



## Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and recovery premium for the 2023 to 2024 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	Pirbright Village Primary School
Number of pupils in school	398
Proportion (%) of Pupil Premium eligible pupils	8% (30/398)
Academic year/years that our current Pupil Premium strategy plan covers <b>(3 year plans are recommended)</b>	2024 - 2027
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Pete Wright
Pupil Premium lead	Chiara Dow
Governor / Trustee lead	Mary Stanley

### Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£50 940
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> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£50 940

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

Outcomes for our vulnerable children, including those who qualify for the Pupil Premium Grant, permeate all of the choices we make in school and the allocation of resources to ensure that we can help overcome barriers is key. Having high aspirations for all of our learners creates a culture for success but by being mindful of the importance equity can play in a child's outcomes, we aim to level the playing field as much as possible and give children the boost they need to make progress alongside their peers. We try to create as many opportunities as possible for our Pupil Premium children to have rich experiences to build upon their cultural capital whilst instilling our values so that where ever life may take them, they know how to make good choices.

### **Pupil Premium Funding Context for Pirbright Village Primary School**

Pirbright is a two-form entry primary school in Surrey with a lower than average number of disadvantaged pupils. 8% of the children on role (30/398) are disadvantaged. We are located near to Alexander Barracks and the higher than average proportion of military children we have means dealing with issues surrounding mobility and transition on a regular basis with 28% (96/338) of the children in Year 1-6 being identified as a late starter to the full Pirbright experience (children who do not start within the first term of their Reception year) and 25% receiving the Service Pupil Premium award. Attendance is good for Pupil Premium children (91.7%) and excellent for non-Pupil Premium children (95.8%).

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Attainment for PP children was below school expectation in most subjects (+75% or meeting that of their peers) in most year groups (exceptions being Year 2 reading, writing & maths and Year 4 writing) .
2	Progress for a very, very small number of PP children was below the previous year; 2 children in total, each child "falling behind" in 1 subject.
3	Some children receiving the Pupil Premium grant have emotional, health and wellbeing issues which affect their resilience in school and their strategies to learn.
4	Due to the introduction of universal free school meals in Reception & KS1, some children are not identified as Pupil Premium early enough.
5	Parental engagement within the Pupil Premium community can be lower than that of their peers.
6	Pupil Premium children do not have access to the same Cultural Capital as their peers and need this gap to be met.
7	Attendance for Pupil Premium children was below that of their non-Pupil Premium peers.

## 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
Narrow the gap between achievement of Pirbright PP and their non-PP peers across all subjects.	<ul style="list-style-type: none"> <li>Across the school, children will score +5% in reading, writing &amp; maths based on teacher assessment from the previous year.</li> <li>At the end of KS2, the gap between Pirbright PP and Pirbright Non-PPs will be no more than 10%.</li> </ul>
Narrow the progress gap Pirbright PP and their non-PP peers across all subjects.	<ul style="list-style-type: none"> <li>The progress gap of children at the end of KS2 (when comparing PP to their Non-PP peers) will be no more than 10%.</li> </ul>
Provide pastoral support for PP in order to reduce their barriers to learning.	<ul style="list-style-type: none"> <li>PP children receive a PEDALS priority.</li> <li>The PEDALS building will be maintained over the year to ensure it is a safe and workable space for the team and their children.</li> </ul>
Increase family engagement with school for those children identified as PP.	<ul style="list-style-type: none"> <li>All PP parents will attend Parents' Consultation Evenings in Autumn and Spring terms.</li> <li>More than 50% of PP parents will attend the school's Learning Looks in the Spring term as a marker of attendance over the year.</li> </ul>
Continue to raise the profile of Pupil Premium groups across the whole school and ensure staff understand the impact of different areas of vulnerability on groups and individuals.	<ul style="list-style-type: none"> <li>More children will be identified as FSM in 2023 -2024.</li> <li>Children will be added to the PP tracker on entry to the school.</li> <li>All new PP children will have a One Page Profile set up within 4 weeks of joining the school.</li> </ul>
Provide opportunities for both support and excellence with our PP children.	<ul style="list-style-type: none"> <li>Children will have three additional opportunities across the year to do an activity outside of the normal school day and the normal school offer.</li> <li>All PP children who wish to attend Pirbright clubs will get priority.</li> <li>PP children will have any Pirbright clubs costs covered if required.</li> </ul>
Narrow the gap between attendance of Pirbright PP and their non-PP.	<ul style="list-style-type: none"> <li>Increase overall PP attendance from last year's 91.7% by +2%.</li> <li>Ensure the gap between PP and non-PP is less than 4.1%.</li> </ul>

## Children's Attainment Outcomes 2024-2025

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. Seven children joined the Pupil Premium register over the year and they have been removed from the data analysis to ensure efficient assessment of the full experience of the intervention which has been allocated.

The data demonstrated that children have made steady progress academically compared to the previous year in all three subjects with a very slight increase in % across the board. In reading, children's attainment increased by 4% as a whole group when comparing their attainment to the previous year. In writing, children's attainment increased by 5% when comparing their attainment to the previous year. In maths, children's attainment increased by 4% when comparing their attainment to the previous year. This shows children continue to progress at a steady rate, going from the same level of attainment in one year to the next, but there was no significant accelerated progress to report based on last year.

Children who are disadvantaged are performing below the standard of their peers on the whole when considering overall attainment in most year groups and in most subjects; although there are small number of subjects and year groups in which they are out-performing their peers.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that disadvantaged children have no significant behavioural issues compared to their non-disadvantaged peers. When it comes to attendance, they are more likely to be absent from school (Whole School = 95.5%; PP = 92.2%) and significantly more likely to be persistently absent.

They do have more emotional health & wellbeing issues and access our pastoral programme at a greater frequency than their peers (see data below the attainment table for PEDALS support). Based on all the information above, the performance of our disadvantaged pupils exceeded expectations in terms of progress for maths and reading and met expectation for writing in terms of gains. We are on course to meet some of the outcomes set and as ever, have reviewed this year's strategy to make improvements.

## Attainment Compared to Peers and Progress from Last Year

<b>Year 1 – End of Year 2025 – Attainment</b>			<b>Number of Children SEND</b>	<b>2 1</b>
	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	
<b>Pupil Premium</b>	50%	50%	100%	
<b>Whole Year 1 Data</b>	71%	66%	86%	
<b>Difference</b>	-21%	-16%	+15%	
<b>Year 2 – End of Year 2025 – Attainment</b>			<b>Number of Children SEND</b>	<b>6 1</b>
	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	
<b>Pupil Premium</b>	83%	33%	83%	
<b>Whole Year 2 Data</b>	80%	63%	82%	
<b>Difference</b>	+3%	-30%	+1%	
<b>2023 - 2024 (Year 1) - Progress</b>				
<b>Pupil Premium</b>	83%	33%	83%	
<b>Difference</b>	=	=	=	
<b>Year 3 – End of Year 2025 – Attainment</b>			<b>Number of Children SEND</b>	<b>2 1</b>
	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	
<b>Pupil Premium</b>	100%	100%	50%	
<b>Whole Year 3 Data</b>	72%	63%	73%	
<b>Difference</b>	+28%	+37%	-23%	

2023 - 2024 (Year 2) - Progress			
Pupil Premium	100%	50%	100%
Difference	=	+50%	-50%
Year 4 – End of Year 2025 – Attainment		Number of Children SEND	4 2
	Reading	Writing	Maths
Pupil Premium	25%	0%	25%
Whole Year 4 Data	74%	65%	70%
Difference	-49%	-65%	-45%
2023 - 2024 (Year 3) - Progress			
Pupil Premium	25%	0%	25%
Difference	=	=	=
Year 5 – End of Year 2025 – Attainment		Number of Children SEND	8 2
	Reading	Writing	Maths
Pupil Premium	88%	75%	63%
Whole Year 5 Data	75%	68%	78%
Difference	+13%	+7%	-15%
2023 - 2024 (Year 4) - Progress			
Pupil Premium	75%	75%	63%
Difference	+13%	=	=
Year 6 – End of Year 2025 – Attainment		Number of Children SEND	6 3
	Reading (SATS)	Writing (TA)	Maths (SATS)
Pupil Premium	33%	50%	50%
Whole Year 6 Data	84%	84%	86%
Difference	-51%	-34%	-36%
2023 - 2024 (Year 5) - Progress			
Pupil Premium	50%	50%	50%
Difference	-17%	=	=
Year R - End of Year 2025 – Attainment		Number of Children SEND	4 1
	Reading	Writing	Maths
Pupil Premium	25%	25%	25%

## Pastoral Support

30% of time allocated to PEDALS for children (Promoting Emotional Development And Life Skills - Pastoral Support) was received by Pupil Premium children over the 2024/2025 academic year. 9% of the population of the school is Pupil Premium which demonstrates the

**This details how we spent our pupil premium (and recovery premium funding). Teaching (for example, CPD, recruitment and retention)**

**Teaching (for example, CPD, recruitment and retention)**

Budgeted cost: £115 891

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	<p>The National Strategies suggest that the key to success with all learners is quality first teaching (QFT). All children should be exposed to highly focused, creative and engaging lessons and efforts made to ensure PP children are fully participating through the use of a range of strategies.</p> <p>We have high aspirations of all of our PP children and aspire for them to be high attainers at the end of their time at Pirbright. We understand that the small steps we put into place throughout their school life will lead to success in Year 6.</p>	1, 2, 3, 7
LSA Training & Support	<p>The National Strategies suggest that the key to success with all learners is quality first teaching (QFT). All children should be exposed to highly focused, creative and engaging lessons and efforts made to ensure PP children are fully participating through the use of a range of strategies. We see our Learning Support Team as integral to the quality teaching provided by the school and although the provide intervention group support, much of this is based on the teaching principles of QFT as they receive weekly training from the SENCo, HT and DHT and our pastoral team.</p>	1,2, 3 7
EYFS Early Language Development	<p>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.</p> <p>Research shows that Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	1, 2, 3, 7
Little Wandle Synthetic Phonics Program	<p>Research shows that Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which</p>	1, 2, 3, 7

	represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.	
Pupil Premium Champion	The Pupil Premium funding requires a PP Champion to oversee the provision in school and liaise with various stakeholders to ensure efficient use of funding and analysis of data to support impact. The Government requires all schools to generate strategies and evaluations of whole school provision which needs to be over seen by a senior member of staff to ensure accountability.	1, 2, 3, 4, 5, 6, 7
Robust tracking and monitoring of PP academically and for EHW.	Greater emphasis on vulnerable group tracking and monitoring throughout the school will ensure no child is left behind and all members of the Pirbright team are aware of the PP children. Children should have priority in intervention groups to ensure maximum access to learning opportunities to reduce barriers. One-page profiles will allow all members of the team a quick reference for pupil information and how to help children learn best. Priority in pupil progress meetings to discuss the individual children with HT and DHT. This also includes the tracking and intervention of all attendance matters.	1, 2, 3, 7
Designated Teacher for Children in Care	Specific leader to ensure we are compliant with the Virtual School and raise the profile of Children in Care across the school. This ensures that, working alongside the HT/DHT/SIT2/PEDALS Team, that the children are the highest priority across the school and have all of their needs met.	3, 5, 6, 7

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

Budgeted cost: £ 50 529

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality, targeted intervention to diminish the differences between PP and non-PP.	Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, Overall, the pattern is that small group tuition is effective and the smaller the group the better. Greater feedback from the leader, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	1, 2
Little Wandle Keep-Up Groups	Research shows that Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which	1, 2, 3, 7

	represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.	
Times Tables Rock Stars & Numbots  Mathletics  Number Sense	Maths assessment data at Pirbright shows it is the strongest subject across all areas of the curriculum and the use of TTRS and Numbots, alongside Mathletics and Number Sense supports this. Formative and summative assessment show that these interventions support the teaching and learning of maths at Pirbright.	Times Tables Rock Stars & Numbots  Mathletics  Number Sense
Thinking Together (KS2)  Oracy 21 & Writing Programme  Learning Conversations with DHT (KS2)	A collaborative (or cooperative) learning approach involve pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. The impact of collaborative approaches on learning is consistently positive and the EEF suggests +5 months. Approaches which promote talk and interaction between learners tend to result in the best gains.  Oral language programs also have been shown to add an additional +5 months and have a positive impact on learning.  Time spent with the DHT exploring philosophy and problem solving which feeds into additional activities will provide targeted opportunities for the child to improve their oral language (linked to well researched oral language interventions +5 months) and raise aspirations. This could also include an element of adventure activities if the children find this interesting which is also well documented as an intervention with proven impact (+4 months).	1,2,6
Revision Support Materials for Y6 children.	National data shows that Pupil Premium children perform below their counterparts in the end of key stage assessments. The school have sourced quality revision materials for all children but intend to provide these free of charge for the PP children.	1, 6
One Page Profiles for PP children.	Early intervention has been shown to add up to five months progress for children. This includes providing key information for all members of the Pirbright team and ensuring information is on hand for anyone who wishes to know a little more about the PP children and their barriers to learning. One Page Profiles for PP children is a resource collected and updated on a termly basis to ensure all children are reflected upon and information is shared between all members of staff who require it.	1, 2, 3, 7

Nurture Farm Visits	<p>On average, EHW interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (adding on 4 months+). EHW programs appear to benefit disadvantaged or low-attaining pupils more than other pupils. Providing children with access to trained adults will ensure the prioritising of mental health which will lead to improved attainment.</p> <p>Parental involvement is consistently associated with pupils' success at school and this may have a cumulative effect when there are siblings in a family. Family engagement has been shown to improve children's outcomes across the board at Pirbright and something to be encouraged.</p>	3, 4, 5, 6
Home Learning Club	<p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, Overall, the pattern is that small group tuition is effective and the smaller the group the better. Greater feedback from the leader, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	1, 2,

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

Budgeted cost: £32 794

Activity	Evidence that supports this approach	Challenge number(s) addressed
PEDALS Team to provide a program of Emotional, Health & Well-Being support.	<p>On average, EHW interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (adding on 4 months+). EHW programs appear to benefit disadvantaged or low-attaining pupils more than other pupils. Providing children with access to trained adults will ensure the prioritising of mental health which will lead to improved attainment.</p>	3, 5
Attendance Champion	<p>Monitoring attendance and working closely with families is of the utmost importance and a key foundation of the Pirbright offer. This is in consultation with Surrey Inclusion Services, our Attendance Officer and following the guidance from Working Together to Improve School Attendance. PP children are clearly identified as a vulnerable group when it comes to attendance and need robust tracking and intervention. Staff need training on attendance being everyone's responsibility.</p>	1, 2, 3, 5, 6, 7
Maintenance of the PEDALS building as the home of Pirbright EHWPB site.	<p>On average, EHW interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (adding on 4 months+). EHW programs appear to benefit disadvantaged or low-attaining pupils more than other pupils. Providing children with access to trained adults will ensure the prioritising of mental health which will lead to improved attainment.</p>	3, 5

<p>Parent Cafes, workshops and drop-in sessions for support with children. Additional opportunities to attend parents' evenings.</p>	<p>Parental involvement is consistently associated with pupils' success at school and this may have a cumulative effect when there are siblings in a family. Family engagement has been shown to improve children's outcomes across the board at Pirbright and something to be encouraged.</p>	<p>3, 4, 5,</p>
<p>School jumpers provided to children identified as PP.</p>	<p>Early intervention has been shown to add up to five months progress for children. With the introduction of universal free school meals for Reception and KS1, parents are less likely to be assessed for school meals support which is a PP indicator. In order to raise the profile of the importance of early assessment, parents who do qualify for FSM will also be given school uniform support to ease the financial burden. Parents know this is a benefit and may be assessed for the PP based on this.</p>	<p>4</p>
<p>PEDALS Playtime</p>	<p>On average, EHW interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (adding on 4 months+). EHW programs appear to benefit disadvantaged or low-attaining pupils more than other pupils. Providing children with access to trained adults will ensure the prioritising of mental health which will lead to improved attainment.</p>	<p>3, 5, 7</p>
<p>Curriculum trips access and support.</p>	<p>Ensuring children all have equal access to school trips/swimming and additional activities forms a part of our extended curriculum policy but using the Pupil Premium funds to ensure that children can have funded places means the school is able to allocate monies towards those who need it. Voluntary contributions will still be sought but parents in need will have support to access funding available in the local community provided by PEDLAS. Parents know this is a benefit and may be assessed for the PP based on this.</p>	<p>4, 6, 7</p>
<p>Extra-curricular support.</p>	<p>We offer a range of opportunities to enhance the Pirbright experience including additional clubs provision such as multi-sports, badminton and table tennis. Taking part in sports has been shown to improve mental health, concentration and reduce stress. Children accessing the Pupil Premium funding are at greater risk of all of these elements and should get clubs priority when we allocate places and monetary support if required to access external clubs run at Pirbright. Pirbright clubs cost £5-£12 per term and this fee will be waived for parents of PP children if they request it. Parents know this is a benefit and may be assessed for the PP based on this.</p>	<p>4, 6, 7</p>
<p>School Fund Contributions</p>	<p>Parents are asked to make a school fund contribution of £5.00 per term to cover basic school-related costs. Children covered by the PP fund will still be asked to make a voluntary contribution but if they don't make it, the school will cover the cost. Parents know this is a benefit and may be assessed for the PP based on this.</p>	<p>4, 6</p>

## Total budgeted cost: £200 214

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 2023 to 2024 academic year.

<p>Please see</p> <p><a href="https://primarysite-prod-sorted.s3.amazonaws.com/pirbrightvillageprimaryschool/UploadedDocument/00aae120-3ef8-4c84-bd35-3bf2026dc28c/pupil-premium-strategy-review-2023-2024.pdf">https://primarysite-prod-sorted.s3.amazonaws.com/pirbrightvillageprimaryschool/UploadedDocument/00aae120-3ef8-4c84-bd35-3bf2026dc28c/pupil-premium-strategy-review-2023-2024.pdf</a></p> <p>for a full review of the impact on children's attainment and progress in school.</p>
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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
Supporting Social & Emotional Learning	ELSA

### 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>Please see details on the school's Service Children Pupil Premium Plan for last year.</p> <p><a href="https://primarysite-prod-sorted.s3.amazonaws.com/pirbrightvillageprimaryschool/UploadedDocument/e238a98a-3a65-47c0-a536-fa3474013372/service-premium-strategy-2024-2025.pdf">https://primarysite-prod-sorted.s3.amazonaws.com/pirbrightvillageprimaryschool/UploadedDocument/e238a98a-3a65-47c0-a536-fa3474013372/service-premium-strategy-2024-2025.pdf</a></p>
What was the impact of that spending on Service Pupil Premium eligible pupils?	<ul style="list-style-type: none"><li>• PEDALS ran throughout the whole school year and provided support for the children who needed it</li><li>• Of all children PEDALS saw, 32% of them were SP children. SP children make up 20% of the school population so they were prioritised for PEDALS support.</li></ul>