



Pupil premium strategy statement

Punnetts Town Community Primary & Nursery School 2024 – 2025

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 – 2025 to 2027 - 2028
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Claire Kinsella Headteacher
Pupil premium lead	Susan Conaway Inclusion Manager
Governor / Trustee lead	Monica Pell Chair of Governors



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5920.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£5920.00



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, are happy, make good progress, and achieve high attainment across all subject areas. We aim to support all pupils to be the best they can be, ensuring success for all.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through in house tutoring and interventions provided by school staff who work with pupils on a daily basis.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged and supported in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- support access to wrap around care and extra-curricular activities



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 discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 92-95% lower than for non-disadvantaged pupils.

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, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils	KS2 outcomes in 2026/27 show that 100% of disadvantaged pupils meet the expected standard.
Improved writing attainment among disadvantaged pupils	
Improved maths attainment among disadvantaged pupils	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • pupil voice, student and parent surveys and teacher observations • Governor monitoring • Increased participation in enrichment activities, particularly disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Raise awareness and profile of attendance</p> <ul style="list-style-type: none"> • Communication in a form that is easily accessible to parent/ carer • Policy and procedures clearly describe expectations and support for attendance • Early intervention • Personalised targeted support for families • A reduction in termly attendance meetings • Electronic registration



Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1718.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1, 2, 3,
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Use of Phonics Shed for class teaching and interventions/ support</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3



Use of Maths Shed for class teaching and interventions/ support		
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Staff interventions for social skills and regulation.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	4

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

Budgeted cost: £2627.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons to help reduce and close the attainment gap.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 2, 3
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged	Ongoing membership for Language Link and Speech & Language to help identify needs and follow up with successful intervention	1



pupils who have relatively weak spoken language skills.		
Subscription for Ed Shed – including Phonics Shed, Spelling Shed, Maths Shed and Literacy Shed (to support reading)	Evidence based resource to raise attainment in reading, writing, maths, phonics and spelling in a systematic, consistent whole school approach as well as additional interventions	1, 2, 3, 4, 5, 6

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

Budgeted cost: £1573.94

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff refresher training on behaviour management and anti-bullying approaches with the aim of embedding our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	4
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance .	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Outdoor learning opportunities throughout the academic year	Year group focused opportunities working outside, with a trained member of staff to experience and learn through outdoor learning and Forest School	1, 2, 3, 4, 5, 6
Support with residential and extracurricular opportunities	Pupils able to access and benefit from enrichment opportunities such as residential, swimming, music clubs,	2, 5, 6



	guitar lessons. After school clubs and wrap around provision	
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Total budgeted cost: £5920.00



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2023/24 show that the performance of disadvantaged pupils (and all other pupils) had improved compared to previous years across the curriculum. The data is very minimal due to 4 pupils across the school.

Our assessment of the reasons for these outcomes points primarily to the very small percentage of PPG pupils during the academic year 2023/24, these accounted for 4 pupils 4%. The pupil outcomes showed good progress for the 4 pupils. 2 were 'at the expected standard' across the curriculum. The 3rd pupil was able to achieve age related in some areas of the curriculum and the final pupil was below the expected standard.

The pupils progress outcomes were positively impacted by the impact of the schools' pupil premium funded improvements to teaching and targeted interventions.

Overall attendance in 2023/24 was higher than in previous years and the pupil premium pupil's attendance was broadly in line with their peers. Attendance remains a whole school focus, with the introduction of an updated policy and procedures to support families.

Our assessments and observations indicate that pupil behaviour, wellbeing and mental health are well supported in school. There are a number of interventions in place to support pupils which have been received by pupils having a positive impact in school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Speech and Language Link	Speech Link Multimedia Ltd



Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Introducing an approach that focuses on understanding behaviour, emotions and learning strategies can support both children and adults. Staff to receive final part of Empowerment training and then introduce to the children.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of school's database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We also looked at studies about the impact of the pandemic on disadvantaged pupils.



We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school.

We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.