

Purford Green Primary School and Nursery Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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
Number of pupils in school	208 +22 Nursery
Proportion (%) of pupil premium eligible pupils	28% (74 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Executive Headteacher And LGB
Pupil premium lead	Rachel Thomson
Governor / Trustee lead	Darren McIndoe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91, 020
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£91, 020

Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy aligned to the School Development Plan and the needs of our pupils and local community. This enables us to implement a blend of short, medium and long-term plans. We plan to encompass all aspects of being educationally disadvantaged and align pupil premium use with wider school improvements. We will focus on closing gaps through excellent teaching, developing relationships and through a concentrated approach to developing language.

Overcoming barriers to learning is at the heart of our plans. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the actions and interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

At Purford Green Primary School and Nursery we have a larger than average number of educationally disadvantaged pupils and many of these pupils have additional barriers to learning. We intend to enable all our pupils to aim high and set themselves inspirational targets that will help them achieve their goals. We will develop happy, confident and resilient learners who see mistakes as their next learning opportunity. All pupils will have a broad range of engaging and enriching experiences and a rich and varied vocabulary which will ensure their knowledge and skills are embedded. When children leave Purford Green they will have the essential skills they need to succeed later in life.

Challenges

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

Challenge number	Detail of challenge
1	On entry language and communication are lower for disadvantaged children.
2	Large proportion of disadvantaged pupils have ACES and attachment difficulties.
3	Following the pandemic, the gap in attainment in writing has increased
4	Complex family situations, lack of learning experiences and opportunities outside school and families are unable to support learning outside of school.
5	Regular attendance can be a challenge for a small proportion of our disadvantaged pupils for a variety of reasons.

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
1. Improve outcomes for educational disadvantaged pupils by the end of key stage 1.	An increase in the amount of disadvantaged pupils attaining ARE and higher level by the end of KS1 in reading, writing and maths.
2. Close the attainment and progress gap between disadvantaged and non disadvantaged pupils across KS2 in reading, writing and maths.	The attainment and progress of disadvantaged pupils will be at least similar to their peers by the end of KS2 in reading, writing and maths.
3. Increase the rate of attendance for disadvantaged pupils	Disadvantaged pupils attend similarly to their peers.
4. Parents have the tools to support children's learning.	Increased parental engagement with learning
5. Disadvantaged pupils have the same opportunities and experiences as their peers	All disadvantaged children attend additional experiences/activities provided by the school.

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: £13,296

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium champion in role and attends PPG strategy training throughout the year.	EEF report that the Quality of Teaching is the most essential factor for pupil's attainment alongside evidence based approaches and/or intervention. EEF report on effective CPD states that high quality teaching improves pupil outcomes and professional development offers a crucial tool to develop the teaching quality and enhance children's outcomes.	1-5
Senior Mental health lead completes training throughout the year.	EEF 'Improving Behaviour in schools' document states the benefits on engagement and learning by staff knowing and understating the needs of pupils. The average impact of successful Social, Emotional Learning interventions is an additional four months' progress over the course of a year.	1 – 5
All staff engage with TPP programme attend CPD throughout the year	EEF 'Social and emotional learning' states 'the average impact of successful SEL interventions is an additional four months' progress over the course of a year'	1 – 5
Revisit staff CPD on improving language and communication skills in and outside the classroom.	EEF 'Preparing for Literacy Guidance report' states 'communication and language provide the foundations for learning and thinking. EEF reports that Early years interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.	1 – 4
Staff CPD on improving understanding of strategies to support mental health.	EEF 'Improving Behaviour in schools' document states the benefits on engagement and learning by staff knowing and understating the needs of pupils. The average impact of successful Social, Emotional Learning interventions is an additional four months' progress over the course of a year.	1-3
Staff CPD on developing the speaking skills across the curriculum.	EEF report 'Implementing Oral Language Interventions' states 'The average impact of oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.'	2

Targeted academic support

Budgeted cost: £59,064

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language early intervention in Year N, Year R and KS1	DFE 'Best Start in SLC 2020 Guidance states the positive benefits of Early identification and intervention with language delays. The daily Wellcomm and Talk Boost interventions support DFE guidance that states 'high dosage interventions are consistently shown to have greater efficacy than low dosage.'	1
School group tuition	EEF report that research which focuses 1:1 or small group support shows a positive benefit. EEF report that optimum impact is seen when sessions are short and regular e.g. 30 minutes 3 to 5 times a week, over a 6 to 12 week period. The smaller the group, the more effective the support.	3
Targeted EAL support	EEF and Bell Foundation EAL reviews show there is high positive impact on Literacy and Language skills for targeted interventions that systematically teacher language acquisition and phonological and comprehension skills.	3
Evidenced based/informed interventions	EEF report that research which focuses 1:1 or small group support shows a positive benefit. EEF report that optimum impact is seen when sessions are short and regular e.g. 30 minutes 3 to 5 times a week, over a 6 to 12 week period. The smaller the group, the more effective the support.	3
Peer support / tutoring	Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.	3
On line learning platforms in reading, spelling and maths	The EEF reports that on average reading comprehension approaches improve learning by an additional 5 months over the course of a school year. We found that improving children's confidence with arithmetic supported their reasoning skills. Ensuring children are fluent in number is one of the 8 recommendations by EEF to improve maths.	3

Wider strategies

Budgeted cost: £ 46,759

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support from Learning Mentor	EEF reports on how social and emotional learning interventions almost always improve emotional or attitudinal outcomes.	2
Targeted support from Harbour Counsellors	EEF reports on how social and emotional learning interventions almost always improve emotional or attitudinal outcomes.	2
Targeted Mental Health support sessions for boys and girls	EEF reports on how social and emotional learning interventions almost always improve emotional or attitudinal outcomes.	2
My Happy Mind - Mental Health Programme	EEF reports on how social and emotional learning interventions almost always improve emotional or attitudinal outcomes.	2
Targeted breakfast club and Bagel Breakfast	EEF reports on how breakfast provided before school delivered an average of 2 months progress in KS1. Breakfast Clubs in school also see an improvement in behaviour and attendance.	4
Targeted after school club and extracurricular activities	Planned extra-curricular activities such as an after-school club or summer school, are more likely to offer academic benefits than sporting activities alone.	4
Like skills and experiences programme	EEF commissioned report shows that educational experiences outside of the classroom benefit attainment, and skills crucial to school performance,	4
Attendance support and intervention for identified families	DFE school attendance and attainment report states the importance of attendance and the clear evidence of a link between poor attendance at school and low levels of achievement.	5

Total budgeted cost: £119,119

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1 Improve outcomes for educational disadvantaged pupils by the end of key stage 1.

- In 23/24 80% PPG children on track in reading by the end of KS1 with 80% in writing and 80% in Maths. This has increased in all areas when compared with 2023. 100% PPG children without SEND in July 2024 were on track or better in reading, writing and maths. In 2024, at the end of KS1, PPG children attained higher than Non PPG children in all areas.

2 Close the attainment and progress gap between disadvantaged and Non disadvantaged pupils across KS2 in reading, writing and maths.

- The attainment gap between PPG and Non PPG has continue to reduce

Gap	R	W	M
2021	-29%	-34%	-49%
2022	-21%	-24%	-36%
2023	-21%	0	-7.2%
2024	-13%	-25%	+3%

- PPG Attainment continues to increase for PPG children, especially in reading and maths

	RWM	R	W	M
2021	33%	50%	40%	40%
2022	45%	75%	64%	64%
2023	64%	64%	71%	71%
2024	63%	75%	63%	87%

- PPG Progress between KS 1 and KS2 for PPG children has improved in all areas

	R	W	M
2021	-3.3	-2.1	-1.3
2022	-1.5	+0.0	-4.0
2023	+0.9	+0.9	+1.1
2024	N/A	N/A	N/A

Data end of 2023/24

- At the end of KS2 2024 Year 6 maths attainment for PPG children is higher / better than national attainment in maths. In reading attainment was in line with national attainment. In writing attainment for PPG children was slightly lower than national attainment.
- Year 3 – 82% Non-SEND PPG are on track in reading, 64% in writing and 82% in Maths. This compares to 100% reading, 82% writing and 82% in maths for non-SEND peers.
- Year 4 - 86% Non-SEND PPG are on track in reading, 100% in writing and 100% in Maths. This compares to 82% reading, 77% writing and 88% in maths for non-SEND peers

Year 5 – 75% Non-SEND PPG are on track in reading, 63% in writing and 88% in Maths. This compares to 79% reading, 65% writing and 64% in maths for non-SEND peers.

3 Increase the rate of attendance for disadvantaged pupils

- In 23/24 10% of PPG pupils were PA up from 3% in 2022/23 and down from 11% in 21/22. This figures is lower than the national figure for 23/24 of 16.2% PA.

4 *Parents have the tools to support children’s learning.*

- Parent survey of PPG parents – 48 PPG parents returned a recent survey.
- 100% said their child is happy at school
- 98% feel the school makes them aware of their children’s learning
- 100% feel the school has high expectations
- 100% feel their child does well at school
- 98% would recommend this school to another parent

5 *Disadvantaged pupils have the same opportunities and experiences as their peers*

- All PPG pupils attended the same trips as their peers.
- Some PPG pupils were sports reps, science ambassadors, school council reps, house captains / vice captain and well being champions
- Clubs – 70% of PPG children attended at least 1 extracurricular club in 23/24
- All PPG parents who returned their survey, feel their children have the opportunities to attend clubs.

Externally provided programmes

Programme	Provider
National Breakfast Programme	Family Action
Trauma Perspective Practice	Essex Council

Further information (optional)

At Purford Green Primary, developing our mental health provision has been a priority over the last three years and this is now a strength of the school. Our Silver Carnegie Award highlighted the systems we have in place to support children and their families which includes daily mindfulness sessions, Wellbeing Champions and our wellbeing base. Our Young Carers Award also recognises the support we provide pupils who have caring responsibilities at home. We are always seeking to develop our provision further and in 2023 and 2024, following feedback from children, we introduced specific sessions to support boys' and girls' mental health. A new partnership with Harlow future has helped the school introduce My Happy Mind to staff, children and parents / carers, developing mental health understanding and strategies to the whole school community.

Purford Green always looks for additional opportunities to support for our families in addition to the Pupil Premium Grant. Working with Essex Council, we have continued to provided food vouchers for every PPG family, in addition to access to Active Essex events. Through applying for funding from local and national sources we continue to provide food vouchers, uniform and PE kit, vouchers and free breakfast families in need.

During 2023 and 2024 the school began its TPP journey, developing staff understanding of the impact of trauma. This is an ongoing commitment with the aim to develop parent's understanding from September 2024.