# Pupil premium strategy statement T:\Perrymount Logo\PERRYMOUNT LOGO small.jpg

## This statement details our school’s use of pupil premium 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

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| Detail | Data |
| School name | Perrymount Primary |
| Number of pupils in school | 208 (Incl 21 nursery places) |
| Proportion (%) of pupil premium eligible pupils | 33% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022 - 2025 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | February 2023 |
| Statement authorised by | Christine Keen |
| Pupil premium lead | Nina Wilson |
| Governor lead | Kerry Heath |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £102,490 |
| 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 | £102,490 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. Research conducted by the EEF is used to support decisions around the usefulness of different strategies and their value for money.  Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may be more complex family situations that prevent children from flourishing. The challenges are varied and there is no ‘one size fits all’.  At Perrymount Primary School we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality education to enable them to become active, socially responsible citizens of the future.  Our ultimate objectives are:   * To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. * For all disadvantaged pupils in school to make or exceed nationally expected progress rates. * To support our children’s health and wellbeing to enable them to access learning at an appropriate level.   Our Context:   * We are a one form entry primary school with currently 207 children on role - of which 19 are full time and part time nursery places. * The proportion of pupils known to be eligible for Pupil Premium funding is above average at 33%. (National 23%) * The school has a high deprivation index: it is in the fifth quintile, which is above national.   Achieving our objectives:  In order to achieve our objectives and overcome identified barriers to learning we will:   * Provide all teacher with high quality CPD to ensure that pupils access effective quality first teaching. * Provide a targeted intervention and support to quickly address identified gaps in learning including the use of small work, 1:1 tuition. * Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences. * Provide opportunities for all pupils to participate in enrichment activities including sport and music. * Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.   We aim to do this through:   * Ensuring that teaching and learning opportunities meet the needs of all the pupils. * Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. * Recognising that not all pupils who are socially disadvantaged are registered and qualify for free school meals. We use our knowledge of pupils and families to identify pupils we consider need extra support and reserve the right to allocate the Pupil Premium funding to support any pupils and groups of pupils the school has legitimately identified as being socially disadvantaged. * Allocating Pupil Premium funding following a needs analysis, which will identify priority classes, groups and individuals.   Key principles:  We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Support and interventions will be reviewed at least termly by the class teachers, Headteacher, SENDCo and Pupil Premium Lead. Alongside, academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. |

## 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 | **Weak Language and Communication Skills** |
| 2 | **Low attainment on entry to the Early Years Foundation Stage in all areas** |
| 3 | **Addressing the attainment gap across Reading, Writing and Maths** |
| 4 | **Social, Emotional and Mental Health Needs** |
| 5 | **Persistent Absence** |

## 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 |
| Improved oral language skills and vocabulary for all pupils in our school, particularly our disadvantaged pupils. | Children will be able to communicate effectively with adults and their peers, developing age appropriate language and being able to express themselves clearly to explain their needs. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| To reduce the gap between disadvantaged pupils and non-disadvantaged pupils and raise the achievement of disadvantaged pupils at age-related expectations in Reading, Writing and Maths. | KS2 Reading, Writing and Maths outcomes in 2024/25 show that the gap between disadvantaged and non-disadvantaged pupil will be significantly reduced and more than 75% of disadvantaged pupils have met the expected standard.  Overall data to be in-line or above the national average. |
| Improved writing attainment for all pupils in our school, particularly our disadvantaged pupils. | KS2 Writing outcomes in 2024/25 show more that 75% of disadvantaged pupil met the expected standard. Higher attaining disadvantaged pupils achieve greater depth in KS2 in line with their peers that are not disadvantaged.  Overall data to be in-line or above the national average. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/45 demonstrated by:   * Qualitative data from student voice, student and parent surveys and teacher observations. * A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. * A reduction in outreach service referrals. |
| To achieve and sustain improved persistent absence for all pupils, particularly our disadvantages pupils. | Sustained high attendance from 2024/25 demonstrated by:   * Overall attendance being in-line or above the national average. * Persistent average significantly reduced to below 10% (currently 17.4% 21/22) and the figure among disadvantaged pupils being no more than 5% (currently 7.1% 21/22) |

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: £ 30,000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Continued CPD for staff around the specific teaching of writing (Talk4Writing and Short burst Writing)  Support for the English lead to develop high quality leadership for English across the school | Children’s writing across the school is an area to be developed. Internal data from 2021-22 indicates that there is significant underachievement of children’s writing across the school.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback> | **1, 3** |
| Continued training, support and development to ensure all phonics teaching across the school is of excellent quality | EEF research around the importance of the provision for high quality phonics  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | **1, 2, 3** |
| Continued development of the school’s commitment to high quality reading teaching, through the use of accelerated reader and CPD from The Hackney Learning Trust for the development of the Destination Reader programme  Ensuring the school has a range of high quality, diverse texts to develop children’s love of reading and support their language development. | EEF research about the use of whole class reading and the importance of children’s comprehension skills  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>  Research from CLPE  <https://clpe.org.uk/research/clpe-reading-pleasure-2020>  and the National Literacy Trust  <https://literacytrust.org.uk/training-and-workshops/reading-pleasure-cpd/> | **1, 3, 4** |
| Development of the mastery approach to teaching maths through high quality CPD for the Maths lead, which is disseminated to the whole staff team. | EEF evidence about the use of the mastery approach  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning> | **1,3** |
| DHT support to develop the skills of subject leaders to enable wider reaching support for teachers in specific areas  Release time for all subject leaders to be able to support other staff in the development of each subject as well as develop their own subject expertise | Upskilling the middle leaders will ensure that there is more support for teachers to improve quality first teaching in the classroom. | **1, 2, 3** |

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

Budgeted cost: £50,000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Speech and Language Therapist to screen identified children and ensure bespoke programmes are put in place.  Speech and language TAs to work EYFS and KS1 under the guidance of the SALT (EYFS TA trained in ‘I CAN’) | Weak Language and Communication skills. Children on entry are showing that they do not have the breadth of vocabulary or the social and emotional skills to enable them to use talk to connect ideas and explain what is happening coherently.  Many children currently in KS1 and on entry demonstrate poor communication skills where children have missed large parts of the EYFS curriculum due to the pandemic. This is leading to an increase in incidents of poor behaviour where children are unable to explain themselves confidently.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>  <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches> | **1, 2, 3, 4** |
| HLTA to carryout 1:1 and small group interventions in Reading, Writing and Maths including pre-teaching  RWI 1:1 tutoring/catch-up | 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>  Phonics (RWI)  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | **1, 2, 3** |

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

Budgeted cost: £ 22,490

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Attendance and Welfare Officer to provide targeted support for individuals to support mental wellbeing, behavioural support and social skills | Identified children will be supported with their mental health through small group work and 1:1 support  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | **2, 4, 5** |
| Provision of enrichment activities for disadvantaged pupils such as : school trips, residential school journey, music lessons and instruments, visitors/speakers/workshops on school, afterschool/breakfast club provision | There is extensive evidence associating childhood social and emotional skills improved outcomes at school and on later life (e.g.: improved academic performance, attitudes, behaviour and relationships with peers):  Ofsted state: ‘Cultural Capital is the essential knowledge that children need to prepare them for their future success;  If children do not have the experience to support them in their learning, they will always be a disadvantage to their peers.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation>  <https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&utm_medium=search&utm_campaign=site_search&search_term=breakfast%20club> | **1, 2, 3, 4, 5** |
| Educational Welfare officer to engage parents and children to improve attendance and support families with provision for home learning and hardship support through subsidised uniform signposting for food bank/parcels etc. | Low attendance will impact negatively on a child’s progress and attainment and if children and families are to thrive they need to feel part of the school and part of the group identity. Parents need to feel supported by the school and their engagement in other areas of school life is likely to improve. | **1, 2, 3, 4, 5** |

**Total budgeted cost: £** 102,490

# 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 2021 to 2022 academic year.

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| Internal and external assessments during 2021/22 suggest that the performance of disadvantages pupil was varied across the key stages and cohort specific. The outcomes we aimed to achieve by the end of 2021/22 were therefore not fully realised.  Key areas of impact   * Summer 2022 Phonics screening test result 85% of all pupils and 82% of disadvantaged children achieved the pass mark. * End of Key Stage 1 results in reading and writing were above Lewisham and National averages with maths being 2/3% below Lewisham and National averages. In reading and maths disadvantaged pupils performed higher than their non-disadvantaged peers (15% and 9%) but in writing were 6% lower.   In areas were outcomes were less successful (GLD and KS2) outcomes point primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. Social and emotional wellbeing was a huge factor for both cohorts and their families and we continue to target and support them.  Overall attendance in 2021/22 (Aut/Spr terms) was higher than preceding years by .7% but in line with the national average. Persistent absence however, has increased over the last 3 years by 6.3% but is lower than the national average. Absence amongst disadvantages pupil was 1.6% higher than that of their non-disadvantaged peers and significantly higher persistent absence. As persistent absence is increasing, attendance is a focus on our current plan.  Our assessment and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to Covid-19 related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupil, and targeted interventions where required. We will continue to build upon this support for pupils and their families this academic year. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| TT Rockstars | Play.ttrockstars.com |
| Seesaw (online learning platform) | <https://web.seesaw.me> |
| RWI portal | Ruth Miskin and RWI |
| Speech and Language | WordsFirst |
| Art Therapist | Lewisham Outreach Inclusion Support |
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