

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Purwell Primary School
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Autumn 2022
Statement authorised by	Richard Cano HT
Pupil premium lead	Hazel Lancaster DHT
Governor / Trustee lead	Mathew Hillman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,935
Recovery premium funding allocation this academic year	£8,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£31,835
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	£71,130

Part A: Pupil premium strategy plan

Statement of intent

We will use the funding in ways that best suits our cohorts and circumstances. We will use the funding for specific activities which will help pupils, including those who may be disadvantaged, catch up on missed learning.

Our recovery funding will be used with particular focus on disadvantaged and vulnerable pupils, as we know they have been most affected by missed learning and social opportunities during the pandemic.

Challenges

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

Challenge number	Detail of challenge
1	Closing the attainment gap between disadvantaged pupils and their peers
2	Providing targeted academic support for pupils who are not making the expected progress
3	Addressing non-academic barriers to attainment such as attendance and behaviour
4	Ensuring teachers are using new-ongoing pupil progress technologies to monitor progress of disadvantaged pupils in their class.

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
Ensuring 'outstanding' teaching is in every class	'Outstanding' teaching is seen in often through regular monitoring by SLT, subject leaders and HfL improvement partners.
Closing the attainment gap between disadvantaged pupils and their peers	The attainment gap is narrowed and this is recognised through ongoing pupil progress monitoring.
Addressing non-academic barriers to attainment such as attendance and behaviour	Attended data and behaviour recording demonstrate progress and improvement.
Ensuring that the PPG and RF reaches the pupils who need it most	SLT and Governors agree that the funding has been utilised appropriately.

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: £ 15,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Professional development: Weekly individual and group coaching sessions to support teachers/TAs, with a particular emphasis on maths, literacy/vocabulary and curriculum development.</i>	<i>Staff to receive quality CPD in relation to supporting disadvantaged pupils and fully understand their role with all children.</i>	<i>100% of total school cohort</i>
<i>Professional Development for staff by attending targeted training courses and INSET</i>	<i>Back on track training for English and Maths subject leaders to equip them, and to disseminate to other teachers, for teaching the recovery curriculum to pupils. (£1236)</i> <i>Includes training for new SENDCO (£2000). Targeted staff meetings to ensure pupils across school with particular SEND are receiving same access to QFT. Include governor linked to disadvantaged pupils. SEND pupils catered for through SMART targets on IEPs for all pupils on SEND register. Whole school provision map created with SENDCO to ensure all children who are borderline SEN Support are monitored closely and support provided through graduated approach (Assess, plan, do, review). Any changes communicated to parents in prompt and timely manner. Aims: - Progress against individual/personalised targets will be met. - Improved progress in R,W,M for identified group.</i>	<i>23 SEN pupils. 12% of total school cohort.</i>
<i>Release time for subject leaders</i>	<i>Supply teachers so that subject leaders are able to visit other classes, during the school day, to</i>	<i>100% of total</i>

	<i>assess gaps in learning in their subject which need to be plugged. (£825)</i>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Readiness to learn: Mental Health & Wellbeing SEMH and wellbeing support for disadvantaged pupils</i>	<i>Wellbeing Lead to provide support for targeted pupils and families linked to SEMH e.g. TAF meetings; nurture groups; parental workshops. Use of Boxall profile to identify and monitor pupils needs and impact of support. Senmco to share Boxall reports with staff to ensure targets are addressed through curriculum and teaching. Wellbeing meetings- lead to report progress and impact to leaders. Wellbeing lead to conduct parental meetings to provide support and signpost external agencies inc. EHAs Wellbeing lead to conduct timetabled interventions linking to pupils Boxall targets. Aims: - Improved attendance of disadvantaged pupils- gaps narrows - Pupils make progress against identified targets - Vulnerable pupils and families are effectively supported</i>	100% of total
<i>Providing a wide variety of enrichment experiences for all pupils.</i>	<i>Opportunities for disadvantaged pupils to take part in wider curriculum experiences. Free of charge clubs – to foster challenge and enjoyment and to foster team spirit. All disadvantaged pupils taught how to swim before transition to KS3. Free fruit and veg and milk each day (a mid-morning healthy snack). Any class trips are accessed by all pupils regardless of need. Extra adult support is taken on trips where necessary. All children involved in school visitor experiences, so no learning opportunities are missed.</i>	66% of total
<i>Purchase of books and other reading materials.</i>	<i>During the lockdown, many children did not read at all or enough. To accelerate reading progress and to encourage the love of reading for pleasure, the range of books</i>	100% of total

	<i>has been extended. Further details to be added as they occur.</i>	
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Total budgeted cost: £ 71,130

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021. Teacher administered tests were limited to low-stakes quizzes to inform starting points and formative assessment, few diagnostic assessments took place. A post-first lockdown questionnaire was sent to parents of disadvantaged pupils and

Every indication suggests that we are successfully meeting the intended outcomes of last year's plan. But, for the most part, this is evidenced by anecdotal information and not empirical data. The expectation is that with the return of statutory testing, future analysis will include more numerical evidence.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Back on Track materials	Herts for Learning
Hitchin Partnership Family Support programme	Hitchin Partnership of schools