

Pupil premium strategy statement – Pyrford Primary School

This statement details our school's use of pupil premium 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	2023 – 2024 = 439 2024 – 2025 = 437
Proportion (%) of pupil premium eligible pupils	2023 – 2024 = 41 children (9%) 2024 – 2025 = 43 children (10%)
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2026/2027
Date this statement was published	December 2023 December 2024
Date on which it will be reviewed	December 2024 December 2025
Statement authorised by	23/24 - Kathryn Krynicki Executive Headteacher 24/25 - Gavin Dutton Headteacher
Pupil premium lead	Louise Vymetal
Governor / Trustee lead	Julia Lamaison Disadvantaged pupils lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	23/24 = £61783 2024 – 2025 = £59481
Recovery premium funding allocation this academic year	23/24 = £5510 2024 – 2025 = £0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
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	23/24 - £67293 2024 – 2025 = £59481

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 vocabulary 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 the children's 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 have 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 for 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 bugle 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. 21% of its pupils have English as an Additional Language. 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	Some vulnerable pupils can display challenging behaviour that impact engagement in class
4	Internal and external assessments indicate that reading and writing attainment among disadvantaged pupils in some cohorts is below that of non- disadvantaged pupils
5	Internal and external assessments indicate that maths attainment among disadvantaged pupils in some cohorts is below that of non-disadvantaged pupils
6	Disadvantaged children have limited access to after school clubs
7	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 to 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.
New behaviour policy to be created and rolled out across the school by the Spring Term 2024. Culture of behaviour policy to be embedded with staff and children by Spring 2025.	Pupil voice Staff survey Observations in classrooms CPOMS logs
Sustained 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
Sustained 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
Sustained mathematics attainment for disadvantaged pupils at the end of KS2	KS2 maths 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	Sustained levels of wellbeing from 2024/25 Demonstrated via: Pupil voice Qualitative data from parent, teacher and pupil surveys Reduction in low level behaviour incidences Increase in enrichment activities particularly among disadvantaged pupils

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS Staff to support early language development	The Early Years curriculum is language based and has been designed to support Early Language acquisition and develop vocabulary at all level. Children identified at working below the expected level are given additional opportunities for adult interaction and sessions for repeated reading of key texts. Effective use of Teaching Assistants	1,4,5
Ongoing monitoring the impact of our new DFE validated Systematics Synthetic Phonics programme -Success for all. Teachers are aware of children requiring keep up support to ensure they do not fall behind as well as catch up support to fill gaps in children's learning.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Phonics EEF	1,4
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 'Learning Partners Academy Trust' as well as part of the Maths and English hubs. A strong focus on keep up, catch up with in lesson feedback and immediate addressing of misconceptions in the lesson.	1,2, 3, 4, 5

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

Budgeted cost: £23069

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 tool to support maths learning and rapid recall of facts	1
Number Stacks – small group/1:1 intervention from Year 1-6 to support children to master the foundations of the number system.	This is a new intervention started in October 2023. Impact to be measured 2023/2024 assessment points. Teaching Assistant Intervention EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	5
Lightening squad – small group intervention from Year 2-6	FFT Tutoring with the Lightning Squad is a reading tutoring programme where pupils work in small groups with a tutor to improve their reading skills. The tutoring is a blended approach with face-to-face tutoring supported by an online tutoring platform. The tutoring activities are designed and structured to improve reading skills, fluency, comprehension, spelling and phonics.	4

	<p>Pupils work through 65 specially written, engaging and illustrated stories.</p> <p>Pupils will work with a tutor for six weeks to catch-up their reading skills, with daily 30-minute tutoring sessions in school. Research has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment.</p>	
--	--	--

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

Budgeted cost: £32912

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>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 DDSL to support vulnerable families in accurate sign posting and support to access the required support from external agencies</p>	2,7
Whole staff training on behaviour management, identification and logging on the schools CPOMS systems to allow full analysis and further intervention	<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>	2,3,7
Lunchtime club in place daily to provide games and activities for vulnerable pupils	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	2,3

particularly PLAC/LAC	based therapy play where necessary. This is on a need by need basis.	
Therapeutic interventions in place to support vulnerable pupils	Pupils, including vulnerable pupils, take part in specialist therapeutic interventions such as Lego therapy, play therapy and counselling.	2,3
<p>Experiential learning experiences access for all including: Payment/contribution for;</p> <ul style="list-style-type: none"> *brass instruments (yr4) *trips and visits including residentials * clubs * breakfast club *treetops/wrap around care for identified vulnerable pupils 	<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 development cannot be enhanced without these opportunities (see curriculum maps and subject curriculum intent statements)</p> <p>All pupils have the right to learn to play an instrument</p> <p>Arts participation</p>	1,2,3,6

Total budgeted cost: £67293

Part B: Review of outcomes in the previous academic year (2023-2024)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Phonics

Year 1 Phonics Screening Check

59 pupils total	49 met (83% of pupils)
5 pupil premium	2 met (40%)

End of KS2 attainment

Attainment

KS2 Data (60 chn)	SPAG	Reading	Writing	Maths	Combined
EXS	95%	92%	78%	90%	70%
GD	48%	35%	28%	27%	20%
<u>Pupil Premium (3 chn)</u>					
EXS	66%	66%	66%	33%	33%

Externally provided programmes

Programme	Provider
Times Tables Rockstars	TT Rockstars
Number Stacks	Number Stacks
Spelling Shed	Education Shed Ltd
Year 4 Brass	Surrey Arts
Tutoring with the lightening squad	FFT

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>The children have access to a trained mental health first aider and home school link worker.</p> <p>Children had support to understand and implement 'zones of regulation' so they identify their own emotions.</p>
What was the impact of that spending on service pupil premium eligible pupils?	Children were regulated at school and able to access learning opportunities provided.

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. The school is also well supported by the church community

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 large investment will take place to support outdoor learning across the school. The environmental garden will be landscaped to allow children to access the area for cross curricular opportunities. New playground equipment will also be installed to provide children with a variety of playtime resources to enhance their social interactions and physical play.
- A range of resources such as dictionaries, globes, bibles and EAL resources will also be purchased to benefit the school community.
- Funding for individual families who are experiencing hardship including referral for debt and financial management.