# Appendix 9a Pupil premium strategy statement

## School overview

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| Detail | Data |
| School name | Perry Hall Primary School |
| Number of pupils in school | 418 |
| Proportion (%) of pupil premium eligible pupils | 32% (156) |
| 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 2023 |
| Statement authorised by | Claire Gibbins - Head of School |
| Pupil premium lead | Claire Gibbins |
| Governor / Trustee lead | Shaun Cox |

**Funding overview**

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| **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

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| 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.

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| 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.

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| 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

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| 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](https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/) 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]](https://educationendowmentfoundation.org.uk/modals/help/guidance-reports/metacognition-and-self-regulated-learning/)‘  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

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| 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.  <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.  <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> | 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. | 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. | 3  4  5 |
| To analyse summative assessment data and identify the children who require catch up and more targeted intervention. | 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 they returned to school full time, so assessment needs to be ongoing, but managable.’ | 2 |
| 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

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| 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 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. | By offering children unique experiences be it within school through carefully planned activities, visitors, workshops or taking children on trips develops children’s 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> | 2  3  4  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 2022 to 2023 academic year.

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| In 2022-23, there were 152 disadvantaged pupils within school (Rec-Y6).  Our data has allowed us to build a picture of where we are as a school with regards to diminishing the attainment gap between our disadvantaged and non-disadvantaged pupils and has informed our future planning actions for 2023-2024.  2022-2023 saw our leadership team, inclusion team and all staff continuing to support our disadvantaged leaners, considering the barriers some of our disadvantaged families may have. Pupils continued to be handpicked for 1-1 tutoring using the National Tutoring Scheme based on their individual needs. In addition to this, Pupil Premium pupils have continued to be a focus during pupil progress meetings and interventions.  Pupil Premium pupils have made progress from their starting points and a crucial focus next academic year will be to ensure pupil premium pupils are closing the attainment gap, which forms part of this School Improvement Plan (SIP) for 2023-24.  Summer Term Evaluation 2022-2023   |  |  |  | | --- | --- | --- | | Intended outcome | Success criteria | Evaluation | | 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. | 2023 overall outcomes at KS2 in Maths, Reading and Writing are in line or above national.  Attainment and progress for our disadvantaged pupils remain a focus so that differences continue to diminish and disadvantaged children are getting closer to achieving national progress and attainment scores. | | 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. | Achieved. Our early reading leader continues to upskill herself in order to provide effective CPD for staff delivering RWI. | | 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. | * 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%. | This needs to continue to be a focus as we move into 2023-2024. School to continue to closely monitor attendance and continue to target children who are persistently late and persistently absent in order to continue to improve attendance. | |

## Externally provided programmes

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| Programme | Provider |
| X Tables Rockstars | Times Tables Rockstars |
| 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 |