

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Purbrook Infant School
Number of pupils in school	270 (58 PP)
Proportion (%) of pupil premium eligible pupils:	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2025
Date this statement was published	November 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mrs Lisa de Carteret
Pupil premium lead	Mr Paul Stray
Governor / Trustee lead	Mrs Sarah Jones

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,408 (including service)
Recovery premium funding allocation this academic year	£1776
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£73,184

# Part A: Pupil premium strategy plan

## Statement of intent

Purbrook Infant School, as a community, is committed to developing the learning of all children and adults. We aim to provide high quality teaching and learning which ensures that the needs of all children, irrespective of their background, are recognised and met. The focus of our pupil premium strategy is to support disadvantaged children, as part of our overall disadvantaged policy, to achieve their individual potential.

Quality-first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Planning a creative, stimulating and vocabulary rich curriculum, which is responsive to the needs of the children, allows us to close the attainment gap and also benefit the non-disadvantaged children in the school. We believe that the curriculum should fit the child and not the child fitting to the curriculum. As the years have passed, our pupil premium numbers have steadily increased. Our disadvantaged children have the common barriers to learning as a result of less support at home, weak language and communication skills, poor aspirations and attendance and punctuality difficulties. These barriers need to be addressed, alongside outstanding teaching, to ensure that our disadvantaged children achieve inline with their non-disadvantaged peers.

## 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 discussions with children indicate under-developed oral language skills and vocabulary gaps among many disadvantaged children.
2	Internal assessments indicate that attainment in reading, writing and maths is below non-disadvantaged children.
3	Poor parental engagement
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.28% (18-19), 3.52% (19-20) and 1.29% (20-21), 1.9 (21-22), 0.8 (22-23) and 2.4% (23-24) lower than for non-disadvantaged 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 diminished vocabulary gaps.	Assessments, observations, and discussions with children indicate a significant improvement in oral language skills among disadvantaged pupils. Vocabulary gaps among many between disadvantaged and non-disadvantaged will have diminished.
Improved reading attainment among disadvantaged pupils	KS1 reading outcomes in 2024/25 show that more than 82% of disadvantaged pupils met the expected standard. Actual outcomes in 2024/25 were 88% of disadvantaged children achieved ARE or better and this needs to be maintained with a different cohort. There was a 6% difference between disadvantaged and non-disadvantaged children with disadvantaged being lower.
Improved maths attainment among disadvantaged pupils	KS1 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard. Actual outcomes in 2023/24 were 81% of disadvantaged children achieved ARE or better and this needs to be maintained with a different cohort. There was a 13% difference between disadvantaged and non-disadvantaged children with disadvantaged being lower.
Improved writing attainment among disadvantaged pupils	KS1 writing outcomes in 2024/25 show that more than 78% of disadvantaged pupils met the expected standard. Actual outcomes in 2023/24 were 74% of disadvantaged children achieved ARE or better and this needs to be maintained with a different cohort. There was a 13% difference between disadvantaged and non-disadvantaged children with disadvantaged being lower.
Improved attendance of disadvantaged pupils	Ensure attendance of disadvantaged pupils is above 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers reduces to 2%. Attendance of disadvantaged children was 93.5% at the end of 21/22 and 94.5% at the end of 22/23. Non-disadvantaged was 95.2%. There was a 0.8% difference. This went difference went up again in 34/24 to 2.4%.

## 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: £16,237

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parental workshops for writing, maths and phonics. Informing parents / guardians of more recent changes to teaching the above subjects and how to best help their children at home. This will be targeted at parent/s of disadvantaged parents. Allocated money allows time out of class to plan the relevant training / support that the parents need.</p>	<p>The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes. To appropriately support their child, parents need to have the right and relevant tools (knowing to use sounds when reading for example, rather than letter names).</p>	<p>1,2</p>
<p>Development of new medium term planning for Key Stage 1 maths. This will ensure a structured and sequenced curriculum, where concepts build progressively over time. This benefits all pupils, including disadvantaged</p>	<p>Developing teachers' understanding of how children learn mathematics is key to ensuring that the children make good progress and develop a secure grasp of mathematics rather than all learning being superficial and surface based.</p> <p>New medium term planning will focus on long-term impact and sustainable change rather than quick fixes.</p>	<p>2</p>

children, who may lack prior knowledge or consistent exposure to the foundations of maths.		
Develop a new calculation policy to ensure consistency, clarity, and progression in the teaching of mathematical calculations.	A calculation policy supports high-quality teaching by providing a clear framework for teaching calculations effectively. It outlines how children should progress through different calculation methods, from concrete to pictorial to abstract representations. A calculation policy emphasises understanding over rote learning, ensuring that pupils grasp the "why" behind each method.	2
Continue a language rich curriculum through enhancements to planning, Book Talk and changes in assessment. We will fund release time for Reading Co-ordinator and Vocabulary Co-ordinator to support lessons, planning and monitor as appropriate. They will also develop a language assessment which will be used to assess language across the school	Oral language interventions such as Book Talk consistently show a positive impact on learning. There is consistent evidence to suggest that reading to young children and encouraging them to answer questions and talk about the story with a teacher, which is the essence of Book Talk, increases vocabulary and comprehension skills. Changes to the curriculum have meant that specific Tier 2 and Tier 3 words have been added to planning and specific vocabulary lessons are taught. With a language assessment in place, co-ordinators can further address gaps and ensure that interventions are used appropriately.	1,2
Release time for Pupil Premium Champion to interview PP children, complete provision maps and analyse PP data.	DFE requires a named Pupil Premium lead in school. This is a member of the SLT and is the Assistant Headteacher of the school who is able to have impact on school budgets	1,2,3,4

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

Budgeted cost: £52,892

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ a trained ELSAs who work disadvantaged pupils who are having social and emotional difficulties.	Social and emotional learning programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils. They allow children to label emotions and work on skills to help them self-regulate.	3,4
Information Carrying Words (ICW) intervention in Year R. Many PP children may enter school with a vocabulary deficit compared to their peers, making it harder for them to access the curriculum.	Embedding rich language activities can boost outcomes, and ICW activities naturally integrate into reading, writing, and speaking tasks. It also fosters attentiveness and engagement in lessons because ICW can help to follow instructions successfully.	1,2
Fischer Family Trust – Success for All reading and literacy programme delivered by a trained LSA. Enhances children’s reading level and comprehension skills.	On average children make 36 months of progress after completing the Success for All reading programme which is a 20 months programme. The range goes from 15 – 43 months.	1,2
Additional reading for a specialised reading recovery LSA. This covers decoding skills and comprehension strategies.	When combined with phonics to develop early reading skills, reading comprehension skills have been found to benefit children who come from a disadvantaged background.	1,2
Implementation of Early Talk Boost which is a targeted intervention for Year R children with delayed language. It helps to boost their language skills to narrow the gap between them and their peers.	On average, children make 6 months of progress in their language skills over the course of the 9-week program, compared to the typical 2 months of progress expected in that time. (According to ICAN data) Evidence shows it helps close the language gap for disadvantaged pupils, including those eligible for Pupil Premium. The data from Early Talk Boost provides a robust basis for demonstrating impact and aligning with EEF recommendations for oral language interventions.	1,2
Implementation of Talk Boost which is a targeted intervention for KS1 children with	On average, children make 18 months of progress in their language skills over the 10-week program, compared to the typical 6 months of	1,2

delayed language. It helps to boost their language skills to narrow the gap between them and their peers.	progress expected during this time. (According to ICAN data). 86% of children were able to better understand and use new vocabulary. 73% of children demonstrated significant improvements in sentence-building and storytelling.	
Continued employment of a speech and language therapy assistant to develop and implement speech and language programmes for those with specific speech and language difficulties.	Studies of oral language interventions consistently show a positive impact on learning. Difficulties with speech and language will impact on all areas of the curriculum.	1,2
Some PP children to have paid sessions in breakfast or after school club if attendance is starting to drop or lots of lates are being seen.	Breakfast clubs have shown to improve levels of punctuality and attendance as well as performance in the classroom. It has allowed us to reduce the number of lates for a number of specific children as they now attend breakfast club and are no longer late.	3,4
Pay for enrichment activities for those PP children who cannot afford school trips, for example.	Children should have equal opportunities to access all the opportunities that the school can offer without cost being an issue.	3
Bottom 20% top up phonics to provide extra practice for children who are making the slowest progress.	Phonics is one of the most effective ways to teach early reading, particularly for children aged 4–7. Effective phonics teaching and interventions / catch up allows disadvantaged pupils to close attainment gaps in reading and writing.	2

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

Budgeted cost: £5037.50

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Shared use of a Family Support Worker. She works with hard to reach parents on parenting techniques, behaviour support and attendance issues.	When parents take a more active role in their child's education there is an increase in their child's academic success. More frequent behaviour difficulties could impact on their academic progress.	3,4

<p>Employed a Family Liaison Officer to work to work with hard to reach families and help support those families with poor attendance.</p>	<p>Evidence suggests that parental engagement at infant level supports the attendance of young children. Simply put, pupils at this age are generally not responsible for their own attendance.</p>	<p>4</p>
<p>LSA overtime to support teachers with after school clubs that are aimed towards pupil premium pupils</p>	<p>Providing stimulating environments and activities or develop additional personal and social skills are shown to have more of an impact on attainment than those that are solely academic in focus.</p>	<p>2</p>

Total budgeted cost: £74,166.50



# 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 2021 to 2022 academic year.

### Year R End of Year Data 23/24

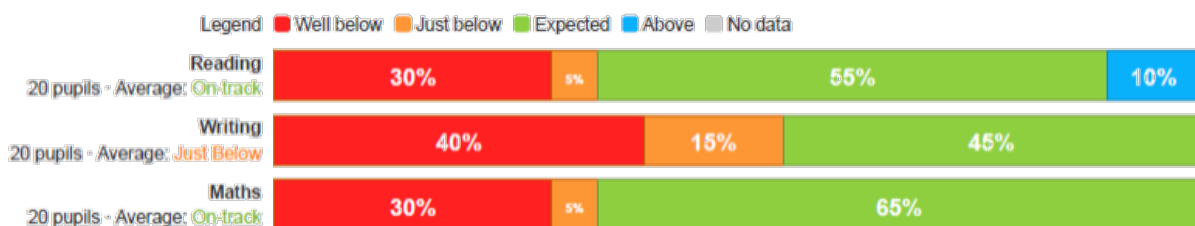
	Communication and Language		PSED			Physical	
	Listening and Attention	Speaking	Self Reg	Managing Self	Building Rel	Gross Motor	Fine Motor
Pupil Premium (24)	79%	79%	92%	92%	96%	92%	88%
Non Pupil Premium (67)	93%	96%	93%	94%	96%	97%	94%
Difference	14% lower	17% lower	1% lower	2% lower	0% lower	5% lower	6% lower

	Reading		Writing	Maths		GLD
	Comprehension	Word Reading	Writing	Number	Patterns	GLD
Pupil Premium (24)	79%	63%	67%	67%	67%	63%
Non Pupil Premium (67)	88%	79%	78%	85%	85%	78%
Difference	9% lower	16% lower	11% lower	18% lower	18% lower	15%

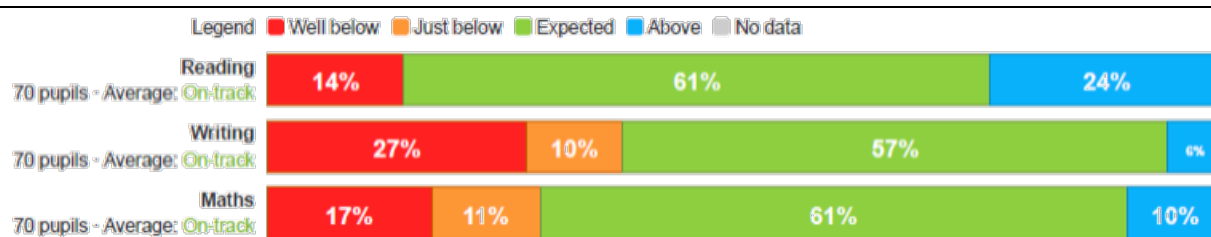
Non-pupil premium pupils were out performed by pupil premium pupils in all categories. This is more prevalent in the prime areas where there was a larger percentage difference between pupil premium and non-pupil premium.

### Year 1 Data End of Year Data 22/23

#### Pupil Premium Data



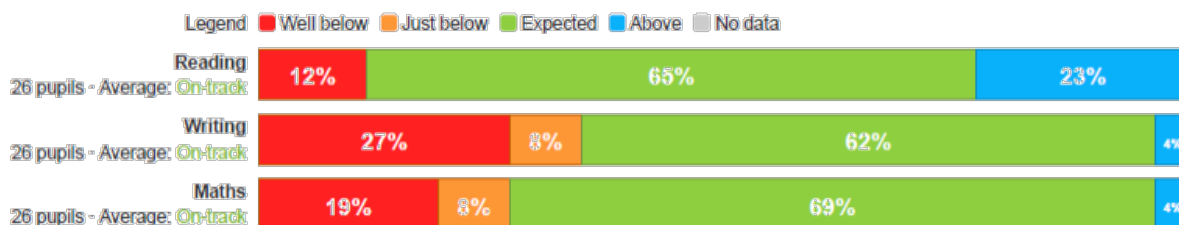
#### Non-Pupil Premium Data



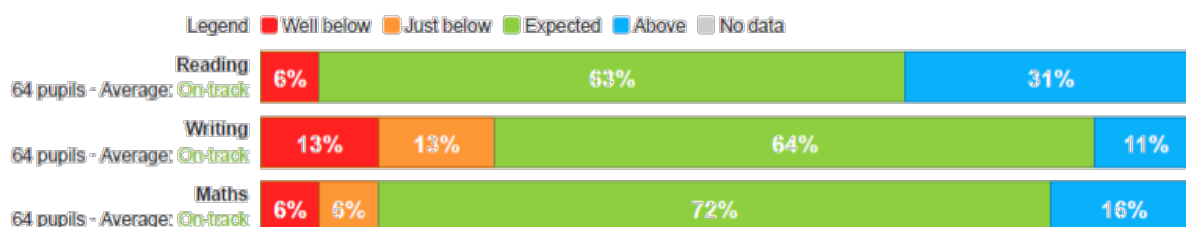
End of year data for the end of 22/23 in Year 1 continues to track their attainment in Year R. Results in reading are 16% lower for PP children (This was 21% in reading in Year R). A 13% difference can also be seen in writing and maths, again with this being lower for PP children. There was a 20% difference in writing, in Year R, and a 16% difference in maths.

## Year 2 Data

### Pupil Premium Data



### Non-Pupil Premium Data



2% difference in ARE between PP and non-PP in reading and writing. 3% difference in maths. However, when you take GD into account there is a 6% difference, with PP being lower, in reading. There is also a 14% difference in writing and 13% difference in maths.

Attendance for disadvantaged pupils was lower in 2023/24 by 2.4%. This is the biggest difference that we have had for some seems. Non-PP children were at 95.25% and PP children were at 92.85%. This trend is continuing as of December 2024 with a 2.81%. It is important to note however that one of the PP children are on a part-time timetable and this does effect the attendance data.

## 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
Number Sense Maths	Number Sense Maths Ltd

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*