

Pupil Premium Strategy Statement (Primary)

School name: **Perry Hall Primary School**

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

Date this form completed: **20 July 2021** for AY **2020/21** Next review date: **Autumn 2021**

Overview and most recent published performance of disadvantaged pupils (figures relate to [year]: 2019)					
Total school roll	503 (Twos – Y6); 475 (N – Y6); 419 (R – Y6); 359 (Y1 – Y6)	Progress scores Reading, Writing, Maths	-4.4 (-0.95)	1.2 (2.03)	0.8 (0.67)
% disadvantaged pupils	29.62% (Twos – Y6); 31.37% (N – Y6); 35.32% (R – Y6); 36.77% (Y1 – Y6)	% meeting expected standard R,W,M (KS2)	44% (61%)		
Pupil premium allocation this year	£159,720	% achieving high standard R,W,M (KS2)	6% (5%)		
Senior leader signing off this strategy	Stephen Clarke	% 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 skills of our most disadvantaged pupils; where identified, coaching and mentoring is used to enhance this further.	
Priority 1 Scaffolding has been put in place to support SEND pupils. Across the year 1 to 6, this also enhances the learning of those PPG pupils with SEND needs – between 25% to 30% of Pupil Premium pupils are also on the SEND register at PH (National average is 30%).	

<p>Results, due to effective scaffolding, across different year groups have shown influence on gap closing for those pupils also in SEN/D cohort. More effective, and accurate, assessment needs to be conducted to ensure baseline is accurate, so monitoring can be more accurate.</p>	
<p>Priority 2 Subject Leads Action Plans have been updated and staff have been asked to identify Gifted and Talented pupils within their subject area; this will be linked by the Pupil Premium Champion to the PP list to further opportunities for all Pupil Premium children. Curriculum Lead is developing topic focus medium-term plans identifying cross-curriculum links, for Y1-Y6. These are linked to English Writing to focus pupils' understanding of the purpose of learning. Action plan has been updated and sent to CG and CF, including recommendations for next plan.</p>	
<p>Priority 2 Year group teachers have planned and, at present, are delivering topic focused plans for the Summer term. These have been created using the support and mentorship of the curriculum lead.</p>	
<p>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. Reading has been given additional emphasis, with a key focus on developing language skills. Focused, high-quality texts have been identified that link to development work on the cross-curricular learning. Smaller teaching groups have been created (see below) which offer opportunities for language development through QFT and reading skills to developed further across the curriculum. PiLs CPD has been given and curriculum leads are developing their knowledge of further CPD needs. Curriculum plans are in place, have been delivered and need to be assessed and updated. Autumn planners will need to be expanded, to ensure match to timescale of the topic. Concept booklets for History, STEM, Geography and Art (to be completed) for Y1-6 are completed, with History already accessible to teaching staff.</p>	
<p>PP expenditure on teaching</p>	<p>£49 683</p>
<p><i>Targeted academic support</i></p>	
<p>Priority 1 Establish smaller teaching groups in English Reading, English Writing and Mathematics to support the needs of disadvantaged pupils .</p>	
<p>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.</p>	
<p>Barriers to learning these actions address Disadvantaged pupils 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. Targeted intervention and focused texts offer opportunities for reading skills to be taught in all lessons. The cross-curriculum, medium-term plans ensure pupils offer the enhancement of Foundation skills linked to the Core skills of reading and writing. Reading interventions have been established in Y3-Y6 and have been allocated time slots and teaching rooms to ensure opportunities for PPG pupils. Appropriate resources have been purchased to also ensure all initiative can be embedded. The foundation subjects also support the development of subject-specific technical vocabulary and the exploration of opinion. Smaller teaching groups have been established in Year 3 (J. Dangerfield), Year 5 (S.</p>	

<p>Clarke/AHT) and Year 6 (J. Saunders and N.Hallard). Additional 1-2-1 support has been established in Year 5 (L. Nelson) to support a PPG pupil struggling with the return to school, with a specific focus upon English (Reading and Writing).</p> <p>The smaller groups have proved successful, including in raising aspirations, for all Disadvantaged pupils, who are also SEN/D. The progress of these children has shown effectiveness of scaffolding, and SLT had shown intention to implement scaffolding to all pupils</p>	
PP expenditure on targeted academic support	£84 564
<i>Wider strategies</i>	
<p>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; this continues to be ongoing due to the lockdown at the start of the new year.</p>	
<p>Priority 2 Developing behaviours for learning of our most disadvantaged pupils, through interventions and programmes within school, i.e. Relax Kids, GRASP, Coaching Circles; this continues to be ongoing due to the lockdown at the start of the new year. Relax Kids has been implemented into Y3 (Thursdays); ongoing due to COVID restrictions.</p>	
<p>Barriers to learning these actions address Attendance and punctuality of disadvantaged pupils is lower than their non-disadvantaged peers – priorities aim to improving attendance and readiness to learn for the most disadvantaged pupils. Attendance and punctuality continue to be an issue for a small number of PPG pupils; some taking their time to return due to a range of issues however, the school continues to be supportive of parents and children ensuring mental health and well-being issues are addressed as quickly as possible. Attendance and punctuality continue to be of concern for a range of individuals (e.g. TF in Y5 not attending);m start of new scholastic year this needs to be re-focused upon.</p> <p>EWO has been established and works closely with the designated attendance links in school (attendance is being monitored closely as, due to COVID/parental concerns over health issues, a small number of PPG pupils are not able to attend school in the present climate, coupled to year group ‘bubbles’ bursting – Home Learning through TEAMS has been established and embedded in most year groups. Additional support (e.g. laptops) have been allocated appropriately, to ensure PP pupils are able to access Home Learning. Where this is unable to occur (e.g. no Internet at home) hardcopies of the work are made available/delivered to households and daily welfare phone calls are made to check on children and their ability to access the work. Dedicated individuals are available for additional support for PP pupils. Magic Breakfast has been initiated and continues.</p> <p>EWO support, staff training for support initiatives (Relax Kids, GRASP, Coaching Circles, Believe-to-Achieve), intervention support allocation (staff and resources), smaller teaching groups, Magic Breakfast are all in place – although some revision/re-establishment will be needed in new year – to support pupils’ improved attendance and readiness to learn. Where medical issues are of significant concern, regular contact is kept with families, to support pupils readiness to return at most suitable opportunity. Believe-to-Achieve (1-2-1) coaching has been established for a small number of pupils, three of whom (LM, M-LT, JS) are PP pupils. All have struggled with the return to full-time education (following ‘lock-down’ layoff).</p>	
PP expenditure on wider strategies	£25 473

Monitoring and implementation	
Pupil premium strategy lead Stephen Clarke	Pupil premium lead governor Shaun Cox
<p>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.</p> <p>CPD for PiLs (Progression in Language) has been delivered and an experience-rich curriculum is in development (only Summer term to complete). Opportunities for Experiential Learning have been identified, and will be implemented post-COVID restrictions, which will allow a 'hands-on' experience both within school, through a peripatetic approach, or through selected visits, used as 'hook' opportunities, which will feed into a language-rich approach to learning. Success criteria, for each lesson, includes section for key vocabulary linked to the lesson/subject being taught. Foundation assessment – including Science, PE and Computing core – is being initiated to all staff with a focus on those PPG pupils Exceeding and those Emerging. This will then be used to support evaluation of interventions and extension opportunities for PPG children, by PPG Champion, including allocated times to work with subject leads to progress their knowledge and understanding further.</p>	
<p><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. Curriculum Lead has spent allotted time with subject leads to ensure action plans are aligned to whole school priorities. Tasks have been set to identify whole school staff strengths and areas of development (whole school and individually). Monitoring time has been allocated for (TEAMs) Pupil Voice activities and Book Trawls. Additional support has been provided for the English team through the MAT English advisor.</p> <p>The New Year lockdown restricted the school's ability to put initiatives in place. These include the development of assessment across the curriculum, highlight those pupils who are PP, and SEND, however, the introduction of the scaffolding for SEND has shown to be effective for those PP pupils also on the SEND register and this has been 'rolled out' across ks1 and 2.</p> <p>Concept (subject knowledge) booklets have been created for History (implemented), STEM, Geography and Art (near completion as of 20/07/21). Subject knowledge of teaching staff needs to continue to be a priority, to enhance staff's ability to promptly identify and correct misconceptions along with the continuation of the enhancement of AfL in Science and other Foundation subjects.</p>	
<p>Targeted support key challenge Ensuring adequate time for small groups interventions and cover, when required, for small group teaching. Interventions have been established, learning areas and timetabled opportunities allocated, and running in year groups (although year group isolation has impeded embedding).</p> <p>Small group interventions are in place across ks1 and 2. PP pupils are a target within these groups, to ensure they have opportunities to 'catch up'. Particularly those unable/unwilling to access online learning or home packs.</p> <p>Small groups and 1:1 have been established, as relevant, across the year groups. PP continue to be a target cohort, though more specifically if they are also SEN/D.</p>	
<p><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.</p>	

AHT (S. Clarke) support established in Year 5, with additional support for Precision Teaching and 1-2-1 support (L. Nelson, S. Fergusson); additional SLT support has been implemented in Year 6 (R. Merricks).	
Wider strategies key challenge Engagement of our hardest to reach families and parents <i>Training was undertaken by SLT staff during 'lockdown', which has still to be disseminated and shared with new staff (principally due to 'Bubbles bursting' and COVID restrictions.</i>	
Mitigating action 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
Priority Children make at least expected progress against the Age-Related Expectations, and many make greater than expected progress, therefore diminishing the gap.
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.
Priority An increase in motivation, attitudes to learning and an increased degree of confidence and independence.
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 (due to present conditions these visits and visitors have needed to be suspended). Initial feedback from implementation of cross-curricular planning has been identified as having a positive effect upon all pupils' attitude to learning, primarily through the identified activities and resources, leading to improved motivation towards reading and writing. This needs to continue to be embedded.
Priority Provides opportunities for parents to support their children outside school, through tailored workshops and experiences.
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 (due to present conditions these activities within school have needed to be suspended although opportunities to use the TEAMS platform are being developed to support parents knowledge and understanding in relation to Phonics and reading in EYFS).
Priority Improve attendance from 91% to 96.1%
Outcomes Attendance of PP children 2018 – 19 increased from 91% to 92% 3 key pupils with attendance significantly impacted overall attendance. <i>Outcomes have been significantly affected by the repeated lockdowns and the differentiated approach to learning; to 'Close the gap' effectively, it has been shown that scaffolding has the most significant effect on outcomes. Scaffolding should be introduced to, at least, all Disadvantaged children (including those at Expected, who would be given GDS targets for success criteria.</i>