

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Pyrford C of E Primary School
Number of pupils in school	449
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kathryn Krynicki Headteacher
Pupil premium lead	Rachael Pollard Inclusion Leader
Governor / Trustee lead	Julia Lamaison Disadvantaged pupils lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52455
Recovery premium funding allocation this academic year	£6670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£nil
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	£59125

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they personally face, make good progress and achieve high attainment across the curriculum. We want all pupils to access a broad and balanced curriculum, focusing on language and vocab development through our offer of experiential learning opportunities.

We will consider the challenges faced by our contingent of pupils who are also socially disadvantaged whom the school has identified, specifically those who have EAL and special educational needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the forefront of our approach, with a particular focus on areas our disadvantaged pupils require most support. The principles of quality first teaching has proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school.

All teaching staff are involved in the analysis of data and identification of pupils. Each pupil is discussed with leaders and actions put in place for additional support where necessary.

Principles

- We will ensure that teaching and learning opportunities meet the needs of all the pupils
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes the needs of socially disadvantaged pupils are adequately assessed and addressed.
- The school recognises that not all pupils who are socially disadvantaged are registered to qualify for free school meals. Pupil premium funding will be allocated to support any pupil who the school has identified as socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

School Context

Pyrford C of E Primary School is a 2-form entry (with one bulge class) primary academy located in Pyrford on the edge of Woking. The school also has its own Nursery provision on site. Whilst being a Church of England school, it is fully inclusive

and has a mixed intake. 23% of its pupils have English as an Additional Language. The school has slightly above average pupils identified as having SEND with a broadly average number of EHCPs. Pyrford is not in an area of social deprivation, although pupils who attend from further afield in Sheerwater LSOA is ranked 6,542 out of 32,844 in terms of deprivation showing 19% of areas nationally are more deprived.

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 discussion with pupils and parents indicate weak language and communication skills. This is evident from YR to KS2. In general, this is more prevalent among disadvantaged pupils.
2	The pupils identified as PLAC /LAC display significant trauma issues. This is often coupled with SEND needs which negatively impacts academic progress and attainment.
3	Internal and external assessments indicate that reading and writing attainment and progress among disadvantaged pupils is below that of non- disadvantaged pupils.
4	Our assessment (including survey once school reopened fully) coffee morning and parent meetings, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of enrichment activities during school closure. These challenges particularly affect disadvantaged pupils including their attainment
5	Disadvantaged children with additional needs require the school to be their advocate as parents struggle to access additional professional services in the current climate.

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 vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, work scrutiny, pupil voice and ongoing formative/summative assessment.
Improved reading attainment among disadvantaged pupils at the end of KS2	KS2 reading outcomes in 2024/25 show that 100% of disadvantaged pupils meet expected standard
Improved writing attainment among disadvantaged pupils at the end of KS2	KS2 writing outcomes in 2024/25 show that 100% of disadvantaged pupils meet expected standard
Improved mathematics attainment for disadvantaged pupils at the end of KS2	KS2 writing outcomes in 2024/25 show that 100% of disadvantaged pupils meet expected standard
To achieve and sustain improved well being for all pupils, particularly disadvantaged pupils	<p>Sustained levels of wellbeing from 2024/25</p> <p>Demonstrated via</p> <ul style="list-style-type: none"> Pupil voice Qualitative data from parent, teacher and pupil surveys Reduction in low level behaviour incidence Increase in enrichment activities particularly among disadvantaged pupils
Ensure every disadvantaged pupil with additional needs has timely and effective support and intervention from professional services. The school is a key advocate for these pupils.	The school ensures that pupils from disadvantaged backgrounds are supported as a priority by external agencies. Parents who struggle to access the systems (due to a variety of barriers) are prioritised by the school for bespoke support

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: £ 24,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS HLTA to support early language development	On entry to Reception, those pupils identified as having weak language and communication skills are identified. Due to poor socio economic and disadvantaged home lives, children are unlikely to have the breadth of vocabulary, knowledge and skills required the 'typical' Reception aged children have. Effective use of Teaching Assistants	1,3,4,5
Purchase of a DfE validated Systematics Synthetic Phonics programme to secure stronger phonics teaching and learning for all pupils	Phonics approaches have a compelling evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Phonics EEF	1,3
Staff CPD	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET. The school works in a trust partnership with AthenaGEP as well as part of the Maths and English hubs. All teaching staff will be released at least once per term to lead effectively	1,2, 3,5

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

Budgeted cost: £ 22,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff employed to deliver NELI programme – catch up for Year 1 and new programme for YR.	The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children’s language and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks The Nuffield Early Language Intervention (NELI)	1,3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have shown to be more effective when delivered as regular sessions over a period of up to 12 weeks Phonics EEF	1,3
Times Table Rockstars -the schools maths data demonstrates year on year improvement using this programme	High attainment year on year in maths in the school shows that this is an effective too to support maths learning and rapid recall of facts	1
NESSY programme and chrome books for individual pupils to access	NESSY is a programme to support identified children struggling to access reading and writing and are working below ARE. Disadvantaged identified pupils are given a chrome book to access this learning support on a daily basis	1,3
Additional adult (QTS) employed in Y5/Y6 to undertake learning mentor work and provide 1:1 and group tuition for pupils in upper KS2 requiring catch up.	Tuition is targeted at specific needs and knowledge gaps. Which can be an effective method to support low attaining pupils or those falling behind, both 1: and in small groups. One to one tuition EEF Small group tuition	1,3

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

Budgeted cost: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Trained mental health first aider to work with vulnerable pupils to ensure they can access learning and to support parents in accessing further professional support</p>	<p>Parental engagement strong evidence shows that with parental engagement, pupils are most likely to achieve.</p> <p>The trained mental health worker is also a trained DDSP to support vulnerable families in accurate sign posting and support to access the required support from external agencies</p>	<p>2,4</p>
<p>Whole staff training on behaviour management, identification and logging on the schools CPOMS systems to allow full analysis and further intervention</p>	<p>Behaviour difficulties experienced particularly by vulnerable pupils with multiple vulnerabilities are identified early and appropriately supported by the schools' Inclusion team. CPOMS allows careful tracking of disadvantaged pupils and a joined-up approach to communication. The school is now a licence holder for the NSPCC neglect tool which will feed into behaviour strategies to support vulnerable pupils and families.</p> <p>NSPCC toolkit</p>	<p>2,4</p>
<p>Lunchtime club to provide games and activities for vulnerable pupils particularly PLAC/LAC</p>	<p>Vulnerable pupils are given 1:1 and small group support in order to regulate themselves for afternoon classroom learning. This may include Lego therapy, art and play based thera play where necessary. This is on a needs basis.</p>	<p>2,4</p>
<p>Experiential learning experiences access for all including: Payment for trips and visits Residential visits Music tuition (brass Y4)</p>	<p>For many of our disadvantaged pupils, the only time they spend away from home is on a school residential visit. We believe it is essential for their wellbeing and social development.</p> <p>Experiential learning is a key element of our curriculum offer. Writing attainment and vocabulary</p>	<p>1,2,3,4</p>

Breakfast club and Treetops wrap around care for identified vulnerable pupils	development cannot be enhanced without these opportunities (see curriculum maps and subject curriculum intent statements) All pupils have the right to learn to play an instrument Arts participation	
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Total budgeted cost: £ 58170

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.

Internal assessments during 2020/21 suggest that performance of disadvantaged pupils was generally lower than in the previous 3 years in key areas of the curriculum. Writing was the area most impacted. Despite being on track in 2018/19 the outcomes we aimed to achieve in our previous strategy by the end of 2021 were not fully realised.

Analysis for these outcomes points primarily to the pandemic impact which disrupted all subject and wider curriculum areas. Even though the school strongly encouraged all disadvantaged pupils to attend school in person during the pandemic, the pupils most impacted are those disadvantaged pupils with layered vulnerabilities (PP, EAL and SEND). As evidenced by schools across the country, school closures were most detrimental to our disadvantaged pupils who were not able to benefit from the usual 1:1 and small group tuition or the breakfast and after school care or enrichment activities offered outside of the school day. The school made every attempt to mitigate the impact by providing a bus service (using the school minibus) to collect any identified vulnerable pupils to attend school, provided additional food parcels from either its own resources or local charities, all disadvantaged pupils were provided with electronic devices where pupils accessed teacher led work on the seesaw platform (whether in school or at home). Parents were contacted at least weekly by staff on the telephone and feedback was given via verbal and video messaging at least daily by staff members on the remote learning platform.

Our assessment and observations have indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year. Additional pupils have been identified as entitled to FSM due to personal economic situations. The school faced some challenges over attendance from families in the community who travelled to Pakistan which was then added to the red list meaning that pupils did not attend school for many months. Engagement for learning during this time was particularly challenging and presented safeguarding concerns which required intensive input.

Externally provided programmes

Programme	Provider
Times Tables Rockstars	TT Rockstars
NESSY	Nessy Learning
Spelling Shed	Education Shed Ltd

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Parents not deployed last year but working at MOD in London.</p> <p>Service pupils offered support for transition to new schools with online support form staff members using the seesaw learning platform.</p> <p>Additional pastoral support was available from the Inclusion team</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Service children performed well and the 2 children who moved to new schools have settled well. Assessment outcomes demonstrated progress in line or above peers.</p>

Further information (optional)

Additional Activity

The pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. A substantial amount of money is raised by parents in the school community and local business/council bids which are made.

Additional activities include:

- A drive for quality first teaching which is supported by robust monitoring by releasing teachers and leaders across the school. Leaders are focused on the lowest 20% including those who are identified as disadvantaged
- A parent support group is being established for parents with SEND which will also include parents of disadvantaged pupils
- A significant investment in reading resources will take place to support the phonics work and boost vocabulary and early reading to all pupils in the school
- Further enhance effective practice around feedback. EEF evidence demonstrates that this has significant benefits for disadvantaged pupils [effective feedback](#)