

Pupil Premium Strategy Statement (Primary/Middle)

School name: **Perry Hall Primary School**

Academic years covered by strategy: **2019/20 – 21/22**

Date this form completed: **30 October 2019** for AY **2019/20**

Next review date: **October 2020**

Overview and most recent published performance of disadvantaged pupils (figures relate to [year]: 2019)					
Total school roll	505 (Twos – Y6); 475 (N – Y6); 416 (R – Y6); 356 (Y1 – Y6)	Progress scores Reading, Writing, Maths	-4.4- PP (-0.95)	1.2 – PP (2.03)	0.8 – PP (0.67)
% disadvantaged pupils	24.36% (Twos – Y6); 25.89% (N – Y6); 29.57% (R – Y6); 31.46% (Y1 – Y6)	% meeting expected standard R,W,M (KS2)	41% (61%)		
Pupil premium allocation this year	£159,720	% achieving high standard R,W,M (KS2)	6% (5%)		
Senior leader signing off this strategy	Sarah Powell	% of pupils reaching expected standard in phonics check (end of Y1)	81% (86%)		

Pupil Premium Strategy aims for disadvantaged pupils* medium term - cross-refer to School Improvement Strategy		By (date)
Progress in Reading, Writing	Achieve national average progress scores in KS2 Reading and Writing	Sept 22
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics	Sept 22
Phonics	Achieve national average expected standard in Phonics Screening Check in Year 1	Sept 22
Other (e.g. attendance, subject specific etc.)	Improve attendance of disadvantaged pupils to LA average: 96%	Sept 22

Spending priorities and rationale (Current Academic Year)
<i>Teaching</i>
Priority 1 All staff receive CPD, to support our curriculum intent, and specifically to develop the language skill of our most disadvantaged pupils; where identified, coaching and mentoring is used to enhance this further.
Priority 2 Subject leaders to develop a high quality curriculum, which embeds our curriculum intent, and work with year groups to ensure the progression of skills meet the needs of our disadvantaged pupils. Teaching of the wider curriculum is safeguarded, to ensure all pupils develop a range of skills and enhance their experiences: children are not withdrawn for intervention during this time, unless a specific learning need prevents access to the curriculum as a whole.
Barriers to learning these actions address Pupils have limited language skills and limited experiences. This has a negative impact on their motivation and attitudes to learning.

PP expenditure on teaching	£49 683
<i>Targeted academic support</i>	
Priority 1 Establish smaller teaching groups in English Reading, English Writing and Mathematics to support the needs of disadvantaged pupils .	
Priority 2 Ensure small group Reading interventions for disadvantaged pupils falling below age related expectations, thus diminishing the difference. Interventions include: Read Write Inc. Phonics; Accelerated Reader; Fischer Family Trust; Precision Teaching; Specialist Teaching and Guided Reading / Reading Comprehension	
Barriers to learning these actions address Disadvantaged have low aspirations and low priority is given to reading. Children live in often cramped environments – smaller sets improve the climate for learning and support the development of nurturing and positive professional relationships.	
PP expenditure on targeted academic support	£84 564
<i>Wider strategies</i>	
Priority 1 Introducing and developing a range of strategies to raise attendance and punctuality for the most disadvantaged pupils, including Magic Breakfast, enrichment activities before school, Education Welfare Officer support to support families in need of support	
Priority 2 Developing behaviours for learning of our most disadvantaged pupils, through interventions and programmes within school, i.e. Relax Kids, GRASP, Coaching Circles	
Barriers to learning these actions address Attendance and punctuality of disadvantaged pupils is lower then their non-disadvantaged peers – priorities aim to improving attendance and readiness to learn for the most disadvantaged pupils	
PP expenditure on wider strategies	£25 473

Monitoring and implementation	
Pupil premium strategy lead Sarah Powell	Pupil premium lead governor Shaun Cox
Teaching key challenge Ensuring staff professional development is appropriate to the needs of learners and the development of a language-rich, experience-rich curriculum. To identify allocated release time for subject leaders to ensure they have adequate time to monitor the impact of CPD and the implementation of the wider curriculum offer.	
<i>Mitigating action</i> Effective use of INSET days based on whole school priorities and the needs of disadvantaged pupils. Timetabled release time for subject leaders to monitor progression and support the development of their curriculum area – cover provided by senior leaders.	
Targeted support key challenge Ensuring adequate time for small groups interventions and cover, when required, for small group teaching	
<i>Mitigating action</i> Senior Leaders to support small group teaching and provide cover as needed to ensure consistency in both interventions and smaller group teaching.	
Wider strategies key challenge Engagement of our hardest to reach families and parents	
<i>Mitigating action</i> Introducing and developing outreach programmes to support parents and families; increasing opportunities for parents to engage with their children in class and develop engagement beyond the classroom through role modelling and demonstration	

Last year's pupil premium priorities and outcomes
<p>Priority Children make at least expected progress against the Age Related Expectations, and many make greater than expected progress, therefore diminishing the gap.</p>
<p>Outcomes Attainment of PP children in Year 1 in line with all pupils. Attainment of PP children below all pupils in Year 2-6. Progress during Year 5 and Year 6 diminishes the gap, although end of Key Stage 2 outcomes demonstrates a gap between PP children and all pupils in all subjects. Progress of PP children in Year 6 during 2018-9 was greater than expected in all subjects.</p>
<p>Priority An increase in motivation, attitudes to learning and an increased degree of confidence and independence.</p>
<p>Outcomes PP children are motivated through visits and activities that are beyond their usual experience. Visits and activities, including visitors to school, are planned termly by staff to provide contexts for learning. PP funding is used to ensure all PP children access these visits and experiences.</p>
<p>Priority Provides opportunities for parents to support their children outside school, through tailored workshops and experiences.</p>
<p>Outcomes Workshops offered throughout the day to accommodate all working and childcare commitments. PP parents targeted at parent consultations. Reading / Phonics workshops attended by 8% of PP parents; Writing and SPaG Workshops attended by 8% of PP parents; Mathematics Workshops attended by 5% of PP parents; eSafety Workshops attended by 2% of PP parents; Increased participation in eSafety assembly</p>
<p>Priority Improve attendance from 91% to 96.1%</p>
<p>Outcomes Attendance of PP children 2018 – 19 increased from 91% to 92% 3 key pupils with attendance significantly impacted overall attendance.</p>