

PPG Strategy

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 | Purley Oaks Primary School |
| Number of pupils in school | 630 |
| Proportion (%) of pupil premium eligible pupils | 40% |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2025 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | October 2023 |
| Statement authorised by | |
| Pupil premium lead | Rosie Ellery |
| Governor / Trustee lead | Mark Crawley |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £328,245 |
| Recovery premium funding allocation this academic year | |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £328,245 |

Part A: Pupil premium strategy plan

Statement of intent

At Purley Oaks we firmly believe that every child will be supported, valued and challenged. We are ambitious for our children and their families and are driven by our moral purpose to ensure that everything we do has a positive impact on the children's lives. We are determined that our children will take pride in their learning and themselves and that they will strive for excellence.

By working closely together and continuously improving our practice, there is no limit to what can be achieved. Our Pupil Premium strategy aims to support our ethos so that every child can and will achieve. Through quality first teaching, training and meeting the needs of all our children we believe that they will be able to make accelerated progress.

We believe educational disadvantage includes all students whose achievement is at risk because of the impact of their social and economic circumstances. This is not limited to children in receipt of the pupil premium fund. These circumstances can include factors such as aspiration, parental engagement, the development of language skill and cultural knowledge, as well as health and welfare considerations like diet, emotional support and living conditions.

A key principle for us is that all our teaching, administrative and support staff understand these challenges of educational disadvantage, and they recognise their responsibility in addressing them. This responsibility is captured within the activities laid out below, but it also exists in the tiny interactions with pupils and families each day in classes and around the school, where opportunities to challenge the impact of disadvantage can be taken or lost. Seeing everything that we do through the lens of educational disadvantage helps us to be clear about the impact of our actions on all our children, but particularly our most vulnerable.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Moderation of writing and observational data from classroom visits show that disadvantaged pupils' writing composition is significantly weaker than their non-disadvantaged peers, particularly in KS2. Disadvantaged children are on average 20% less likely to meet age related expectations. |
| 2 | Standardised phonics screening shows that disadvantaged pupils are less likely to pass the year 1 phonics check. Many of these children also have poor attendance or arrive at school late missing the phonics session. |
| 3 | Disadvantaged children are more likely to have poor attendance. |

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| 4 | Standardised reading assessments and observations from classroom visits show that disadvantaged students' reading comprehension and fluency is significantly weaker than their non-disadvantaged peers. It appears that disadvantaged pupils have weaker vocabulary, are less able to draw inferences from the text and struggle to decode unknown words. |
| 5 | Observations and referrals by teachers indicate that disadvantaged pupils have greater social and emotional needs. For example, being unable to focus for sustained periods, anxiety and poor self-esteem when completing work. This leads to work being incomplete, children giving up easily on tasks and needing more support from either the class teacher or teaching assistant to engage in learning. |

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 |
|---|---|
| Above national average progress for disadvantaged children at the end of KS1 and KS2. | Attainment levels for 2025-2026 show accelerated progress for disadvantaged pupils. Attainment levels for 2024-2025 are in line with national averages for PPG pupils. |
| Pupil's levels of writing across the school are higher than national average. | By 2024-2025 in both KS1 and KS2 pupils writing attainment is higher than government floor targets and shows great improvement. |
| Attendance for all pupils improves. | By 2024-2025 pupils attendance is at 96% and there is a marked improvement in attendance for children entitled to PPG grant. |
| High levels of reading across the school including phonics. | By 2024-2025 90% of pupils pass the year 1 phonics screening. By 2024-2025 85% of pupils meet ARE in KS1 and KS2 in reading. |

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: £265, 471

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Develop students' ability to write for longer periods and with more clarity.</p> <p>Develop pupils decoding skills so children are able to read more fluently by the end of KS1.</p> <p>We will use regular observation and monitoring cycles based on an instructional coaching model to develop teachers' ability to model and guide high quality practice.</p> <p>We will invest in planning materials for teachers to use which have proven evidence to improve outcomes.</p> | <p>Evidence that focusing on professional development makes an impact on outcomes is provided by the EEF Guidance Report on Effective PD.</p> <p>There is evidence that instructional coaching is a form of CPD that can make a positive impact provided key mechanisms are included.</p> <p>Evidence that focusing on a systematic phonics scheme from the EEF shows that children can make an additional 5 months progress.</p> | <p>1</p> <p>2</p> <p>4</p> |
| <p>Improve the subject-specific teaching and support of writing and oracy in all lessons. We will focus on the teaching of writing and vocabulary first.</p> <p>We will use professional</p> | <p>Evidence from the EEF guidance reports on Improving Literacy in Key Stage 1 and Key Stage 2 shows that specific teaching of sentence level skills can improve overall attainment.</p> | <p>1</p> |

| | | |
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| development time to develop teachers' knowledge and skills | | |
| Make better use of assessment so we can identify issues early. Training will be provided on how to interpret assessment data. | Evidence from the EEF guidance report on feedback shows that pupils can make an additional seven months progress. Teachers will be trained on how to conference with pupils so all pupils receive high quality feedback. | 1 2 |
| Overstaff key year groups so there is increased capacity for coaching teachers and supporting students through intervention. | <p>Evidence around instructional coaching is robust and smaller class groups allows teachers more time with each pupil.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. (EEF)</p> | 1 2 4 |

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

Budgeted cost: £89,971.35

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| Use of teaching assistants to run catch up phonics sessions across key stage 1. | EEF studies have shown phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. | 2 |

| | | |
|---|--|----------------------|
| | <p>Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> | |
| <p>Develop year 1 learning environment to allow for more play-based learning opportunities. This allows teachers to work with small groups and provide small group tuition.</p> | <p>On average, studies of play that include a quantitative component suggest that play-based learning approaches improve learning outcomes by approximately five additional months.</p> <p>EEF studies suggest that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> | <p>1 2 4</p> |
| <p>Introduce Reading Squads in year 1 based on recommendations from Little Wandle Phonics</p> | <p>EEF studies have shown phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> | <p>2</p> |

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

Budgeted cost: £28, 949

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| ELSA support for targeted children to improve wellbeing. | <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social Emotional Literacy (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p> | 5 |
| Run phonics, reading and maths workshops for parents so they can support children's learning at home. | <p>EEF evidence shows disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> | 4, 1 |
| EWO to chase attendance daily with targeted families. | <p>Disadvantaged children on average are more likely to have poor attendance. Although attendance interventions show weak evidence at making a difference we still need to do all we can to ensure disadvantaged children attend school.</p> | 3 |

Total budgeted cost: £384,391.35

Total amount of funding: £341,925

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 2022 to 2023 academic year.

Standardised assessments completed in reading and maths for years 2-5 at the end of the 2022/23 academic year indicate that the overall attainment of all students is below the national average, but the majority of students made expected or accelerated progress. Disadvantaged pupils attainment continues to be lower than that of non-disadvantaged students. This indicates some success in raising overall attainment, but also a sign that more needs to be done to address lost learning and to ensure disadvantaged students make the same progress as their non-disadvantaged peers.

Standardised assessments at the end of key stage 2 are 10% above the national average. This indicates progress has been made in raising overall attainment. Assessments at the end of key stage 1 shows low attainment. This indicates we need to continue to focus on the teaching of reading, writing and mathematics in years 3-5.

Classroom and playtime observations show that disadvantaged children are more likely to struggle with self-regulation and focus during lessons. This indicates that work on well-being needs to continue to be a priority.

Attendance of disadvantaged children is lower than non-disadvantaged children. This has meant overall attendance is below the national average. This is a priority for 2022-2025 and there is a three year plan to raise attendance in place.

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 |
|-----------|----------|
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