

# 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 children.

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	Purston Infant School
Number of pupils in school	194
Number of Pupils attending full time school	155
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-2023 2024-2025
Date this statement was published	25/10/24
Date on which it will be reviewed	22/03/24 update 11/07/25
Statement authorised by	Phil Barnett (Headteacher)
Pupil premium lead	Linda Attwood
Governor lead	Sarah Ainge

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	
PP	£75,480
LAC	£3,275
EYPP	£6,595
Total	£85,438
Recovery premium funding allocation this academic year	£1885 – ended august 2024
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£87,233</b>

## Part A: Pupil premium strategy plan

### Statement of intent for Purston Infants School

**We believe that the children's well-being and learning should be at the centre of everything we do.** We know that our children will have different experiences, opportunities, support and lives away from school. This means that through no fault of their own, they may experience barriers every day, that affect their learning. We are determined to address this inequality through provision that is carefully planned with high aspirations for all our children to narrow any attainment gaps between contrasting groups. We are aware that a number of our disadvantaged children have ACES (Adverse Childhood Experiences) which can affect their ability to learn and can cause challenging behaviours within school.

- We ensure that teaching and learning opportunities meet the needs of **all children**.
- We ensure that children belonging to vulnerable groups, including those from socially disadvantaged backgrounds, are adequately assessed and provision is made to meet their needs.
- In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged.
- We also recognise that not all children who are socially disadvantaged will be in receipt of free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of children that the school deems to be socially disadvantaged / vulnerable.

Our plans are designed after reflection on our own practice and in response to various research projects, an example the Education Endowment Foundation. This has determined which types of intervention have been proven to have the most impact on children's progress and attainment.

**Our various provisions for PPG children fall into one or more of the following categories:**

- **Reading Comprehension-Oral:** *e.g. Early Birds.*
- **One-to-One Tuition:** *e.g., phonics coaching/SALT*

- **Oral Language Interventions:** e.g., Individual SALT programmes, musical interaction, Autism bucket, vulnerable children groups, early interactive play, Early vocabulary, play scripts, cracking communication activities.
- **Phonics:** e.g., *Floppy Phonics, Early Birds/phonics 1:1 catchup every day for the bottom 20%*
- **Parental Involvement:** e.g., Communication-views-improved practice/ aspirations/Dojo/meetings/inspire mornings and afternoons.

## Challenges / barriers to learning.

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

	<b>Detail of challenge / barrier to learning.</b>
1	The majority of our children start school below, and a significant number, well below their age expectations especially in the areas of speech and language, communication, social skills, mark making, early reading and early writing and basic mathematics. This evidences as significant/moderate speech and language delay including limited vocabulary and understanding of spoken language' which impacts early reading, phonics and writing development.
2	A high number of children join our school not 'nursery ready' due to parents not fully understanding their role in giving their child the skills needed for a flying start at school. Poor social, emotional and personal skills, a lack of understanding or knowledge of the wider world, alongside their poor communication and language mean they start school with gaps in their learning and understanding.
3	A lack of understanding from parents/families of their child's and school expectations and intended outcomes along with the opportunities they will have at school. We must endeavour that all of our pupils and their Parents/Carers are involved in school life and learning.
4	Limited communication and literacy skills (lack of opportunities to talk, experience books and support to read at home) means our children's early reading and phonic knowledge is adversely impacted.
5	Data for attendance indicates that our vulnerable children's attendance is lower than our non-vulnerable children. Data shows several of our vulnerable children show as persistently absent. Poor attendance and lateness have a negative impact on all but especially vulnerable children's progress.
6	81% of our children live in the bottom 30% of the most deprived areas. Limited financial stability means parents cannot provide varied experiences or opportunities for their children to understand there is a world outside their locality. So, our children's knowledge and aspirations are limited.

7	A number of our disadvantaged children also have additional needs including Autism, speech, language and communication difficulties, severe learning difficulties and other barriers to learning.
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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy year plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged children's progress improves in speech, language and communication development.	Most disadvantaged children achieve expected for communication, language and literacy at the end of the EYFS.
Disadvantaged children are 'nursery ready' so are equal to non-disadvantaged children when starting nursery.	Disadvantaged children when entering nursery will be emotionally, socially and academically ready to start school.  Nursery parents have a secure understanding of how they can positively impact on their children's readiness for starting school through improved communication channels.
Disadvantaged children's parents' aspirations are higher through having a more secure understanding of their child's opportunities through education, their outcomes and expectations of them.	Improved parental involvement resulting in improved outcomes for their children.  Parental attendance at engagement events to be increased.
Disadvantaged children's progress improves following greater understanding and support from home.	Disadvantaged children read more regularly at home. Parental feedback indicates that parents feel more confident and able to support their child at home. Through improved communication.
Disadvantaged children's outcomes in phonics are equal to or better than non-disadvantaged children.	Disadvantaged children pass the phonics screening check.
Disadvantaged children attend school regularly and on time, and as a result make rapid progress.	Attendance of persistent absence disadvantaged children is improving through involvement, role model and communication.

Disadvantaged children's and parents aspirations are higher through increased opportunities and experiences that increase their vocabulary, knowledge, understanding and learning.	Disadvantaged children can talk about their learning using increased and more subject specific vocabulary. Disadvantaged children's knowledge and understanding across a range of subjects is increased.
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First teaching of phonics. Bespoke training Yr1 staff. Reading Lead - release time as and when directed by Head Teacher to assess / train / support teachers and support staff.	DFE approved English Hub school support and challenge.	4
Communication and language display in every classroom including nursery. Displayed will be the 'word of the week' and a sign of the week (Makaton).  This will be shared with families on Dojo.		

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

Budgeted cost: £83.295

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>3 TA's to be deployed to deliver guided reading / phonic sessions as part of the 'early birds' programme – Breakfasts through Magic Breakfast</p> <p>All groups will access Floppy's Phonics recap of sounds and letter groups, including blending and segmenting activities every morning.</p> <p>One group will cater for EXS/GD children and will focus on reading and comprehension skills including extended vocabulary.</p> <p>One group will focus on the application of phonics into reading and guided reading and comprehension activities.</p> <p>One group will focus on improving language and communication skills.</p>	<p>EEF research, intervention good practice. -</p>	<p>1,4,5 £6,202 for 3 support staff and meals.</p>

<p>7 x Support staff - 1 Nursery Nurse and 6 TA's</p> <p>Targeted deployment to support PP/disadvantaged individuals / groups on key basic skills, including phonics, basic number, social interaction and communication, encourage children to take part in writing and pre-writing activities in provision areas (UFS/Y1)</p>	<p>EEF-Making best use of Support assistants.</p> <p>3.5 hrs per day – 190 days per year.</p>	<p>1</p> <p>£77, 093</p>
<p>Floppy Phonics synthetic phonics programme</p> <p>Support staff-target groups, same day 1-1 phonics coaching.</p>	<p>DFE approved programme</p>	<p>1,4,</p> <p>£1000 for resources.</p>
<p>To support and enhance the attainment and well being of a Child in Care.</p> <p>1 TA deployed to work 5.5.hours per week with one child for 20 weeks.</p>	<p>PP Plus.</p>	<p>£1769.90</p>

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Robust first / daily response to absence</p> <p>School rewards and incentives including a weekly movie bag, half termly hamper and Dojo points.</p> <p>Home visits</p> <p>Work with the EWO</p> <p>Issue of penalty notices for term time holidays</p> <p>Clear procedures communicated to parents for children who are late to school.</p> <p>Free school meals entitlement.</p> <p>Milk for FSM</p>	<p>DFE improving attendance</p>	<p>£24,515</p> <p>SLA - £7,716</p> <p>Total - £32,231</p>
<p>Class Dojo system extended to two-way communication with parents.</p> <p>Teachers will update the Class Dojo story and children's individual profiles.</p>	<p>EEF -Working with parents. Teaching and learning toolkit – Parental engagement</p> <p>Parents comments are very positive about the Dojo system.</p>	<p>3,4</p>
<p>Increase parental communication and engagement through child and parents' events.</p> <p>'Meet the Teacher evenings.</p>	<p>EEF Teaching and learning toolkit – Parental engagement</p> <p>Review of best practice in parental Engagement – DFE</p>	<p>2,3,4</p>



<p>Termly parent consultations, including an end of year school report.  Stay and play sessions.  Weekly FEET sessions.  Use of Dojo to communicate learning - upload phonics videos/links to support learning.  Knowledge organisers for parents/carers /families.  Aspire mornings/afternoons, families to be involved in school life and work alongside their children in curriculum/creative sessions. Stay and read sessions, class assemblies and singing</p>		
<p>Free daily magic breakfast (bagels) available for all children in school,</p>	<p>NSBP breakfast club programme.  Subsidised cost to school.</p>	<p>4, 6  Total £926</p>

**Income: £ 87,223**

**Actual cost £119,221.90 TBH**

**Shortfall expected £ 31,988.90- top up from School budget.**

# 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.

The past 18 months have had a detrimental impact on the school's position in narrowing the gap between PP children and their non-PPG peers. Despite remote learning programme and the offer of devices to support this learning, the engagement of PP children was often lower than non-PPG. The school continues to work hard, with challenging targets, this thorough a well-focussed School Development Plan in order to narrow the gap as rapidly as possible.

### 20-21 Final data breakdown. Rag rated.

EYFS- Final data Summer 21

Baseline ARE – 30-50 secure    Autumn End ARE – 40-60 beginning    Spring End ARE – 40-60 secure    Summer End ARE – ELG+

Area of Learning	ELG	All (B -58) (AU/SP – 59) (SU – 59)				Boys (B -30) (AU/SP – 31) (SU – 59)				Girls (B -28) (AU/SP – 28) (SU – 59)				PP (B/AU 8) (SP - 13) (SU – 14)				Non PP (50) (B -50) (AU – 51) (SP – 46) (SU – 45)				SEN (B -6) (AU – 7) (SP – 8) (SU – 9)			
		B	AU	SP	SU	B	AU	SP	SU	B	AU	SP	SU	B	AU	SP	SU	B	AU	SP	SU	B	AU	SP	SU
Communication & Language	L & A	69	80	74	86	60	71	68	74	79	89	82	100	75	88	69	86	68	78	76	87	17	57	13	44
	U	71	83	71	81	63	81	61	71	79	86	82	93	75	88	69	71	70	82	72	84	17	57	13	22
	Sp	60	75	70	80	57	68	61	71	64	82	79	89	63	75	62	71	60	75	72	82	0	29	13	22
Physical Development	M & H	66	85	71	80	57	81	65	71	75	89	89	89	63	88	69	79	66	84	72	80	17	57	25	33
	H & SC	83	85	76	86	83	75	74	81	82	93	9	93	88	88	69	79	82	84	78	89	50	57	25	33
Personal, Social & Emotional Development	SCSA	74	80	78	83	73	74	74	77	75	86	82	89	75	75	85	79	74	80	76	84	33	57	25	33
	MFB	69	80	75	83	67	65	65	71	71	96	86	96	75	75	69	79	68	80	76	84	0	14	0	33
	MR	71	80	73	88	67	74	62	81	75	86	86	96	75	75	69	79	70	80	74	91	17	57	0	33
Literacy	R	47	79	50	56	40	73	45	55	54	86	54	57	25	88	31	43	50	78	54	60	0	71	13	22
	W	57	72	42	54	50	63	39	52	64	82	46	57	75	88	15	43	54	70	50	58	17	57	0	22
Maths	N	63	76	58	63	63	73	58	61	64	79	57	64	88	88	39	50	60	74	63	67	33	57	13	22
	SSM	71	72	58	63	63	63	52	61	79	82	64	64	88	88	46	50	68	70	61	67	33	28	12	22

Good Level of Development

	All	Boys	Girls	PP	Non PP	SEN
GLD target	59	57	61	75	56	17
GLD actual	55	53	57	43	59	25

**Key Stage 1.****Year 2 Final data Summer 21**

<b>Group</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>
<b>Current figures 2020/21 cohort</b>	<b>End of Yr. prediction</b>	<b>End of year prediction</b>	<b>Sum 2 EXS and above %</b>	<b>Sum 2 GDS %</b>
	<b>EXS and above %</b>	<b>GDS %</b>		
<b>Year 2 (51)</b>	76	31	82	18
<b>Boys (25)</b>	60	36	76	24
<b>Girls (26)</b>	92	27	88	12
<b>Disadvantaged (11)</b>	55	36	58	8
<b>Non disadvantaged (40)</b>	83	30	90	21
<b>Group</b>	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>
<b>Current figures 2020/21 cohort</b>	<b>End of Yr prediction</b>	<b>End of year prediction</b>	<b>Sum 2 EXS and above</b>	<b>Sum 2 GDS %</b>
	<b>EXS and above %</b>	<b>GDS %</b>		
<b>Year 2 (51)</b>	71	20	65	0
<b>Boys (25)</b>	65	9	64	0
<b>Girls (26)</b>	75	29	77	0
<b>Disadvantaged (11)</b>	70	10	42	0
<b>Non disadvantaged (40)</b>	71	22	72	0
<b>Group</b>	<b>Maths</b>	<b>Maths</b>	<b>Maths</b>	<b>Maths</b>
<b>Current figures 2020/21 cohort</b>	<b>End of Yr prediction</b>	<b>End of year prediction</b>	<b>Sum 2 EXS and above %</b>	<b>Sum 2 GDS %</b>
		<b>GDS %</b>		

	EXS and above %			
<b>Year 2 (51)</b>	76	22	73	6
<b>Boys (25)</b>	60	28	60	12
<b>Girls (26)</b>	92	15	85	0
<b>Disadvantaged (11)</b>	55	18	58	0
<b>Non disadvantaged (40)</b>	83	23	77	8

There has been a steady increase in progress made from Aut 2 to Sum 2 across all subjects. Placing emphasis on basic skills in English and Maths has ensured that final figures are more or less in line with initial predictions made in Aut 1 despite the lockdown. Children achieving GDS is reduced because subjects could not be covered deeply enough in order to secure this. Reading disadvantaged through targeted intervention / NTP reached EXS prediction. Writing disadvantaged through targeted intervention / NTP EXS prediction -28% Maths disadvantaged- - through targeted intervention / NTP reached EXS prediction.

#### Year 1 final data Summer 2 2021

<b>Group</b>	<b>Reading</b> End of Yr prediction EXS and above %	<b>Reading</b> End of year prediction GDS %	<b>Reading</b> Sum 2 EXS and above %	<b>Reading</b> Sum 2 GDS %
Current figures – 2020-21 cohort				
<b>Year 1 (55)</b> (53 from Spr 2) (55 from Sum 2)	62	16	60	15
<b>Boys (31)</b>	48	13	48	10
<b>Girls (24)</b> (23 from Spr 2) (24 Sum 2)	79	21	75	21
<b>Disadvantaged (16)</b> (18 from Spr 2)	44	13	50	2
<b>Non disadvantaged (39)</b> (36 from Spr 2) (Sum 2 37)	69	18	65	6

<b>Group</b>	<b>Writing</b> End of Yr prediction EXS and above %	<b>Writing</b> End of year prediction GDS %	<b>Writing</b> Sum 2 EXS and above %	<b>Writing</b> Sum 2 GDS %
<b>Current figures – 2020-21 cohort</b>				
<b>Year 1 (55) (53 from Spr 2) (55 Sum 2)</b>	58	11	56	11
<b>Boys (31)</b>	42	10	45	1
<b>Girls (24) (23 from Spr 2) (24 Sum 2)</b>	79	13	71	5
<b>Disadvantaged (16) (18 from Spr 2)</b>	44	13	39	2
<b>Non disadvantaged (39) (36 from Spr 2) (37 from Sum 2)</b>	64	10	65	11
<b>Group</b>	<b>Maths</b> End of Yr prediction EXS and above %	<b>Maths</b> End of year prediction GDS %	<b>Maths</b> Sum 2 EXS and above %	<b>Maths</b> Sum 2 GDS %
<b>Current figures – 2020-21 cohort</b>				
<b>Year 1 (55) (53 from Spr 2) (55 Sum 2)</b>	69	13	71	9
<b>Boys (31)</b>	61	13	68	6
<b>Girls (24) (23 from Spr 2) (Sum 2 24)</b>	79	13	75	13
<b>Disadvantaged (16) (18 from Spr 2)</b>	56	13	67	6
<b>Non disadvantaged (39) (36 from Spr 2) (37 Sum 2)</b>	74	13	73	11

<b>Group</b> Phonics Screening	<b>December 2020</b> <b>2017 test</b> <b>16+ to be on track</b> <b>%</b>	<b>June 2021</b> <b>2018 test</b> <b>27+</b> <b>(32+)</b> <b>%</b>
Current figures – 2020-21 cohort		
<b>Year 1 (55)</b>	<b>51</b>	75 (62)
<b>Boys (31)</b>	<b>42</b>	61 (45)
<b>Girls (24)</b>	<b>63</b>	92 (83)
<b>Disadvantaged (16) (Sum 2 18)</b>	<b>58</b>	72 (33)

Summer 2 data shows progress almost in line with original predictions made in Autumn 1, higher in Maths. Year 1 children will sit the PSC in December 2021 and our predictions are that 85% of the children will score 32 or more.

Reading disadvantaged through targeted intervention / NTP reached EXS prediction +.

Writing disadvantaged through targeted intervention / NTP EXS prediction -5%

Maths disadvantaged- - through targeted intervention / NTP reached EXS + prediction.

## 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*

<b>Programme</b>	<b>Provider</b>
English Hub	Jerry Clay Lane Academy
Floppy Phonics	Oxford Reading Tree
One Wakefield	Wakefield LA / EEF/ Doncaster Research school
Mastery maths-Number	NCTEM / YHMaths Hub
Wellcomm	GL assessment
Class Dojo	Class Dojo

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## 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.*