

School Overview

Detail	Data
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 2025/26 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Suzanne Beston
Pupil premium lead	Nicky Barley
Governor / Trustee lead	Ronald Pillay

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,240
Pupil premium funding carried forward from previous year	£0
Total budget for this academic year	£167,240



Pupil Premium Strategy Statement

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.



Pupil Premium Strategy Statement

- 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 residential. 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	Underdeveloped oral language skills and vocabulary gaps. 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 in all year groups.
2	Disadvantaged Phonics and Early reading. Data, observations and discussions indicate that disadvantaged children have greater difficulties with phonics & early reading than their non-disadvantaged peers.
3	Supporting Disadvantaged Families. Our Family Hub observations indicate that families require further support in areas such as housing, finance management and parenting support. Many of our parents have are unable to read and write and therefore the fluctuating levels of parental academic support, can lead to disadvantaged children making less progress academically and socially leading to reduced life chances.
4	Reduced Cultural Capital. 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	Wellbeing. Our assessments (including Thrive screenings) indicate that the education and wellbeing of many of our pupils have been impacted by partial school closures. National studies have shown that this has a greater impact on our disadvantaged pupils. Some pupils in receipt of PP funding show weaknesses in learning behaviours.
6	Disadvantaged Writing. 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	Attendance. Some PP children have poor attendance. Last year data was PP was 89.57% compared no non-PP of 93.08%.
8	ECT and TA lack of experience. ECTs and TAs will need developing further, ensuring enough time is given to CPD through high-quality coaching.

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 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. • 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. • Increased % of PP pupils are working at ARE or above across the school in phonics and reading • 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 at least 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 retention. • 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 ½ 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.
<ul style="list-style-type: none"> • To ensure all disadvantaged families are provided with the support they need to ensure their children can thrive. 	<ul style="list-style-type: none"> • Parents’ Evenings offer additional support to the community from key resources. • Pastoral support for targeted PP families – Family Thrive approach to support access to the school.



Pupil Premium Strategy Statement

	<ul style="list-style-type: none"> • Hub development offers an increasing range of services available to families. • DSL to ensure all children have appropriate resources (clothing, food, heating).
<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. • 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. • Perry Wood University – offering aspirational learning and broadening horizons.
<ul style="list-style-type: none"> • To achieve and sustain improved wellbeing for all pupils in school, particularly out disadvantaged pupils. 	<ul style="list-style-type: none"> • Thrive Social Emotional Program reduces social and emotional outbursts. • Early intervention strategies have reduced barrier to learning. • 100% participation in enrichment activities.
<ul style="list-style-type: none"> • Attendance of PP children is in line 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
<ul style="list-style-type: none"> • Writing outcomes are in line with other subjects and above national. 	<ul style="list-style-type: none"> • 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. • Fine and Gross motor skill development mean that higher proportions of EYFS children achieve GLD.
<ul style="list-style-type: none"> • Good or outstanding teaching across the school 	<ul style="list-style-type: none"> • Monitoring (learning walks, observations, planning scrutinies, book looks) show that all teachers are delivering our curriculum to the highest standard. • All staff have access to high quality CPD and embed this in to their daily practice.



Pupil Premium Strategy Statement

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: £58,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide CPD to all staff including access to NPQ qualifications	There is strong evidence base that suggests that supporting high quality teaching is pivotal in improving children's outcomes. Effective Professional Development EEF	1,2,6,8
Recruitment and retention of staff – providing opportunities and training routes.	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). Effective Professional Development EEF	1,2,6,8
Coaching & Mentoring of Teaching Assistants by SLT using STEPLAB	EEF Summary of Recommendations – The effective use of TAs under everyday classroom conditions recommendation 4 – Ensure TAs are fully prepared for their role in the classroom. Effective Professional Development EEF	1,2,6,8
S&L Training for staff	Reduction of children from SEN register decreases after comprehensive intervention. EEF: Oral Language +6	1,2,6,8
Purchasing of standardised diagnostic assessments. Training for staff to ensure that assessments are administered and analysed correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions of teaching instruction. EEF Blog: ECF – Exploring the Evidence: 'Adaptive Teaching' and... EEF	2,5
Training for RWI & Wellcomm intervention programmes.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading. Phonics EEF	1,2,6,8
SLT deployed to teach in year 6 to ensure pace and quality of teaching.	As the size of a class gets smaller, the EEF suggests that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. Reducing class size EEF	6,8



Pupil Premium Strategy Statement

	The most effective schools ensure that pupils catch up with basics of literacy and numeracy. Pupil premium: overview - GOV.UK	
Role of PP lead	Evidence from the EEF – The guide to Pupil Premium at Tired approach to Spending. New guide for schools to support their pupil premium strategy EEF	1,2,6,8
Subject leadership (cost of cover)		
Coaching and Mentoring (cost of cover)		

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

Budgeted cost: £71400

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. Small group tuition EEF	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. Small group tuition EEF	1,2,6
Purchasing of revision guides for KS2 SATs	Homework that links to class learning is effective EEF +5 Homework EEF	3
Speech Therapist x 2	121 therapy to ensure communication and language levels improve. Communication and language approaches EEF	1,2,3
Teaching assistant deployment ensures that interventions are thorough and robust.	Small group tuition has an average impact of four months additional progress over the course of a year. Small group tuition EEF	1,2,3,6
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 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	1,2,3,6



Pupil Premium Strategy Statement

	also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Small group tuition EEF	
SEND resources to support individual learners with additional needs	Supporting SEND research by Ofsted states the importance in resourcing. Supporting SEND - GOV.UK	1,2,6
1:1 reading (minimum 3 x weekly) 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.	1,2,6
RWI phonic interventions – Fresh Start and 1:1 tutoring.	EEF: Phonics +5 Phonics EEF	1,2,6
Leadership capacity for supporting ECTs.	The EEF is supporting the introduction and evaluation of the ECF which increased the level of support new teachers get, EEF Blog: ECF– Exploring the Evidence: Prior knowledge and... EEF	2,6,8
Release time for RWI lead to lead coaching to secure QFT.	The EEF state that supporting professional development is pivotal in securing high quality outcomes for children. Effective Professional Development EEF	1,2,6,8

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

Budgeted cost: £37,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family hub Development targets parents for adult training opportunities, social support and life-skills.	EEF (+3) We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:	3,4,5
Family Thrive Practitioner to work with vulnerable families and improve parental engagement.	<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 Parental engagement EEF	
Thrive is used to support children with their social and emotional stability.	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.	3,4,5



Pupil Premium Strategy Statement

	Social and emotional learning EEF	
Positive Playtime Essentials Programme – Training of Playground Pals.	The Positive Playtime Essentials Programme is a whole school approach, focused on changing the long-term culture of your school. It will help you create happy playtimes and harmonious dining halls, support staff and pupil wellbeing and develop a policy for active, creative, and positive play at lunchtimes. Evaluating the effects of the Lunchtime Enjoyment Activity and Play (LEAP) school playground intervention on children’s quality of life, enjoyment and participation in physical activity BMC Public Health Full Text	1,3,5
Now Press Play to further enhance cultural capital and widen horizons	EEF – The Guide to Pupil Premium. A tiered approach to spending.	4,5,6
Contingency fund for acute issues	Based on our experience, and those of similar schools to ours, we have identified the needs to set a small amount of funding aside to respond quickly to the needs that have not yet been identified.	3,4,5
Offer additional educational experiences that give priority to PP children e.g. visits to the Hive, local theatre visits etc to build cultural capital PP children prioritised on club allocation.	EEF: aspiration interventions Aspiration interventions EEF	3,4,5,7
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.	‘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 Metacognition and Self-regulated Learning EEF	5



Pupil Premium Strategy Statement

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 Aspiration interventions EEF	4,5
---	--	-----

Total budgeted cost: £167,240



Pupil Premium Strategy Statement

Part B: Review of Outcomes in the Previous Academic Year

The strategic use of Pupil Premium funding is a priority for Perry Wood, guided by the three pillars of Proud Traditions, Wide Horizons and High Achievement. The use of the funding has been carefully managed to ensure that the most under-resourced children within our school community benefit from provision that prepares them for the next stage of their education and beyond.

Moderation and teacher assessments consistently highlight the positive impact targeted funding has on children, and this is reflected in their academic performance and overall well-being. Pupil voice and external validation affirm Perry Wood as a nurturing and inspiring environment for everyone. The establishment of, and the ongoing development of positive relationships, particularly with hard to reach families, continues to be prioritised with leaders working to offer the very best educational opportunities to every child. Outcomes in all key stages confirm this aspirational culture and progress scores in reading, writing and maths are well above average.

KS2 Results 2024

	Reading	Writing	Maths	Combined
Perry Wood KS2 (ARE +)	88%	79%	90%	76%
Perry Wood KS2 (GD)	40%	21%	36%	14%
National Average	74%	72%	73%	61%

Average Scaled Scores for Disadvantaged Pupils:

	Reading	Maths
Perry Wood disadvantaged pupils	107	107
Local Authority non-disadvantaged pupils	106	104
National non-disadvantaged pupils	106	106

Phonics Results 2024

	All	PP
Perry Wood	81%	71.4% (10/14 passed)
Local Authority	83%	
National	80%	68%

Year 4 Times Tables Outcome (Average Score)

	All	PP
Perry Wood	20.1	17.6



Pupil Premium Strategy Statement

Local Authority	20.3	
National	20.6	18.9

Internal assessments during 2023/24 demonstrate that in some year groups the performance of disadvantaged pupils was above that of non-disadvantaged in key areas of the curriculum. Disadvantaged pupils often have low starting points but assessments show that the gap closes as pupils’ progress through the school. In 2024-25 early reading and writing will remain a key priority as we continue to invest in CPD and resources to ensure that our Early Reading offer impacts the most vulnerable. The maths lead will also be focussing on timetables recall in year 4 to ensure that improvements continue to be made.

Disadvantaged pupils are supported to develop their leadership skills through taking on roles within our pupil leadership programme and our peer mentoring opportunities. They develop confidence, resilience and demonstrate their strong communication skills.

Disadvantaged pupils are actively involved in a wide range of free extra- curricular opportunities, supporting their wellbeing and positive attitude to learning. A range of specialist visitors, trips and GST proud traditions have enabled children to make deeper connections with their learning and ensured developing cultural capital and aspirations for all. Children in receipt of Pupil Premium are targeted for opportunities to attend Trust wide enrichment events, such as the annual Griffin Arts Festival, Sports Festival and Science Symposium.

Pupils talk excitedly about the exceptional wider development offer. The Perry Wood University, school passport and vast range of clubs and trips provide a rich range of opportunities to widen pupils’ horizons. This helps them to acquire new talents and interests such as coding, engineering, tennis, Quidditch and sports science. Enrichment experiences ranging from watching a play to voting in a school election are carefully planned. The opportunity to graduate at a local university inspires pupils to think about their futures. Ofsted May 2024

The Thrive and Family Thrive projects have continued to make a difference for targeted families. However, our assessments and observations indicate that wellbeing and mental health continue to be areas in which families need support. This is particularly acute for disadvantaged pupils. Attendance figures are continuing to rise for families receiving support and attendance will remain a school priority in 2024-25.

Emotional well-being is prioritised so that pupils are ready to learn. If pupils struggle to behave well the school takes highly effective action to support them to be successful in school. The school does all it can to ensure pupils attend school regularly. As a result, more pupils are in school learning every day. Ofsted May 2024

Externally Provided Programmes

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