

Purleigh Community Primary School Pupil Premium Strategy Statement



PPG Review DEC 2025 and reset. This statement details our school's use of pupil premium 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	Purleigh Community Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	21 (10%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 to 2027
Date this statement was published	Dec 2025
Date on which it will be next reviewed	DEC 2026
Statement authorised by	Neil Stotter / HT
Pupil premium lead	Neil Stotter
Governor / Trustee lead	Jessica Cox LGB Chair Emma Garrett LGB and SC Clare James PPG Lead Primaries QMAT

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 31960
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	£ 31960 2.5% as school action (£799) 97.5% staffing

Part A: Pupil premium strategy plan

Statement of intent

At Purleigh Community Primary School we aim to support specific groups of children who are disadvantaged. Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas, comparable with that of non-disadvantaged pupils. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We have high quality teaching as our focus. This is followed by targeted support which enables children to be supported as needed. Other non-academic needs are also addressed including; attendance, emotional and behavioural support and self-confidence. This is proven to have the greatest impact on closing the disadvantage attainment gap and will also benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our plan is based on the challenges we have identified, which are the barriers to preventing our disadvantaged children from attaining well. Common barriers to learning can be less support at home, lower language and communication skills, lack of confidence and attendance and punctuality issues. There may also be complex family situations that prevent children from making progress.

Our objectives are to maximise achievement for Pupil Premium children by:-

- Narrowing the attainment gap between disadvantaged and non-disadvantaged pupils.
- All disadvantaged pupils in school to make or exceed expected progress.
- Supporting our children's health and wellbeing to enable them to access learning at an appropriate level.
- Improving attainment through early identification of needs.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through Purleigh Community Primary School Tutoring Programmes for pupils whose education has been worst affected, including non-disadvantaged pupils. These Tutoring sessions will be undertaken by current school staff who know the children and can provide detailed responses to the specific needs.

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 disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

We will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our plan to achieve the above objectives is to:

- Include all staff in ongoing training and promote a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes
- Listen to pupil voice and consider the child's views.
- Identify barriers to learning for each child.
- Use relevant data and resources to monitor the impact of interventions ensuring that teaching and learning meet the needs of all the pupils.
- Ensure that the quality of teaching experienced by all children is good or better.
- Accelerate progress, moving children to at least age-related expectations.
- Provide additional learning support.
- Support payment for activities, educational visits and residential visits as required.
- Act early to intervene at the point need is identified.

Class teachers will discuss pupil progress half termly, reviewing specific interventions and support for all PP pupils.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing and Maths
2	Raising children's low self esteem
3	Developing the mental health and wellbeing of all children
4	Attendance and Punctuality issues
5	Underdeveloped oral language skills and vocabulary gaps
6	Limited life experiences (Cultural capita).

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
There are opportunities for all children including PPG to access a curriculum rich in vocabulary and that engages all learners.	The learning environment is rich in vocabulary that children are encouraged to use in context and develop their vocabulary. Comprehension skills are developed through understanding of language. There are improvements in all areas of communication.
Pupils make at least expected progress in reading, writing and maths.	Gap will close in progress made between PP and non PP children.
Pupils access a range of interventions to meet their needs, including speech and language.	As their needs are addressed, PP pupils make expected or exceeded progress.
A home school link supports pupils and families, identified as vulnerable or in need, supporting Mental health and wellbeing.	Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance.
Attendance of PPG children is in line with national average.	Attendance of PPG children is 94.5 %.
Pupils access a range of enrichment experiences both in and out of school and an intent to ensure access to cultural capital.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed.

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: £ 29 640

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Flexible timetabling of staff, allowing 1:1 sessions to be undertaken according to children's assessments, linked where possible to class lessons. (Use of Purleigh teaching staff to respond to tuition needs.)</p>	<p>Individual staff provide target support to individual children as required.</p> <p>EEF Toolkit- <i>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons</i></p>	1,2,5
<p>Continuation of High Quality Teaching in every classroom. Regular review of Implementation and Impact. Pupil progress meetings Parent consultations</p>	<p>Pupil Progress meetings show actions for children based on assessments. Teaching is focused on children's starting points and regular assessments to identify gaps in learning.</p> <p>EEF Toolkit- <i>'Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.'</i></p> <p>M. Rowlands-2020- 'Addressing educational Disadvantage in schools and colleges - 'effective assessment helps support better learning.'</p>	1,5
<p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Purchase standardised diagnostic assessments for English and Maths, especially for those children working on early reading, writing and Maths skills.</p> <p>EEF Toolkit: <i>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</i></p>	1,5
<p>Embedding speech and language activities across the curriculum.</p>	<p>Pupils spoken language deficit effects their ability in Reading and Writing, which are below national expectations.</p>	1,2,5

<p>These can support pupils to articulate key ideas and extend vocabulary.</p> <p>Purchase resources and fund ongoing teacher training and release time.</p>	<p>Some pupils who start at the school have low speech language and communication skills.</p> <p>EEF Toolkit- <i>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading</i></p>	
<p>Regular phonics sessions taught in EYFS and KS1 classes.</p> <p>Staff training on phonics scheme.</p>	<p>Phonics is an important part in developing early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF- <i>Teacher led phonics is more effective than digitally based phonics.</i></p>	1

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

Budgeted cost: £ 750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging in- school Tutoring to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p> <p>A proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Having analysed our cohorts we have identified that across the settings the range of cohorts need support to address gaps in maths, reading and writing.</p> <p>EEF - <i>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p>	1,2

Use of structured reading schemes to support readers in 1:1 sessions where needed.	<p>Catch Up Reading intervention with identified children.</p> <p>Whole School policy for reading, use of reading resources and class reading areas/ deployment of assessment systems and the high profile for “Love of Reading” displayed in classes.</p> <p><i>EEF - Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</i></p>	1,5
Develop listening, narrative and vocabulary skills for disadvantaged pupils who have lower spoken language skills.	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p>	1,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p>	1
<p>Purchase web based programs to be used in school at home.</p> <ul style="list-style-type: none"> • Bug Club • TT Rockstars 	<p>Children are able to engage with online activities at home and provide parents with a different way to support their child.</p> <p><i>EEF – clear evidence technology approaches are beneficial for writing and maths practice.</i></p>	1,2,5

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

Budgeted cost: £ 1000 (FSW designated budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker employed to support families	<p>Children are identified as being persistently absent. Children with poor attendance do not perform as well as children with good attendance</p> <p>Dedicated person in the role, who builds a relationship where the parents trust them and feels</p>	2,3,4

	<p>they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.</p> <p>Building excellent working relationships with parents is key to being able to support them and speak to them about the importance of good school attendance. It is essential to build their confidence in school.</p> <p><i>EEF 'Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.'</i></p>	
<p>Allow for a range of real life experiences.</p> <p>Subsidise visits, sports clubs and enrichment days for PPG children.</p>	<p>Extra-curricular clubs are financed, where needed, so all PPG have access to all opportunities and develop their 'cultural capital'</p> <p>Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum.</p> <p>Children from lower income families may not be able to participate in extra-curricular activities such as music tuition or sports.</p> <p>School visits and off site curriculum access can be supported by subsidising and allowing participation in the wide range of cultural opportunities which may require extra monetary contribution for families.</p> <p><i>Evidence suggests that cultural capital passed on through families helps children do better in school. - Cultural Learning Alliance.</i></p>	2,6
<p>Whole staff training on Well- Being approaches and support for the disadvantaged and vulnerable members of the school learning community, with the aim of developing our school ethos, improving and ensuring equality of opportunity across the school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects on the children and each class.</p> <p>Social and Emotional Learning interventions, which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions. Interventions can focus on the ways in which pupils work with their peers, teachers, family and the community.</p>	1,2

Total budgeted cost: £ 26640

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 2024 to 2025 academic year.

Intended outcome	Success criteria	Impact	Intent 2024-2027
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2. Reading 73% Writing 71% Maths 73% RWM 59%	PPG (children.) Reading 100 % Writing 33% Maths 0% RWMC 33%	Achieve outcomes in-line with, or above, national average by the end of KS2.
Phonics	Achieve outcomes in-line with, or above, national average of pupils in Y1 pass the PSC	Phonics score PPG children 67% (2/3 children.) School data 87% (Of 26/30 children.)	Phonics scheme to support phonic teaching and learning.
Attendance	Ensure attendance of disadvantaged pupils is at least 93.5%	Attendance rate was 95% PPG pupils achieved this target	To 2025-2026 continue move to 94%
Wider Curriculum Opportunities	Children have access to wider experiences to broaden their curriculum entitlement	Wider curriculum more developed and subject leaders have non negotiables in place. PPG children have gained access t cultural capital opportunities . Eg- School visits access has been enabled by PPG Grant. Extra Curricular Club accessed.	Subject leaders to plan curriculum teaching and learning to be adapted for the pupils entitled to PPG.

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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
Essential Letters and Sounds (ELS)	Oxford University Press
School Library Service	ECC
TT Rock Stars	Maths Circle
Class Dojo	ClassDojo.com
Toe by Toe	Pearson
White Rose Maths	White Rose Hub

Service pupil premium funding (optional)

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

Measure	Details
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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