



Pupil Premium Strategy Statement

This statement details our school’s use of pupil premium (and recovery premium for the 2022/23 academic year) 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

Detail	Data
School name	Perry Wood Primary School and Nursery
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	31%
Academic years that our current pupil premium strategy plan covers	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Suzanne Beston
Pupil premium lead	Nicky Barley
Governor / Trustee lead	Michael McCreedy

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,280
Recovery premium funding allocation this academic year	£11,663
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	£188,943



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Part A: Pupil Premium Strategy Plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common factors affecting pupil premium pupils include: lack of support at home, poor language and communication skills, lack of confidence, limited life experiences and attendance and punctuality. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our ultimate objectives are:

- To continue to secure rapid progress for disadvantaged pupils;
- Diminish the difference in the attainment of disadvantaged pupils so that they are in line with others nationally;
- To support our children’s health and wellbeing to enable them to access learning;
- Raise outcomes for disadvantaged pupils across all areas of the curriculum;
- Raise aspirations through embedding effective Cultural Capital in the curriculum and by the delivery of our Wide Horizons provision.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all 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;
- delivering an expertly planned curriculum which ensures pupils make rapid progress;
- providing families with the tools that they need to support their child’s learning in school through providing them with key learning concepts prior to learning taking place;
- improving children’s well-being and developing skills such as problem solving, risk taking and improved communication through our outdoor learning provision;
- providing school clubs, trips and experiences to enhance cultural capital and widen horizons.



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Achieving these objectives

The range of provision includes:

- Planned CPD to Ensure all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved;
- Reduced class/group sizes in key year groups thus improving opportunities for accelerating progress;
- Focussed, targeted teaching for groups and one to one to overcoming gaps in learning or pre-teaching;
- The precisely planned curriculum designed to accelerate progress, moving children to at least age-related expectations;
- Targeted resources to support pupils to achieve Age Related Expectations;
- Funded opportunities for pupils widen their horizons, including the purchasing of resources to support this;
- Access to specialist support, including Thrive support for targeted children.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Poor language skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary.
2	Knowledge gaps and inconsistent retention and recall of prior knowledge. The impact of COVID-19 has meant that this gap has widened for some PP children.
3	Fluctuating levels of parental academic can lead to disadvantaged children making less progress academically and socially leading to reduced life chances.
4	Disadvantaged children have limited opportunities, outside of school, to engage with enrichment activities and to build cultural capital.
5	Some pupils in receipt of PP funding show weaknesses in learning behaviours. These pupils lack self-belief, determination, resilience and readiness to learn and need support to reflect and evaluate their own learning.

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.

Intended outcome	Success criteria
<ul style="list-style-type: none"> • The language deficit for students in receipt of pupil premium funding is diminished. • A reading culture that ensures all pupils read regularly and develop a love of books is embedded 	<ul style="list-style-type: none"> • All pupils are exposed to age appropriate vocabulary throughout the curriculum (refer to knowledge organisers) • Targeted pupils receive additional speech and language therapy and intervention. • Parents are engaged in the development of their child’s speech and language (IEPs) and phonic/reading workshops.



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<p>throughout the school community.</p> <ul style="list-style-type: none"> Highly developed oracy skills enable children to articulate their learning, knowledge and understanding. 	<ul style="list-style-type: none"> Pupils read regularly at school and at home. They have access to high quality books for individual and whole class reading. Consistent implementation of excellent practice and high expectations across the school for reading. Increased % of PP pupils are working at ARE or above across the school in phonics and reading Dual coding using throughout the curriculum to support the understanding of new vocabulary. S&L specialist support – internal TA and external agencies. EAL PP children develop language skills quickly. Pupils articulate knowledge in a detailed manner.
<ul style="list-style-type: none"> Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths. The gap is narrowed in the progress and attainment of PP and non-PP children. 	<ul style="list-style-type: none"> Those pupils who have ‘fallen behind’ are supported and tracked closely to ensure they make accelerated progress and ‘catchup’ or exceed prior attainment standards. Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders. Pupils have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. Retrieval practise in embedded in the curriculum and retention of knowledge improves. Support staff and class teachers support learning effectively use AFL strategies to identify and address learning gaps and misconceptions. Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data. SENDCO targets children who are significantly behind to identify barriers and support teachers with provision. *PP Pupil progress ½ termly meetings to ensures that children are targeted accurately. Provision of year group specific targeted support following PPMs is regularly realigned. Small group phonic sessions will lead to improved outcomes Additional outstanding teacher in year 6 to ensure small class sizes – EEF recommendation. Year 6 Booster sessions to be undertaken to fill gaps. Flipped learning used to increase pupil engagement and learning. Targeted interventions SENDCO and PP lead to ensure children are receiving the support needed to make progress. Comprehensive COVID catch up – tutoring/Third Space to accurately assess and teach misconceptions and gaps. Retrieval Practice built into the curriculum to ensure retention of information.



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<ul style="list-style-type: none"> • Parents are involved in the regular workshops and showcases that the school offers. 	<ul style="list-style-type: none"> • Targeting PP parents for parental workshop attendance across the school. Percentage tracked throughout the year. • Attendance lead to increase attendance working with families – Dojo messages, home visits, calls and meetings. Increased percentage of cumulative attendance. • Development of academic parental workshops to welcome parents back to the school. • Pastoral support for targeted PP families – Family Thrive approach to support access to the school. Percentage of engagement improved. • Hub development – targeting parents for training opportunities and social support. Engagement (%) will build throughout the year. • Parent Voice meetings increase in attendance over the year.
<ul style="list-style-type: none"> • All pupils are exposed to a breadth of experiences that enable them to contextualise their learning. • Pupils love learning and have access to an engaging, broad and varied curriculum. 	<ul style="list-style-type: none"> • Extra-curriculum PP focus provision to ensure children of PP are tracked and offered opportunities of their peers. • 100% PP children attend a club. • PP children are invited personally to apply for a SAF award. • The exciting, varied curriculum is embedded with opportunities for cultural capital. • Now Press Play offers immersive opportunities. • Teachers and support staff will plan a wide range of visits and experiences to inspire and enhance learning and make it memorable. • Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. • Home learning, flipped learning and access to TT Rockstars will be offered to children who need support during lunchtime so that they can use the internet and devices that are available in school. • Children are given regular opportunities to change their home reading and/or school library book. • Flipped learning supports the link between home and school to enrich the curriculum. • Perry Wood University – offering aspirational learning and broadening horizons.
<ul style="list-style-type: none"> • All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence. 	<ul style="list-style-type: none"> • Children know and understand the meaning of our CoEL. Teachers teach and model these behaviours. Children demonstrate these behaviours throughout the school day and in their lives outside of school. • Monitoring tasks, such as learning walks and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff. • Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are ‘thinking out loud.’ Growth mindset is evident.



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	<ul style="list-style-type: none">• Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.• Thrive Social Emotional Program reduces social and emotional outbursts.• Expansion of the pastoral Thrive team to target more children in need.• Senior Leader job role realigned to cover behaviour. Percentage of incidents decreases.• Junior Leadership opportunities ensure pupil voice is at the heart of all school decisions.• CoEL key inspirational figures to aspire to.
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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.

1) Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Teaching WalkThrus MrP – Writing training	Education Policy Institute - High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between beginner and more experienced teachers: the impact of CPD on pupil outcomes (effect size 0.09) compares to the impact of having a teacher with ten years' experience rather than a new graduate (0.11). CPD also has similar attainment effects to those generated by large, structural reforms to the school system (0.1). Walkthrus to guide CPD development. MP training on writing to engage learners.	All
Specialist S&L teacher	Reduction of children from SEN register decreases after comprehensive intervention in EYS. EEF Oral Language +6	1, 2, 3
SEN/Catch up TA's	X 2 to raise profile for children with SEN/PP interventions and targeted therapies.	All
Role of PP lead	Evidence from the EEF – The guide to Pupil Premium at Tired approach to Spending.	All
Subject leadership (cost of cover)		
Coaching (cost of cover)		

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

Budgeted cost: £104,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
AHT working with yr 6 for 5 mornings and 3 afternoons enabling the cohort to be taught as three smaller classes and to receive targeted interventions.	EEF(+3) - As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 6 cohort and have identified that 3 small classes under 20 children will allow teachers to increase the amount of attention each child will receive.	1,2,3,5
Senior Leader working with groups of PP	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement	1,2,3,5



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SEND children (am sessions)	<p>enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Having analysed our cohorts we have identified that the Year 2/3 cohorts need support for children who have fallen significantly behind to address gaps in the foundations or basic maths and English.</p>	
84 children to receive 1:3 catch up provision from NTP.	EEF +5 We have also identified Years 2-5 as needing intervention and therefore will access NTP tutoring for Maths and English.	1,2,3,5
Speech Therapist	121 therapy to ensure communication and language levels improve. EEF +5months	1,2,3,5
Active Maths intervention	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1, 2, 4
Easter School	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1,2,3,5
School Led Tutoring x 3 adults	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1,2,3,5



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

Budgeted cost: £58,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Thrive Practitioner to work with vulnerable families and improve parental engagement.	EEF (+3) We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes: <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities 	3, 4
Thrive worker to support children who are having difficulty accessing learning due to behavioural/social/emotional issues, using the Thrive approach to support their management of their own behaviour. Training for Thrive practitioner.	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Children will be identified through the Thrive analysis and then reviewed regularly.	5
Now Press Play to further enhance cultural capital and widen horizons	EEF – The Guide to Pupil Premium. A tiered approach to spending.	1, 2, 4, 5
Setting up the Hub to hold events to support families in the community.	EEF teaching and learning toolkit. Parental engagement +4 months EEF – A guide to Pupil Premium. A tiered approach to spending.	3, 4

Total budgeted cost: £198,650



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Part B: Review of Outcomes in the Previous Academic Year

This details the impact that our pupil premium activity had on pupils in the 2021/22 academic year. Note: Due to COVID-19, performance measures have not been published for 2021/22, and results will not be used to hold schools to account.

Our internal and external assessments during 2021/22 indicate that our strategy has had some demonstrable impact during its first year of implementation. The strategy and its actions have been revised in light of the analysis of these outcomes.

Outcomes for our Reception children show that 75% GLD was achieved for PP children compared to 68.2% GLD for non-PP children, thus demonstrating that our approaches for PP children in EYFS have resulted in improved outcomes. Both of these exceed national data. It is clear that our strategy to focus on developing PSED skills to ensure pupils are ready for learning, has had a significant impact. This aspect will be continued in 2022-23 along with further work to develop phonics, early reading, number sense and gross and fine motor control.

Year 1 Phonics Screening Check outcomes showed a gap between PP children and non-PP children. PP pupils achieved 69% pass rate compared to non-PP at 75%. Read Write Inc provision, including, the purchasing of targeted phonic appropriate level books for home reading, will be used to support rapid progress in early reading.

Key Stage 2 outcomes show that the impact of our strategy over time, as well as this most recent strategy, has had a positive impact on progress and attainment.

KS2 Progress scores: Reading +8, Writing +2.8, Maths +6.

KS2 Attainment data: Reading 100%, Writing 90%, Maths 92%, Combined 88%.

This is well exceeding national data, including attainment in Greater Depth.

Our assessments and observations indicated that pupil well-being and mental health were significantly impacted last year, primarily due to COVID-19 related issues. The impact was particularly acute for our disadvantaged children. Emphasis is continuing to be placed on our PSHE and Thrive curriculums in order to meet the needs of the children. Our Wide Horizons offer of visits, Perry Wood University and clubs offer, has also ensured that our children experience opportunities to further development their social and emotional skills in a range of environments. Curriculum workshops and our Family Hub sessions are well attended. We will continue to provide additional targeted support for those children and families who are most vulnerable.

Externally provided programmes

Programme	Provider
1:1 Maths Tuition	Third Space Learning