# 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 | 206 (Incl 17 nursery places) |
| Proportion (%) of pupil premium eligible pupils | 34% |
| Academic year/years that our current pupil premium strategy plan covers | 2023 - 2025 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | February 2024 |
| 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 | £75,660 |
| 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 | £75,660 |

# 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 206 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 34%. (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 numeracy attainment for all pupils in our school, particularly our disadvantaged pupils. | KS2 Numeracy 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 17.8% 22/23) and the figure among disadvantaged pupils being no more than 5% (currently 7% 22/23) |

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: £ 20,000

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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.  To embed a new approach to Numeracy (White Rose Maths) across the school and for Maths lead to train and support staff on the new programme. | EEF evidence about the use of the mastery approach  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning> | **1,3** |

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

Budgeted cost: £30,000

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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 in KS1 and KS2 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: £ 25,660

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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: £** 75,660

# 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.

**Teaching**

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| **Activity** | **Impact** |
| 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 | All new members of staff were trained in Talk4Writing via weekly online session with the T4W company. All staff were trained in Talk4Writing Poetry. Literacy lead and 1 other teacher attended the Short Burst Writing workshop. Literacy Lead led on Staff Inset on how to use Short Burst Writing to improve writing. Outcomes have shown that disadvantaged children are closing the gap if not performing better than their non-disadvantaged cohort is.  Year 5 and 6 teacher both attended training for achieving ‘greater depth’ in writing and as a result, both were more knowledgeable in terms of assessment requirements and making more accurate judgement in terms of assessing children’s writing. Year 6 achieved a significant increase in GDS on last year’s results (4%).  Literacy lead had extra time out of class per week to support colleagues with writing etc. Support was put in place for new members of staff, including 1 ECT to discuss and implement the T4W programme, securing good progress across the writing curriculum. |
| Continued training, support and development to ensure all phonics teaching across the school is of excellent quality | Phonics continues to acquire high standards of pass rates for both disadvantaged and non-disadvantaged children. Phonics lead attended a refresher phonics course which she used to improve the teaching of phonics across KS1 and support within KS2. |
| 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. | Reading continues to be supported in KS2 through the use of Destination Reader. New staff attended training session with the Hackney Learning Trust and were supported by the Literacy Lead to embed the programme successfully. Literacy lead additional time was used to mentor and observe lessons and monitor books and outcomes. This impacted on progress where disadvantaged pupils performed extremely well in comparison with their non-disadvantaged peers.  Literacy lead continues to explore and add to our range of diverse and high quality text, ensuring a love for reading continues across the school. |
| Development of the mastery approach to teaching maths through high quality CPD for the Maths lead, which is disseminated to the whole staff team. | A new Maths Lead was appointed for September 2022 and participated in and completed the ‘Middle Leaders’ programme. Strategic planning and provision was put in place to support a new maths lead. The school continued to work alongside the Maths Hub, supporting our journey to Maths Mastery.  Maths results for disadvantaged children was good if not better that their non-disadvantaged cohort. A new maths programme has been adopted for September 2023 with the view to improving outcomes for all children. |
| 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 | DHT continues to lead on curriculum development. She supported 3 members of teaching staff who participated in and completed the ‘Middle Leaders’ programme. Middle leaders went onto create and implement action plans under DHT’s supervision.  Release time was given to Middle Leaders to complete tasks and move their subject area on and support other staff with curricular needs. |

**Targeted Academic Support**

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| **Activity** | **Impact** |
| 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’) | 37 child assessments were made in Sept 22: 30 x Year1 children and 7 1:1 assessments. Of that cohort:   * 15 children information sheets were written for teacher/classroom interventions. * 5 children are in receipt of a receptive and expressive language group. * 1 child is in receipt of social communication intervention.   14 children across years 1 to 4 were receiving targeted support intervention. Of that cohort:   * 8 children were discharged as they were now able to access the curriculum with limited support. * 1 child was referred to in-class support * 5 children will continue to receive intervention next year.   3 children with EHCPs received weekly intervention focussing on Social Communication programs.  3 children were assessed and received reports to support/update their EHCP applications.  Staff were supported to provide a range of speech, language and communication needs in the classroom. Following on from the staff support, the impact for these children has been:   * Increased staff confidence. * Staff more forthcoming in discussing the needs of the children. * SaLT providing regular updates on children’s progress. * Positive impact of using the resources provided. |
| HLTA to carryout 1:1 and small group interventions in Reading, Writing and Maths including pre-teaching  RWI 1:1 tutoring/catch-up | HLTA carried out bespoke 1:1 and small group sessions for identified individuals in KS2. This resulted in good KS2 results for both disadvantaged and non-disadvantaged children. 80% of children working with the HLTA made good progress. For those who did not make as good progress, SEN interventions were sought.  The Phonics coordinator regularly assessed children to ensure progress across the year. 1:1 catch-up sessions were provided for those in need including those children in Y2 who did not pass the previous year’s phonics test. 3 of the 4 Y2 children retaking the phonics test passed. The one that did not is under SEN provision. |

**Wider Strategies**

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| **Activity** | **Impact** |
| Attendance and Welfare Officer to provide targeted support for individuals to support mental wellbeing, behavioural support and social skills | Attendance and welfare Officer has continued to provide targeted support for individuals regarding a number of issues: including housing, safeguarding and mental health support. She is currently completing the Mental Health First Aid course and is signposting and supporting parents to access relative provision.  In her role of Learning Mentor she is currently providing regular support for 12 children – 8 of which are disadvantaged. |
| 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 | The school is currently subsidising 6 children to access extra provision at school such as breakfast club and wrap around care.  Year 6 school journey was subsidised for those children in receipt of pupil premium and for those children who did not attend school journey it was not for financial reasons. For those children that did not participate enrichment activities were provided for them during this time. |
| 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. | A significant amount of school uniform was distributed to families in need of support. Additional food vouchers were purchased and food bank vouchers issued to a number of families. Where possible well being packages were created and sent out to our most vulnerable families. |

## 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 |
| Destination Reader | Hackney Learning Trust |
| White Rose Maths | White Rose Maths |
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