

## Pupil Premium strategy statement: Perrymount School 2020-2021

### INTRODUCTION:

The Pupil Premium Grant (PPG) was introduced in April 2011 to provide additional funding to schools to support children from families that are or were eligible for Free School Meals (FSM) at any time in the last six years. The funding is also given to looked after children, those that have been in care for more than six months, children adopted from care, those who left care under special guardianship, residents order or child arrangement order, and those whose parents are in the armed forces. The funding is made available to support schools to narrow the attainment gap between these children and others. National data shows that as a group, children who have been eligible for FSM at any point in time have consistently lower educational attainment than those who have never been eligible for FSM. It is up to schools to decide how the Pupil Premium is spent, but this funding should be used to support these children.

Summary Information					
School	Perrymount Primary School		Academic Year	2020 - 2021	
PP per child	£1320	Total PP budget	<b>£96,840</b>	Date of most recent PP review	Sept 2020
Total number of pupils	<b>200 + 20 Nursery Places</b>	Number of pupils eligible for PP	<b>80</b>	Date of next internal review	April 2021

Performance of children eligible for Pupil Premium/FSM July 2020				
EYFS - GLD	Not Available due to school closure (COVID 19)		Y1 Phonics	Not Available due to school closure (COVID 19)

	Pupils eligible for PP/FSM KS1 SATs 2020 - <b>School</b>	Pupils eligible for PP/FSM KS1 SATs 2020 - <b>National</b>	Pupils eligible for PP/FSM KS2 SATs 2020 - <b>School</b>	Pupils eligible for PP/FSM KS2 SATs 2020 - <b>National</b>
% achieving standard level and above in READING	Not Available due to school closure (COVID 19)	Not Available due to school closure (COVID 19)	Not Available due to school closure (COVID 19)	Not Available due to school closure (COVID 19)
% achieving in standard level and above in WRITING	Not Available due to school closure (COVID 19)	Not Available due to school closure (COVID 19)	Not Available due to school closure (COVID 19)	Not Available due to school closure (COVID 19)
% achieving in standard level and above in NUMERACY	Not Available due to school closure (COVID 19)	Not Available due to school closure (COVID 19)	Not Available due to school closure (COVID 19)	Not Available due to school closure (COVID 19)

### STRATEGY STATEMENT:

At Perrymount school we want all our pupils to have success for today, be prepared for tomorrow and believe that they can achieve in the future. Pupil Premium funding enables us to give extra support in a wide range of ways to overcome barriers that stand in the way of disadvantaged children achieving their aims successfully. Our core approach to supporting disadvantaged children starts as soon as they begin their educational journey. Starting points for our children when they first attend Perrymount are very low in terms of their speech, language and communication ability, thus we find providing those children with a good start to their school life and education is a must. Therefore, Pupil Premium funding is used to narrow the gap in the early years by providing speech and language intervention and high quality support, allowing children to secure the communication skills needed to access the curriculum in

subsequent years. We believe that providing targeted pastoral support to needy families both emotionally and physically is an integral part to children achieving in school and pride ourselves on the relationships that we foster with our families. All our approaches and interventions are reviewed regularly to ensure good outcomes and if deemed inadmissible are immediately changed so to ensure targeted support and progress.

Our aims this year are to:

- Increase attainment so that more pupils are at or above age-related expectations by July 2021
- Focus on developing language skills in EYFS and Year 1 in order to raise attainment and narrow the gap between children in receipt of PPG and low language attainment.
- Accelerate progress of the most disadvantaged pupils so that the gap between pupils eligible for Pupil Premium and their peers is reduced in all areas.
- Provide booster/catch up activities to support academic progress for all.
- Enhanced additional extension work for those disadvantaged children who are already attaining well that should be challenged to achieve their full potential.
- Improve the quality of provision across the board, in particular the quality of teaching in the classroom by ensuring our staff are well trained and have the time and resources to carry out their roles and ensuring there is good support in each class to rapidly address any underachievement.
- Carefully consider interventions and activities to target specific needs by additional teaching and support staff who can supply specific interventions for particular groups and buying into specific initiatives.
- Increase enjoyment of and participation in all aspects of key life by subsidising a range of activities such as trips, breakfast club and after school clubs.

**Point to be considered: Over the past 18 months the children have spent 6 months in lockdown and 5 months school holidays during this period.**

Identified Barriers to Educational Achievement		Support identified and needed to address these barriers
A+	<b>COVID 19 Lockdown – the closure of school as a result of the pandemic has impacted on all students who have lost up to 6months education. Lockdown has also had an effect on mental health and wellbeing of both children and their families.</b>	<ul style="list-style-type: none"> <li>- Catch-up intervention grps</li> <li>- Booster grps</li> <li>- Learning mentor</li> <li>- Outside services</li> <li>- Targeted parental support</li> </ul>
A	Deprivation – the school serves an area that reflects social and economic challenges. Our current deprivation indicator is at 0.33: way above the national average of 0.21. <b>New figures TBC</b>	<ul style="list-style-type: none"> <li>- Intervention grps</li> <li>- Nursery nurse in Reception</li> <li>- Booster grps</li> </ul>
B	Social Care Needs – a high percentage of our families are supported historically or currently by Social Care and are in need of support from school to help address their needs and support their children’s academic and emotional learning.	<ul style="list-style-type: none"> <li>- Targeted parental support</li> <li>- Subsidising of enrichment trips, afterschool clubs, school uniform</li> <li>- Breakfast club</li> </ul>
C	Behaviour, mental, social and wellbeing needs – a number of our families face daily challenges with parenting capacity, mental health issues and managing behaviour and emotions.	<ul style="list-style-type: none"> <li>- Outreach resources</li> <li>- Learning mentor</li> </ul>
D	Starting Points – attainment on entry to EYFS is substantially below developmental milestones for many of our children along with those who join us throughout the year of which a high percentage are below expected entry level.	<ul style="list-style-type: none"> <li>- Nursery nurse in Reception</li> <li>- Speech and Language teacher support</li> <li>- RWI teacher and catch-up interventions</li> </ul>

E	Attendance - last year's attendance figures are <b>collected only for Summer Term 2021.</b> <b>(DFE Summer term and classes closed due to COVID)</b>	- Dedicated attendance monitoring and intervention - Targeted parental support
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We have used the following data sources to identify our barriers to learning in our school:

- Analyse School Performance (ASP)
- School Performance Software eg: INSIGHT and SCHOLARPACK
- The Education Endowment Foundation (EEF)
- OFSTED Report
- Fisher Family Trust (FFT)
- Guidance and reports from Outside Agency Experts

Our Pupil Premium Grant will be allocated on needs analysis, reflecting these aims and conditions and those which identify priority classes, groups or individuals. Termly pupil progress meetings will ensure that provisions will meet pupil needs as we continue to monitor resources for their effectiveness and value for money.

Planned expenditure			
Academic year	2020 – 2021	Total PP Budget	£96840

Quality Teaching for all				
Intervention/additional provision	Cost	Objective	Outcome	Impact
Reception nursery nurse  *Funded by PP and topped up via ISB	£22,968	To provide high quality teaching to targeted children in order to raise their attainment and progress through early intervention.	Higher percentage of children meeting and exceeding expectations in reading and writing.	70% achieving GLD – whole class 60% PP achieving GLD NB: Based on schools data.
RWI Phonics Coordinator  *Funded by PP and topped up via ISB	£18,128	To coordinate and assess the RWI Phonics programme across KS1 and provide high quality 1 to 1 interventions for targeted pupils. To provide accelerates catch-up due to school closure.	Increased attainment in phonics for disadvantaged pupils.	Projected phonics data sees 86% (6/7) pass rate for PP children. This could improve when test is formally taken in December.
KS1 Interventions	£10,000	To provide high quality teaching to targeted children in order to raise their attainment and progress and fill in any gaps as a result of school closure. Money towards resources and staff to implement interventions.	Improved attainment and progress in reading and writing and maths (increase in percentage working at expected and/or greater depth). Gaps in knowledge closed and catch-up achieved.	(Combined Data) 9/29 made expected progress, 7/29 just below expected (figures do not include EYFS)  (Split Data) Reading: 10/29 made expected progress, 12/29 just below expected

				<p>Writing: 8/29 made expected progress, 12/29 just below expected</p> <p>Maths: 15/29 made expected progress, 7/29 just below expected (figures do not include EYFS)</p> <p>Interventions disrupted due to lockdown closure and each year group, individual families and staff self-isolating.</p>
KS2 Interventions	£10,000	To provide high quality teaching to targeted children in order to raise their attainment and progress and fill in any gaps as a result of school closure. Money towards resources and staff to implement interventions.	Improved attainment and progress in reading and writing and maths (increase in percentage working at expected and/or greater depth). Gaps in knowledge closed and catch-up achieved.	<p>(Combined Data) 19/43 made expected progress, 5/43 just below expected</p> <p>(Split data) Reading: 24/43 made expected progress, 8/43 just below expected Writing: 21/43 made expected progress, 11/43 just below expected Maths: 23/43 made expected progress, 9/43 just below expected Interventions disrupted due to lockdown closure and each year group, individual families and staff self-isolating.</p>
Total	£61,096			Running Total: £61,096

Targeted Support				
Intervention/additional provision	Cost	Objective	Outcome	Impact
1 Day Speech and Language teacher	£6,270	Speech and language screening for all Year 1 children to identify early language acquisition and to deliver 1 to 1 and small group SALT sessions. To continue to support Year 2 children who did not complete last year's programme.	Early identification of barriers to learning and a programme of work to close the gap.	31 NEW assessments carried out in Sept 2020 in years 1-6. 52% (16) children presented with S&L difficulties. 4 children received in class support and monitoring whereas 12 needed out of class interventions

				across the year. Of the 12 children receiving interventions, as of July 2021, 3 children were discharged, 1 moved onto secondary school, 8 will continue to receive interventions 2021-2022. Interventions were carried out via Zoom during lockdown but was were limited.
Professional support	£5,000	To employ professional services such as ASD and New Woodlands outreach services plus Educational Psychologist support to help target individuals and groups of children at risk of underachieving through a variety of causes.	Identification of barriers to learning. Programmes of work to close the gap.	No OIS during lockdown as not allowed in school. Interventions recommenced in June 2021. Zoom and telephone contact made via other agencies during lockdown to continue to support parents, complete and implement assessments (regarding securing EHCP's) and work directly with children. (2 x EHCP's secured)
Total	£11,270			Running Total: £72,366

Other approaches				
Intervention/additional provision	Cost	Objective	Outcome	Impact
Subsidise/free places at after school clubs and school trips – including Pear Tree afterschool wraparound care facility	£5,000	To provide enrichment opportunities for all pupils, widening their experiences and building aspirations and attainment. To improve behaviour of all pupils in, particular those with emotional, social and behavioural needs.	For all pupils to experience extra-curricular opportunities and learning enrichment. To improve the attainment of pupils with barriers to learning to achieve at least national averages.	Enrichment activities were very limited due to COVID. All trips, afterschool clubs and music lesson were cancelled. Breakfast and Pear Tree club were still in operation. With support from Magic Breakfast, resources were put into place to provide families in need with food parcels and computers and dongles to support online

				learning during lockdown. Access to online learning increased considerably during the second lockdown with a good 75% of families participating in lessons.
1 x Learning Mentor	£19,474	To improve attendance and punctuality for all pupils and improve parental engagement. To work with children and parents providing pastoral support and guidance so to maintain positive social and wellbeing needs.	To improve attendance so that we are aligned with both local and national averages. Parents and children are well supported and signposted to the relevant help and support provided by the local and national area.	Attendance has been harder to monitor this year due to self-isolation and lockdown. PP attendance rose by 3% from the Autumn term to the Summer term. Overall PP attendance is lower than Non-PP attendance, however in Autumn 2020 the gap was at 5% and reduced to 2% by the Summer Term.  1:1 learning mentor sessions caseload reached an all time high last year with an increase of 28% in referrals post lockdown. Out of 32 children attending sessions, 60% (19) were in receipt of PP.  During lockdown a majority of the learning mentors time was spent assisting families wellbeing needs, supporting them with issues and the relevant help needed to get through lockdown.
Total	£24,474			Running Total: £96,840