress with an increased number of pupils accessing age-related curriculum.
Pupils and families receive high-quality personalised pastoral support.	Pupils and families who require additional support report that they have received time and high quality pastoral support. Qualitative data from student voice, parents and teacher observations demonstrate sustained high levels of well-being.
To achieve and sustain improved attendance and punctuality for our pupil premium pupils	Sustained good attendance demonstrated by overall attendance rate, is broadly in line with national data (93.1%), The school figure for PP is 90.1% for 23/24, non-PP 94.3%. The attendance gap between disadvantaged pupils and non-disadvantaged pupils is 4.2% and needs to narrow. Specific families are identified for individualised support resulting in improved attendance and punctuality.
School's wider curriculum exposes pupils to a wide range of experiences with increased exposure to Cultural Capital.	Careful consideration will result in many and varied opportunities and experiences. Increased up-take in extra-curricular clubs offered by the school. Experiences/opportunities specifically aimed at pupil premium pupils taking into account their interests and their needs. Qualitative data from pupil voice, parent voice and class teacher demonstrates a positive impact to pupil wellbeing.

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: £ 33,388 (47% of total PP budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on effective verbal feedback and metacognition	<p>An understanding of metacognition and how children remember their learning is crucial for staff.</p> <p>Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	2,3,4 and5

<p>Whole school CPD on oracy. Embedding opportunities for oracy across the curriculum. Supporting pupils to articulate key ideas, reason and extend vocabulary</p>	<p>There is extensive evidence associating speaking and listening having a positive impact on attainment. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>Training to support high quality social and emotional (SEL) learning for teaching staff and support staff including lunchtime staff</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and later in life (eg. improved academic performance, attitudes, behaviour and relationship with peers).</p> <p>EEF Social and Emotional Learning. pdf (education endowment foundation.org.uk)</p>	<p>1,2,6 and 8.</p>
<p>The SENCO working closely with pupils, families and class teachers to ensure the most effective provision is in place for individual pupils</p>	<p>Pupils who are both eligible for FSM and identified as having SEND have much lower average attainment than other groups of students. The impact of SEND on academic attainment is closely related to the focus on economic disadvantage. Pupils with SEND might face significantly greater challenges in learning than the majority of their peers or who have a disability which hinders their access to the teaching and facilities typically found in mainstream educational settings. There is a very large attainment gap between pupils with SEND and their peers.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/how-to-apply/themed-rounds/improving-outcomes-for-pupils-with-send/</p>	<p>1, 6 and 8</p>

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

Budgeted cost: £ 21,312 (30% of total PP budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Homework club is available every Tuesday and Thursday to support students to complete their homework. Class teacher volunteering time – no cost.</p>	<p>Not all children are able to complete their homework tasks. This can be due to a variety of barriers including equipment, limited space and limited adult support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>1,2,4,5 and 8</p>
<p>Two Learning Support Assistants to deliver targeted learning support with disadvantaged pupils across the school.</p>	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven, there is a noticeable reduction in effectiveness.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	<p>1,3,4 and 5</p>
<p>Reading Interventions</p>	<p>LSA supports interventions across the school. This includes 1:1 and small group interventions. These groups will be monitored and reviewed regularly to ensure that support is targeted addressing gaps</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	<p>2 and 4</p>
<p>Additional after school support provided by Y6 teachers to Y6 pupils in reading, maths and GPS, from Spring term. All pupils in Y6 to have access to extra time each week to access focused support with class teacher. Aims: - All pupils receive access to high-quality first teaching in boosters and everyday lessons. - Gap between disadvantaged and non-</p>	<p>Additional support for children in Year 6 focusing on reading and maths. Small group sessions allows for precision targeted differentiation that allows pupils to make accelerated progress in key areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>3,4 and 5</p>

disadvantaged pupils narrows in Reading, Writing and Maths		
--	--	--

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £16,339 (23% of total PP budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs. Intervention and support small group and individual provided by pastoral team:	School is able to provide support to children with SEMH needs. Working closely with families and outside professionals where appropriate ensures that children are supported. Interventions may include: Soft starts; small group work developing Social Skills; Protective behaviour; 1:1 mentoring and support; in pastoral class support and transition, including day to day transition.	1,6,7 and 8
Rigorous monitoring of attendance and punctuality	School's rigorous monitoring of attendance and punctuality to continue. Evidence of monitoring and support demonstrates that attendance procedures in place to support families improve attendance and punctuality	7
Extracurricular activities including sports clubs, arts, culture and trips	Extracurricular activities are important with evidence showing they increase engagement in learning. Clubs to be run on various days of the week. Clubs will be available at lunchtimes and after school to allow for increased opportunities	6,7 and 8
This includes support during the dining hall and outside play. Weekly indoor activities are also organised to support identified pupils. All-sorts club - A calm a creating environment for pupils who need additional support with confidence/self-esteem.	Lunchtimes can be a very busy and overwhelming time for pupils. Pastoral intervention provides additional support for identified pupils. Staff led activities develop children's social skills and support play, e.g. All-sorts Club and Insiders Club.	6,7 and 8

Total budgeted cost: £ 71,040

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Last year 10% of our pupil premium children were also on the SEND register including 3% of our pupil premium children on an EHCP plan or in the process of being assessed for one. Our internal assessments for end of summer 23/24

Reading Achievement and Attainment

Our internal assessments at the end of the summer term show 51% of our pupil premium children were working at age-related expectations or above. 8% of these pupils are working at greater depth. 19% of our pupils made accelerated progress during this academic year in their reading.

Writing Achievement and Attainment

Our internal assessments at the end of the summer term show 43% of our pupil premium children are working at age-related expectations or above. 8% of these pupils are working at greater depth. 19% of our pupils made accelerated progress during academic year 23/24 in their writing.

Mathematics Achievement and Attainment

Our internal assessments at the end of the summer term show that 46% of our pupil premium pupils were working at age-related expectations 5% of which were at greater depth. 19% of our pupils made accelerated progress during academic year 23/24 in their maths attainment.

Social, Emotional and Mental Health Needs

A large proportion (85%) of our pupil premium pupils accessed the support of our pastoral team last year. This included 1:1 support or small group in the classroom or as an additional intervention. Regular and effective communication between teacher, parent, pupil and pastoral member ensured the support was targeted to the specific needs of the pupil. healthy dishes and also encouraged teamwork across the key stage. This was very popular and an area that the school will continue next academic year.

Attendance

Attendance continued to be monitored rigorously with the school working closely with many of our pupil premium families to help support attendance and punctuality. Attendance figures for the whole school last year was 93.1%. Non-Pupil Premium was 94.3%. Pupil Premium Attendance – 90.1%. Although there is still a gap, the gap must close.

Externally provided programmes

Programme	Provider
Assessment training for teachers	HfL
Improving attendance	Debbie Moore, HfL
Metacognition: Science of learning Workshops	Bedford University
Therapeutic approach to behaviour management	Behaviour support service
Little Wandle, synthetic phonics	Collins