

## Pupil premium strategy statement

This statement details Purlwell School's use of pupil premium (and recovery premium for the 2024 to 2027 academic years) 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	Purlwell I&N School
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	21.06% - (2x LAC)
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs S Palmer
Pupil premium lead	Mrs S Nazam
Governor / Trustee lead	Mrs D Halloran

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,600
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£60,600</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Purlwell Infant & Nursery School, we have high aspirations for all our children and we believe all learners have the potential to succeed and reach their full potential. Staff collaborate with and draw on the expertise of others to ensure this is achieved.

We recognise that our disadvantaged pupils may face specific barriers that create obstacles for them in achieving their full potential.

We aim to identify and eliminate these barriers so pupils who are in receipt of Pupil Premium Funding reach their full potential during their time at Purlwell School. Our strategic intention is to ensure all Pupil Premium learners achieve in line with non-Pupil Premium learners by the end of Key Stage 1, if they have not done so earlier, so there is no gap of their attainment and that of other learners.

We are determined to provide the support and guidance needed, and develop the values and skills necessary for everyone to succeed.

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates as a result in delayed or poor speech, language and communication. Pupils have gaps and misconceptions and find it difficult to retain / recall prior knowledge.
2	Barriers that prevent pupils and families from fully engaging and benefitting from the school provision. This may include language barriers, social & emotional difficulties, medical or mental health issues. Children may lack independence, resilience and motivation. They rely on adult support in class and are reluctant to 'have a go'.
3	Pupils have limited experiences beyond their home life and immediate community. They may also have limited access to appropriate toys and books.
4	Low attendance and persistent absenteeism of disadvantaged children.

## 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 attainment and progress in phonics and all core subjects.	Attainment data is in line with or exceeds national data. Analysis demonstrates good or better progress.
Reduction or elimination of identified barriers.	Improved engagement with school and learning. Improvement in progress and attainment.
Improved attendance for disadvantaged pupils	Attendance for the group is consistently above 96%.

## 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: £18,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for teachers to:</p> <ul style="list-style-type: none"> <li>• Further develop QFT</li> <li>• Ready Steady write</li> <li>• Address personal areas of need (all career stages)</li> <li>• Address issues arising through monitoring</li> <li>• Ensure consistency</li> </ul> <p>As well as attending courses, staff meeting, reading and researching, this will include release time for peer observations, subject leadership and coaching / support sessions with middle or senior leaders.</p>	<p>The EEF Guide to the Pupil Premium (2019) states that a tiered approach is the most effective, placing teaching at the helm.</p> <p>According to the review of 6 years of EEF research, 'Closing the Attainment Gap' (2018), 'What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development.'</p> <p>The EEF Guide agrees that, 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.'</p>	1, 2, 3
<p>Vocabulary and language development CPD for teachers and teaching assistants.</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress (in reading and 1 month in maths), EEF, July 2021.</p>	1, 2, 3
<p>CPD to support SEMH need:</p> <ul style="list-style-type: none"> <li>• Revisit ACEs, Emotion Coaching, Positive Psychology</li> <li>• Executive functioning – The impact on wellbeing and managing emotions</li> <li>• Understanding behaviour – What has language got to do with it?</li> <li>• Supporting relationships with children who have SEMH needs</li> <li>• ELSA ETA supervision</li> <li>• Relational training for Midday Supervisors</li> </ul>	<p>Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year (August 2021).</p>	1, 2, 3
<p>CPD for teaching assistants: Whole school foci, address personal areas of need and issues arising through monitoring, ensure consistency</p>	<p>Recent research demonstrates that when they are well trained and used in structured settings with high-quality support and training, teaching assistants can make a noticeable positive impact on pupil learning (EEF June 2021)</p>	1, 2, 3

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

Budgeted cost: £23,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated time for senior or middle leader to co-ordinate, oversee, monitor and evaluate implementation and impact of intervention and provision of pupil premium provision.	EEF Implementation guidance - Evidence indicates that implementation is the key element of success and if insufficient time is taken chances of success are minimised.	1, 2, 3, 4
Commissioned Speech & Language Therapist to work across school	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress (in reading and 1 month in maths), EEF, July 2021.	1, 2
Wellcomm Language Intervention	The intervention research (South Staffordshire and York projects) consistently highlights: <ul style="list-style-type: none"> <li>• Positive impact on child language – Improved outcomes and narrowing the attainment gap</li> <li>• Enhanced staff skills and confidence – Increased in knowledge of speech and language needs and how these can be addressed</li> <li>• More efficient service provision – Early intervention reduced the need for more costly specialist support and evidenced based screening information led to fewer, but higher quality referrals for external support e.g. SALT</li> </ul>	1, 2
Additional 1:1 or small group reading for identified children	EEF Toolkit - Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.	1, 2
Intervention sessions for target children (led by teachers or ETAs) according to class need e.g. phonics, reading, writing, maths, EALIP, individual / small group instruction e.g. pre/post teaching, precision teaching	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately five additional months progress (EEF –June, 2021) Phonics approaches have been found to be effective in supporting younger readers to master the basics of reading with an average impact of an additional 4 months' progress (EEF toolkit)	1, 2, 3
Commissioned Play Therapy to work with identified children	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year (August 2021).	1, 2, 3

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

Budgeted cost: £18,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of an Attendance Officer to work with vulnerable families	Internal school analysis shows that attendance of disadvantaged pupils is lower than non-disadvantaged pupils. All the activities we have put in place are intended to tackle this area holistically and supportively.  DFE Research Project (2016) shows that pupils with no absence are 1.3 times more likely to reach age attainment or above and 3.1 times more likely to achieve greater depth.	1, 2, 4
Commissioned School Nurse to work with vulnerable families	Research conducted by the National Governance Association (2018) suggests that schools need to adopt a more holistic outlook when deciding on pupil premium spending. This means that, in the pupil premium spending strategy, teaching and learning initiatives should be accompanied by more pastoral initiatives which are often better at addressing the specific barriers to educational achievement which hold back pupil premium pupils.  The same research suggests that four of the five most commonly identified barriers to pupil premium pupils realising their potential were: <ul style="list-style-type: none"> <li>• family life (mentioned in 22/ 36 strategies analysed)</li> <li>• low attendance (mentioned in 17/ 36 strategies analysed)</li> <li>• social and emotional barriers to engagement (mentioned in 14/ 36 strategies analysed)</li> <li>• individual pupil needs, especially pupils identified as having special educational needs, or English as an additional language (mentioned in 10/ 36 strategies analysed)</li> </ul>	1, 2, 3, 4
Extra-curricular sports activities (after school)		1, 3, 4
Extra-curricular and nurture lunchtime clubs		1, 2
Rewards purchased for good behaviour and attendance		2, 4
Provide free milk for all children in receipt of PP (support with sourcing uniform / book bags if required)		3
Subsidise the cost of trips and experiences		3

**Total budgeted cost: £60,600**

## 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.

#### Key Stage 1 - July 2025

	Reading		Writing		Maths	
	School (optional data submission)	National (optional data submission)	School (optional data submission)	National (optional data submission)	School (optional data submission)	National (optional data submission)
All Pupils	70.4%	71.7%	64.8%	64.2%	74.1%	73%
Pupil Premium Pupils	68.8%	58.7%	56.3%	49.8%	68.8%	59.7%
Non Pupil Premium Pupils	71.1%	75.9%	68.4%	68.9%	76.4%	77.3%

#### Phonics – July 2025

	Y1 July 2025	
	School	National
All Pupils	84.6%	79.9%
Pupil Premium Pupils	86.7%	66.8%
Non Pupil Premium Pupils	84.0%	83.4%

#### EYFS GLD - July 2025

	Prime Areas		Specific Areas		GLD	
	School (optional data submission)	National (optional data submission)	School (optional data submission)	National (optional data submission)	School (optional data submission)	National (optional data submission)
All Pupils	69.5%	75.3%	66.1%	68.2%	64.4%	68.3%
Pupil Premium Pupils	54.5%	60.9%	63.6%	51.0%	54.5%	51.4%
Non Pupil Premium Pupils	72.9%	77.9%	66.7%	71.4%	66.7%	71.5%

#### Attendance – 2024/25 (information taken from the ISDR 2025)

School - All Pupils = 96.2      Pupil Premium = 97.5  
National - All pupils = 94.9      Pupil Premium = 92.6

## 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>
Launchpad for Literacy	Kirstie Page
Ready Steady Write scheme	Literacy Counts
Speech and Language Therapist	Yorkshire Speechie
School Nurse	LOCALA
Welcomm screening and speech and language intervention programme	GL Assessment

## 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)**

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