

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (**and recovery premium for the 2023/24 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	370
Proportion (%) of pupil premium eligible pupils	33%
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	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Suzanne Beston
Pupil premium lead	Nicky Barley
Governor / Trustee lead	Ronald Pillay

Funding Overview

Detail	Amount		
	2021/22	2022/23	2023/24
Pupil premium funding allocation	£178,885	£177,280	£183,954
Recovery premium funding allocation	£19,575	£11,663	£3,741
Pupil premium funding carried forward from previous year	£0	£0	£0
Total budget for this academic year	£198,460	£188,943	£187,695

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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 all 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 or better 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 effective teaching and accelerating progress
- To allocate SLT 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.
- Pupil premium resources are to be used to target children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom and the purchasing or resources to enhance children’s Wide Horizon experiences.
- Behaviour support
- Thrive support for targeting children.

Challenges

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

Challenge number	Detail of challenge
1	Poor early language skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary. We have high mobility of PP/EAL children with very little or no English skills joining us throughout the year.
2	On average, lower attainment and slower progress rates made by pupil premium/disadvantaged children. Overall, PP children have knowledge gaps and 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 their children’s 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.
6	Writing outcomes are not as high as in other areas for PP children EYFS children lack fine and gross motor skills and older pupils find the technicalities in writing and extended writing a challenge.
7	Some PP children have poor attendance.

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. 	<ul style="list-style-type: none"> • All pupils are exposed to age appropriate vocabulary throughout the curriculum. • 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.



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<ul style="list-style-type: none"> • 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"> • 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 used 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. • The % of PP children who pass phonics will be in-line with national figures.
<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. • 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, alongside a knowledge rich curriculum, to improve the retention of knowledge. • Support staff and class teachers support learning effectively using AFL strategies to identify and address learning gaps and misconceptions. • SENDCO targets children who are significantly behind to identify barriers and support teachers with provision. • Raising Attainment and Progress Meetings held 1/2 termly ensures that children are targeted accurately and regularly realigned. • Small group RWI 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.
<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. • Parents’ Evenings offer additional support to the community from key resources. • Workshops to be part of showcases to ensure maximum engagement from families. • 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.
<ul style="list-style-type: none"> • All pupils are exposed to a breadth of 	<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.



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<p>experiences that enable them to contextualise their learning.</p> <ul style="list-style-type: none"> • Pupils love learning and have access to an engaging, broad and varied curriculum. 	<ul style="list-style-type: none"> • SAF awards are targeted around PP children. • 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 and therefore increasing knowledge retention. • Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. • Home learning and flipped learning will be offered to children who need support during lunchtime so that they can use the internet and devices that are available in school. • 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. • 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.
<ul style="list-style-type: none"> • Attendance of PP children is inline with non-PP and above National. 	<ul style="list-style-type: none"> • Knowledge that attendance is everyone’s responsibility. • Incentives to encourage attendance. • PA and SA children targeted for support and therefore numbers decrease. • % attendance to increase and no statistical different between PP and Non-PP • Significant improvement in punctuality.
<ul style="list-style-type: none"> • Writing outcomes are in line with other subjects and above national. 	<ul style="list-style-type: none"> • The Write Stuff is embedded across school. • High quality delivery of writing lessons is a result of quality CPD/subject knowledge. • Writing outcomes are in alignment with other areas of the curriculum. The Write Stuff approach offers a consistent approach to writing across the school. • Fine and Gross motor skill development mean that higher proportions of EYFS children achieve GLD.

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: £64,578

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching-class teachers will prioritise PP pupils through QFT paying close attention to pupil participation in lessons and make use of immediate feedback that will accelerate progress. Additional TA. Additional individual feedbacks sessions.	EEF: Feedback +6	1,2,5,6
CPD – Teaching WalkThrus The Write Stuff (Jane Consatine) CPD	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 and TWS provides a consistent approach to writing.	1,2,5,6
Retrieval Training.	Walkthrus to guide CPD. PD toolkit for T&L. Success in founction subjects will increase confidence levels and impact positively in all areas; also provide children will the knowledge and cultural capital to succeed.	1,2,5,6
S&L Training for staff	Reduction of children from SEN register decreases after comprehensive intervention. EEF: Oral Language +6	1, 2, 5,6
Role of PP lead	Evidence from the EEF – The guide to Pupil Premium at Tired approach to Spending.	1,2,5,6
Subject leadership (cost of cover)		
Coaching and Mentoring (cost of cover)		



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

Budgeted cost: £70,734

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fine & Gross Motor skill intervention for EYFS and Yr 1 children to improve letter formation and stamina. Additional adult to support/run sessions.	Smart Moves/Jumbo Fun: Motor control. Repetitive actions and practise strengthens and improves movement. EEF: Small group tuition +4	6
AHT working with yr 6 for 5 mornings 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.	1,2,5,6
Senior Leader working with groups of PP children on knowledge retention.	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. Sessions led fortnightly with DHT. Walkthrus to guide CPD. PD toolkit for T&L.	1,2,5
Speech Therapist x 2	121 therapy to ensure communication and language levels improve. EEF +5months	1,2,3
Year 6 Booster (Reading and Maths)	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. SLT to carry out weekly boosters for Yr 6 to raise attainment of targeted PP children.	1, 2, 5
Easter School for year 6.	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	1,2,5



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	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.	
School Led Tutoring	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.	1,2,5,6
Additional retrieval sessions for disadvantaged pupils in Ks2 led by PP lead	To ensure that pupils know more and remember more we will practice retrieval through using quizziz to secure knowledge and skills in foundation subjects. WalkThrus (PD toolkit and T&L)	2
1:1 daily reading with an adult for the lowest 20%	The reading framework (publishing.service.gov.uk) Gov reading guidance: one teacher with one pupil. Build fluency by re-reading.	1,2
Additional phonics sessions with apprentice TA	EEF: Phonics +5	1,6



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

Budgeted cost: £52,383

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. WEST to support children with greater need.	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.	5,7
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
Hub events 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
Financial support: residential/clothing/visits/food parcels offered to ensure that children are all able to access all opportunities offered in school and basic needs are met.	Wearing uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. Outdoor learning: It is important to remember that this is not evidence that outdoor adventure learning has “no impact” but that there is an absence of secure evidence of what the impact might be.	3, 4, 5
Offer additional educational experiences that give priority to PP children e.g. visits to the Hive, local theatre visits etc to	EEF: aspiration interventions; Arts participation +3	4



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build cultural capital PP children prioritised on club allocation.		
Target parents of pupils whose attendance is below 95% and formulate action plans. Regular attendance checks on PP children. Target PP parents for workshops to increase attendance. Training for key personnel.	EEF: Parental engagement + 4 ‘Even short breaks from school can reduce a pupils’ chances of succeeding at school by as much as a quarter, research reveals today (22 February 2015) The research, based on extensive pupil absence figures and both GCSE and primary school test results, highlights the importance of clamping down on pupil absence to ensure more pupils regularly attend school, and ultimately leave with the qualifications needed to succeed in modern Britain. Short breaks damage young people’s futures - GOV.UK (www.gov.uk)	3,7
Target pupils who have lower self esteem and who are potentially vulnerable in terms of good mental health and well-being; provide counselling sessions. (WEST Wellbeing and Emotional Support Team).	EEF: Metacognition and self-regulation +7 Social and emotional learning +4	3,5
Target pupils who are lacking in confidence and have limited life experiences to take part in a small group music tuition (weekly).	EEF: Aspiration interventions; Arts participation +3	4,5

Total budgeted cost: £187,695

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Part B: Review of Outcomes in the Previous Academic Year

Outcomes of Disadvantaged Students

Pupils meeting the expected standard in reading, writing and maths (scaled score of 100 or more) Greater Depth (scaled score of 110 or more).

Ks2 Outcomes:

	Reading	Writing	Maths	Combined
Perry Wood KS2 (ARE +)	90%	84%	92%	82%
Perry Wood KS2 (GD)	44%	21%	48%	13%
National Average	73%	71%	73%	59%

Average scaled scores:

Reading = 108.4

Maths = 108.7

83% of PP children achieved combined ARE or better compared to 81% of non-PP children.

	Reading	Writing	Maths	Combined
Perry Wood KS1 (ARE +)	65%	65%	73%	65%
Perry Wood KS1 (GD)	17%	6%	15%	6.20%
National Average	68%	60%	70%	56%

50% of PP children achieved ARE or better compared to 71% non-PP achieving ARE or better. This is above local and national figures and the data demonstrates that the gap closes as pupils progress through the school.

Our internal assessments during 2022/23 demonstrate that in some year groups the performance of disadvantaged pupils was above that of non-disadvantaged in key areas of the curriculum and that the PP gap closes as the children progress through into Key Stage 2. Early reading and writing remain a key priority on this year's plan.

The Thrive and specifically Family Thrive projects have been successful in working with hard to reach families. However, our assessments and observations indicate that pupil behaviour, wellbeing and mental health continue to be areas in which our children need development. This is particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support, and planned, targeted interventions where required. We are building on that approach with the activities detailed in this plan.

100% of PP children attended an extra-curricular club, and the majority of PP children in years 4&5 attended a graduation at Worcester University as part of the Children's University initiative. We continue to build on high quality experiences within the curriculum to engage and support learning.

Externally provided programmes

Programme	Provider
Language Angels	Language Angels LTD
Lifewise PSHE scheme	Life-Wise Techonologies
Accelerated Reader	Remaissance Learning LTD
Developing Experts	Developing Experts LTD
Classroom Secrets	
Eduuschool	
Read Write Inc	