



# Pupil Premium Strategy Statement

## School overview

| Metric                                      | Data                      |
|---|---------------------------|
| School name                                 | Perrymount Primary School |
| Pupils in school                            | 195                       |
| Proportion of disadvantaged pupils          | 35.38%                    |
| Pupil premium allocation this academic year | £106,255                  |
| Academic year or years covered by statement | 2021-2022                 |
| Publish date                                | September 2021            |
| Review date                                 | February 2022             |
| Statement authorised by                     | Christine Keen            |
| Pupil premium lead                          | Nina Wilson               |
| Governor lead                               | Kerry Heath               |

## Disadvantaged pupil progress scores for last academic year

| Measure | Score                        |
|---------|------------------------------|
| Reading | Data unavailable for 2020-21 |
| Writing | Data unavailable for 2020-21 |
| Maths   | Data unavailable for 2020-21 |

## Disadvantaged pupil performance for last academic year

| Measure                          | Score                        |
|----------------------------------|------------------------------|
| Meeting expected standard at KS2 | Data unavailable for 2020-21 |
| Achieving high standard at KS2   | Data unavailable for 2020-21 |

## Strategy aims for disadvantaged pupils

| Measure                                       | Activity   |
|---|--|
| Priority 1                                    | <ul style="list-style-type: none"> <li>• Ensure all relevant staff (including new staff) have received paid-for-training in delivering the MNP numeracy scheme.</li> <li>• KS1 teachers to have embedded the Mastering Number programme in KS1.</li> <li>• All relevant materials are purchased/costs are covered to support and achieve the above.</li> </ul> <p><i>See the EEF recommendations summary 'Improving Mathematics in Early, KS1 and KS2'</i></p> |
| Priority 2                                    | <ul style="list-style-type: none"> <li>• Ensure all relevant staff (including new staff) have received phonics training.</li> <li>• Speech and Language screening for all of Y1 and interventions provided.</li> <li>• Staff trained on 'NELI' and programme introduced in EYFS.</li> </ul> <p><i>See the EEF recommendations summary 'Improving Literacy in KS1'</i></p>  |
| Barriers to learning these priorities address | Ensuring staff use evidence-based whole-class teaching interventions   |
| Projected spending                            | £41,122  |

## Teaching priorities for current academic year

| Aim                     | Target  | Target date |
|-------------------------|---|-------------|
| Progress in Reading     | Achieve national average progress scores in KS2 Reading     | July 2022   |
| Progress in Writing     | Achieve national average progress scores in KS2 Writing     | July 2022   |
| Progress in Mathematics | Achieve national average progress scores in KS2 mathematics | July 2022   |
| Phonics                 | Achieve national average expected standard in PSC           | July 2022   |
| Other                   | Diversity   | July 2022   |

## Targeted academic support for current academic year

| Measure                                       | Activity  |
|---|---|
| Priority 1                                    | <ul style="list-style-type: none"> <li>Establish small group literacy and maths interventions for disadvantaged pupils falling behind age-related expectations in KS2.</li> </ul> <p><i>See the EEF recommendations summary 'Improving Literacy in KS2'</i></p>                         |
| Priority 2                                    | <ul style="list-style-type: none"> <li>Establish 1:1 phonics and small group speech and language groups interventions in KS1 for disadvantaged pupils falling behind age-related expectations.</li> </ul> <p><i>See the EEF recommendations summary 'Improving Literacy in KS1'</i></p> |
| Barriers to learning these priorities address | Children are ready to learn and able to access the class curriculum with accuracy and confidence.   |
| Projected spending                            | £34,680   |

## Wider strategies for current academic year

| Measure    | Activity  |
|------------|---|
| Priority 1 | <ul style="list-style-type: none"> <li>To provide family support to disadvantaged families by providing funded places for breakfast club and after school club, access to trips, residential and music lessons.</li> </ul> <p><i>See the EEF recommendations that: 'enriching education has intrinsic benefits as children deserve a well-rounded, culturally rich, education which can directly improve pupils attainments.</i></p> <p><i>And</i></p> <p><i>The Nuffield Foundation study found taking part in activities after the formal school day could play a role in closing the attainment gap.'</i></p> <ul style="list-style-type: none"> <li>Access to a learning mentor and other identified TAs to support children emotionally.</li> <li>Learning mentor to support families with (1) mental health issues (2) who are in temporary housing (3) families finding the cost of traveling to school impacting on attendance and punctuality. (4) Enabling pupils to attend school and receive a hot meal.</li> </ul> <p><i>DFE research (2012) established a clear link between attendance and low attainment and NFER Briefing for School Leaders research detailed schools promoting high attainment identified attendance as a factor and suggested 'They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families. Similarly, more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families</i></p> |

|   |  |
|---|--|
|   | <i>to address any barriers they face in getting their children to school.'</i>   |
| Priority 2                                    | <ul style="list-style-type: none"> <li>To ensure our current curriculum and resources e.g. representation in books, for our disadvantaged BAME children to be exposed to enough positive narratives about their colour so to impact on their sense of self and their achievements. Disadvantaged BAME pupils have their history, cultures and legacy appreciated and recognised impacting on their self esteem, aspirations and achievement.</li> </ul> <p><i>'While there are a number of factors that can impact pupil outcomes, not being able to see yourself or your context reflected in what you learn, or seeing negative portrayals of yourself, can act as a significant barrier to learning. Research commissioned by National Education Union (NEU) found that pupils who have a 'sense of belonging' in schools tend to perform better academically, as well as be happier and more confident.'</i> Diversity and Inclusion in schools report Pearson Education 2020</p>                                    |
| Priority 3                                    | <ul style="list-style-type: none"> <li>To ensure the availability for outreach services such as Education Psychologist, Drumbeat, Outreach Inclusion Services and an Art Therapist to support pupils in achieving their very best by offering them support to maintain good behaviour for learning, support good mental health and access services critical to their individual needs.</li> </ul> <p><i>EEF Toolkit: 'Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</i></p> |
| Barriers to learning these priorities address | Improving attendance and readiness to learn for the most disadvantaged pupils  |
| Projected spending                            | £30,453  |

## Monitoring and Implementation

| Area             | Challenge   | Mitigating action   |
|------------------|---|---|
| Teaching         | Ensuring enough time is given to allow for staff professional development     | Use of INSET days and additional cover being provided by HLTA and senior leaders.         |
| Targeted support | Ensuring intervention groups are carefully selected, timetabled and monitored | Identified staff timetables to carryout interventions. SLT to monitor.                    |
| Wider strategies | Engaging the families facing most challenges                                  | Working closely with the LA and other agencies eg: Magic Breakfast etc to provide support |

## Review: last year's aims and outcomes

| Aim                             | Outcome   |
|---------------------------------|---|
| Progress in Reading and Writing | Results have declined since last year. As a result 1:1 interventions have been put in place along with a recovery curriculum to accelerate learning.  |
| Progress in Mathematics         | Results have declined since last year. As a result, mastery will be embedded across the school, to ensure we meet the aim.  |
| Phonics                         | Screening deferred to late 2021 by government. New aim of disadvantaged pupils meeting national average for all pupils by September 2021.   |
| Other                           | Attendance figures unmeasurable due to COVID however pastoral support given to families far exceeded previous years and was effective in ensuring children had access to online learning, food parcels and mental health support. |