Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Perry Hall Primary School
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	31% (129)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Claire Gibbins - Head of School
Pupil premium lead	Craig Fergusson
Governor / Trustee lead	Shaun Cox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,505.00
Recovery premium funding allocation this academic year	£18,995.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£192,500

Part A: Pupil premium strategy plan

Statement of intent

As of 2019, Perry Hall Primary School (a two form entry school with a Two's provision) is in an area ranked 4,977 out of 32,844 LSAO's in England. This is amongst the 20% most deprived neighbourhoods in the country. Among the local authority, our catchment area was placed 19th out of 317. (http://dclgapps.communities.gov.uk/imd/iod_index.html)

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve the highest attainment possible across all subject areas. 'Giving every young person the best start in life, whatever their background and wherever they come from, is a mission that unites teachers. By acknowledging the relationship between family income and educational success, the pupil premium cuts right to the heart of the reason most of us became educators.' (Sir Kevan Collins, CEO of the EEF). This is our ultimate goal.

Our children receive a well-rounded education that prepares them for their future lives and cultural capital that they need to succeed in life: the focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal (including our high attaining pupil premium pupils). Our pupil premium pupils study the full curriculum; it is not narrowed. We are committed to meeting our pupil premium pupils' pastoral, SEMH and academic needs within a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to achieve their full potential.

We know that children learn best when they attend school regularly. However, the attendance of our pupil premium pupils is currently lower than the attendance of those not in receipt of pupil premium (currently a difference of -2.87% over the course of Autumn 1 2021). Our strategy focuses on improving the attendance of this group of learners.

Additionally, within our strategy, our pupil premium spend prioritises high quality first teaching at both a whole class and intervention level, focusing on key areas in which disadvantaged pupils require the most support. As the EEF states, 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' and that high quality teaching should be 'complemented with carefully selected interventions'.

When making decisions about our pupil premium spend, we have considered the context of our school and the subsequent challenges our pupil premium pupils face, whilst considering current research findings. Below details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Language deprivation across school- children have weak language and communication skills.
2	Gaps in learning, exasperated by the impact of Covid 19. Particularly low attainment on entry to the Early Years Foundation Stage in the three prime areas.
3	SEMH needs and more frequent behavioural difficulties.
4	Increasingly chaotic family lives and social care involvement. Poor parental engagement.
5	Families have low aspirations and ambition. Pupils lack of inspirational and real life opportunities (cultural capital).
6	Attendance, persistent absences and punctuality issues. Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 2% - 4% 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
Achieve national average progress scores in KS2 Reading.	KS2 Reading outcomes in 2023/2024 show that disadvantaged pupils achieve better than expected progress from their starting point and at least 60% meet the expected standard.
Achieve national average progress scores in KS2 Writing.	KS2 Writing outcomes in 2023/2024 show that disadvantaged pupils achieve better than expected progress from their starting point and at least 60% meet the expected standard.
Achieve national average progress scores in KS2 Mathematics.	KS2 Mathematics outcomes in 2023/2024 show that disadvantaged pupils achieve better than expected progress from their starting point and at least 60% meet the expected standard.
Achieve national average expected standard in Phonics Screening Check in Year 1.	In 2023/2024 more than 75% of disadvantaged pupils meet the expected national average.
Improve attendance of disadvantaged pupils to LA and national average. Pupil premium pupil attendance is currently 92.56%. Despite uncontrollable variables at present, we will remain aspirational to achieving a higher percentage.	All below are non COVID-19 related: • Aims to improve Pupil Premium attendance to over 96% • The attendance gap between Pupil Premium and Non-Pupil premium to be no greater than 1.5%.

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: £84,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all staff receive the relevant training, coaching and support to deliver high quality RWI and reading comprehension sessions that are never less than good and gaps begin to diminish. Children's reading and understanding of a text is improved.	The EEF's Teaching and Learning toolkit highlights that phonics has a positive impact overall (+5 months) with very extensive evidence, it is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds and that it improves the accuracy of children's reading however not always their understanding of a text; which is why teaching of comprehension strategies is also important. https://dera.ioe.ac.uk/5551/2/report.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1 2
Ensure that staff further develop and use a metacognitive and self regulation approach to teaching, supporting learners in thinking about their own learning and 'learning to learn' through careful questioning and working collaboratively with peers to talk and reason.	As the Education Endowment Foundation report says: 'There is a strong body of research from psychology and education demonstrating the importance of metacognition and self-regulation to effective pupil learning. The Sutton Trust-EEF Teaching and Learning Toolkit—which summarises international evidence—rates 'metacognition and self-regulation' as a high impact, low cost approach to improving the attainment of disadvantaged learners. [1]' Broadly speaking – it works. Together with cognition and motivation, meta-cognition is key to being a self-regulated learner, who is actively engaged in improving their own learning. The impact of metacognition and self-regulation approaches is high with a potential +7 months additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2
Ensure effective modelling, using an 'I do, we do, you do' approach, is carried out by all staff to ensure that children acquire, rehearse and connect ideas together.	The most effective teachers ensured that their pupils efficiently acquired, rehearsed, and connected background knowledge by providing a good deal of instructional support. They provided this by teaching new material in manageable amounts, modelling, guiding pupil practice, helping pupils when the made errors, and providing sufficient practice and review. https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf	1 2

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

Budgeted cost: £72,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establishing small teaching groups within year groups in which there are significant proportions of Pupil Premium pupils for core sessions and high quality targeted intervention groups to enable disadvantaged pupils falling behind age related expectations to make at least expected progress.	High quality first teaching at both a whole class and intervention level, focusing on key areas in which disadvantaged pupils require the most support has a positive impact upon achievement. The EEF states, 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' and that high quality teaching should be 'complemented with carefully selected interventions'. 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicated that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.	2
Establishing speech and language interventions such as NELI, Elklan, Talking Circles, Helicopter Stories, and Talk for Writing, for pupils who require enhanced oracy and language skills.	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	1 2
To provide behaviour, wellbeing and social skills interventions to meet the needs of disadvantaged pupils (e.g. GRASP and individually targeted interventions) ensuring the effective implementation of the 'Getting it Right' pathway in order to help identify specific needs.	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches Getting It Right outlines steps that school staff can take to identify the right strategies to support and understand children's difficulties better and promote wellbeing and positive behaviour. http://www.educationalpsychologywolverhampton.co.uk/downloads/school%20resources/Getting%20It%20Right%20(final%20version).pdf	3 4 5
To analyse summative assessment data and identify the children who require catch up and	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support 'These interventions should be targeted at specific pupils using information gathered from assessment and their effectiveness and intensity should be continually monitored. Some pupils may have quick gains once	2

	they returned to school full time, so assessment needs to be ongoing, but managable.'	
more targeted intervention.		
To enhance parental involvement of disadvantaged pupils through the provision of parent/carer workshops, online learning resources (e.g. TTRS, Oxford Owl, MYON) and the provision of home learning devices to make this accessible (e.g. laptops and ipads).	Evidence suggests that, 'Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Providing parents with clear, specific and targeted information increases the engagement of parents from disadvantaged groups. https://www.nfer.ac.uk/publications/oupp02/oupp02.pdf	4
Engaging with the National Tutoring Programme to provide tuition, mentoring and schooled tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2

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

Budgeted cost: £35,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop areas within school to support children in a holistic way, i.e. implementing our sensory room, circuit break out room, our library and developing our wellbeing garden.	https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf 'A key theme from these recommendations is the importance of knowing individual pupils well, so that schools and teachers know which factors might affect pupil behaviour and what the school can do to address these. Focusing on developing good relationships also ensures pupils feel valued and supported, meaning they are less likely to misbehave.' Sir Kevan Collins CEO of EEF	3
To provide pupils with unique experiences that enable them to enhance	By offering children unique experiences be it within school through carefully planned activities, visitors, workshops or taking children on trips develops children's	2 3 4

and contextualise their learning, including WOW days/events, meaningful off site visits which inspire and enhance learning and musical instrument tuition. Pupil premium pupils to have a discounted cost to ensure they can access these.	cultural capital as they are exposed to experiences that they might not otherwise have. Ofsted quote: Outstanding leadership and management "The school's curriculum provides highly positive, memorable experiences and rich opportunities for high quality learning, has a very positive impact on all pupils' behaviour and safety and contributes very well to pupils' achievement and to their spiritual, moral, social and cultural development". http://www.lotc.org.uk/wp-content/uploads/2013/10/Pupil-Premium-Graham-Lodge-CLOtC-version-for-website-and-newsletter-4-9-13-updated-12-6-14.pdf 'Learning outside the classroom (LOtC) is highly motivating. Learning in the school grounds, the locality, visiting sites further afield and residential experiences all stimulate interest, curiosity and passion for 'doing'. These activities broaden young people's horizons, enable them to develop new skills and build relationships. They make young people more engaged with learning and therefore more likely to do well. LOtC can support young people to make good progress regardless of their level of attainment at their point of entry, having benefits in helping children of all ability levels to reach their full potential. It can also help children who have fallen behind to make good progress compared with their peers.' From the Council of learning Outside the Classroom. http://www.lotc.org.uk/wp-content/uploads/2012/03/LOtC-the-Ofsted-perspective-FINAL.pdf	5
Improving attendance for our pupil premium pupils.	DFE: Missing school for just a few days a year can damage pupils' chances of gaining good GCSEs, according to a report published by the Department for Education: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	6
To implement the PlayPod Scrapstore at lunchtimes for all pupils- to resource and provide ongoing CPD for the staff involved.	Implementation of the PlayPod Scrapstore allows, • Large-scale improvements in the level of inclusion between children who would previously have remained on the periphery for a variety of reasons • Significant reductions in lunchtime incidents and accidents • Better integration across year groups, generating confidence and developing esteem through helping each other and showing each other the way • Improvements in behaviour and reduction in boredom and aggression • Happier children and staff in school • Enhanced engagement in lessons. https://static1.squarespace.com/static/5af18f19f793926c5c8fc498/t/5b1e92df1ae6cf9e5535dbd3/1528730360039/CSS+Head+Teachers+Report+-+Branded.pdf	3 4 5 6

To ensure mental health and wellbeing is the key focus throughout our curriculum and that emotion coaching is effectively implemented, resourced and CPD provided to support self-regulation.	The benefits of emotion coaching: http://researchspace.bathspa.ac.uk/5851/ Progress: +8 months. Metacognition and self-regulation are sometimes known as 'learning to learn' and are intended to help pupils think, more explicitly, about their own learning. This is achieved by teaching them a variety of specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation relies on the learner managing their own motivation towards learning. https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/	3

Total budgeted cost: £192,500

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

The impact of COVID-19 primarily points towards disrupted areas of learning, attainment and progression in key areas of the curriculum. Staff are working hard, using our school's progression maps and outcomes of ongoing assessments, to ensure that 'gaps in learning' across the curriculum are filled as quickly and as effectively as possible.

The school was restricted in putting certain initiatives into place, again due to school closures, including the development of assessment across the curriculum.

Staff CPD took place surrounding effective 'scaffolding' for those pupils working below their age related expectations. This has had a particularly positive impact upon the progress that those Pupil Premium pupils also on the SEND register are making.

Evidence has proven that school closure over the academic year 2019 – 2020 proved most difficult for our disadvantaged pupils as they could not fully benefit from the specific funding. Many were unable to access the online, live learning initially due to the limited resources at home. Pupil Premium pupils were offered school devices to engage within remote learning however some lacked motivation to engage albeit the best efforts of the school.

Our ongoing assessments, observations and engagement with our children indicates that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. Ensuring that this group of learners are 'ready to learn' has been and will continue to be our key priority.

Externally provided programmes

Programme	Provider
X Tables Rockstars	Times Tables Rockstars
MYON	Renaissance Everywhere
Oxford Owl	Oxford University Press
Phonics complete literacy programme.	Read Write Inc – Ruth Miskin
Online Training and Resource Centre	White Rose Maths
Purple Mash a cloud based, interactive programme for primary aged children.	Purple Mash
Charanga, an online resource for teachers to support with planning, assessment and resources	Charanga
PE Passport offers schemes of work planned and ready to assess primary children	Primary PE Passport