



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021/22 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	339
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
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	£178,885
Recovery premium funding allocation this academic year	£19,575
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	£198,460



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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 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 also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

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 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
- 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.
- Pupil premium funding will be allocated following the identification of priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives

The range of provision includes:

- Ensuring all teaching is good and outstanding thus ensuring that the quality of teaching experienced by all children is improved through effective CPD
- Reducing class/group sizes in key year groups thus improving opportunities for specialist teaching and accelerating progress
- To allocate excellent practitioners to provide small group work focussed on overcoming gaps in learning or pre-teaching.



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- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Resources are to be used to target children to achieve Age Related Expectations, eg use of technology.
- Additional learning support is strategically planned.
- Free activities, including educational visits and residentials enable children to have first-hand experiences in the classroom and beyond.
- Thrive support for targeted children is measured for impact.

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	Pupil Premium children are at risk of having knowledge gaps and may find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of PP children.
3	Fluctuating levels of parental academic support with home learning can lead to disadvantaged children making less progress academically and socially, leading to reduced life chances.
4	Disadvantaged children have less opportunity to engage with enrichment activities outside of school and wider learning opportunities are limited- therefore their cultural capital is lower.
5	Some pupils in receipt of PP funding show weaknesses in learning behaviours. These pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.

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 student 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 throughout the school community. • Highly developed oracy skills enable children to articulate their learning, knowledge and understanding. 	<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. • 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.



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	<ul style="list-style-type: none"> 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 is 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 1/2 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.

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	<ul style="list-style-type: none"> • 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.
<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

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	<p>internet and devices that are available in school.</p> <ul style="list-style-type: none"> • 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. • 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
Excellent practitioners teaching targeted groups, enabling the Year 6 cohort to be taught as three smaller classes and to receive specialist, 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)	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. 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.	
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	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. Small group catch-up for years 1&2 on basic maths.	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

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020/21 academic year. Note: Due to COVID-19, performance measures have not been published for 2020/21, and results will not be used to hold schools to account.

Desired outcome	Evidence and Impact.
PP children achieve in line with peers at ARE but with a focus on achieving in line with peers at above ARE.	<p>Teacher Assessed data has shown where there are any gaps in learning and this has led to strategic decisions being made for 2021-2022.</p> <ul style="list-style-type: none"> Progress data is meticulously tracked to inform next steps in learning. Progress meetings are used to ensure learning is personalised and the culture of 100% is embedded. Moderation within school, the collegiate and Trust-wide has shown that assessments are accurate and portfolios are used to validate assessments. CPD is planned to address needs and strong practice is shared.
Intervention programmes raise attainment of above ARE PP pupils.	<ul style="list-style-type: none"> Technology provided for key children to access technology at home. Created excellent links with families and continued to support with resources, food, clothing, data and amenities. 2 x Live sessions per day for all children during Lockdown. Parents invited to join in phonics sessions. Extra-curricular activities offered: Choir, PE, Thrive and a GD writing group. Food bank established to support the most vulnerable families. Daily packed lunches/food parcels offered all PP children. School subscription sites available: Bug Club, Numbots, TTRS, Purple Mash and phonic videos / stories for all year groups. Excellent communication through Dojo. Perry Wood Youtube channel established. Individualised SEND provision. 1:1/small group sessions for key children during Lock-down. Maths resource packs provided to support online learning of concrete apparatus. Well-being packs created and distributed
Attendance of PP children to increase to 97%	Although school attendance was mandatory from September 2020, there are some circumstances where pupils cannot



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	attend school due to coronavirus (COVID-19). Consequently, attendance for PP and non-PP fell below the expected 97%
Engagement and involvement of parents in child/children's education improves and greater attendance at school events.	<p>Reduced in school events due to Covid were enhanced by virtual events shared with parents which were well attended and well supported. Shared outcomes and experiences online – videos of work and performances.</p> <p>Parental support online was good with blended learning. Live phonics lessons, with parents involved, were well attended.</p>

September 2021 saw the end of the previous pupil premium strategy plan and the impact was evaluated in detail. The 20/21 PP Year 6 cohort achieved a teacher assessed grade of 72% combined. Covid has disproportionately affected PP students and their families and the new PP strategy will aim to close any gaps in learning, accelerate progress and address the well-being needs of pupils.

Externally provided programmes

Programme	Provider
1:1 Maths Tuition	Third Space Learning
1:1 Maths and English Tuition	Pearson

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A