

| 1. Summary information | | | | | |
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| School | Perry Wood Primary and Nursery School | | | | |
| Academic Year | 2020/2021 | Total PP Budget | £184,000 | Date of most recent PP Review | June 2020 |
| Total of Pupils | | Number of pupils eligible for PP | 142 | Date for next internal review of this strategy | February 2021 |

| 2. Current attainment – 2017 KS2 | | |
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| | Pupils eligible for PP (your school) 42% | Pupils not eligible for PP (national average) 57% |
| Average points progress in reading, writing and maths (expected 6 points) | 69% | |
| Average points progress in reading | -2.8 | |
| Average points progress in writing | +0.6 | |
| Average points progress in maths | -0.9 | |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (issues to be addressed in school, such as poor oral language skills) | |
| A. | Poor language skills. Children arrive into EYFS with poor language and communication skills. |
| B. | High levels of EAL and SEND pupils. |
| C. | Vulnerable group in writing. |
| External barriers (issues which also require action outside school, such as low attendance rates) | |
| D. | Poverty, low attendance, high mobility, parents with mental illness. |

| 4. Desired outcomes | | |
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| | Desired outcomes and how they will be measured | Success criteria |
| A. | PP children achieve in line with peers at ARE but with a focus on achieving in line with peers at above ARE | Analysis of data, Learning walks, Work scrutiny shows that PP children are making accelerated progress above ARE. Ensure that attainment and progress in line with non PP nationally and gaps in school reducing. PP children identified and discussed within PPM's and regular meeting with PP lead and individual teachers. |
| B. | Intervention programmes raise attainment of above ARE PP pupils. Impact of intervention programmes analysed each half term as part of pupil progress meetings. Robust tracking ensuring concise information for governors and external validation. Half termly meetings with teachers and PP lead to discuss provision and needs of PP children in classes and where further intervention needs to take place with focus on higher achieving pupils. | Evaluations of interventions shows that PP children are making accelerated progress. Evaluations through Wave 2 paperwork and PPMs. Data reports see increase in above ARE for PP children |



Pupil Premium Strategy Statement

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| C. | Attendance of PP children to increase to 97% Pupils are curious, resilient learners who enjoy the challenge and taking part in new tasks | Breakfast club and after school club attendance registers show good attendance of PP children SIMS Attendance data shows increased attendance for PP children Analysis of attendance at clubs, sports events and school events shows high participation from PP children. High profile of 100% attendance with individual rewards to incentivise children. |
| D. | Engagement and involvement of parent's in child/children's education improves and greater attendance at school events. | Attendance of PP children and their families improves each term Positive feedback from families and children. Opportunities for parents to engage in school events increases and PP families in good attendance. |

5. Planned expenditure

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| Academic year | 2020/2021 | | | | |
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you Review implementation? |
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| PP children make the same progress as their peers particularly those higher achievers. Close gap between PP and non PP at above ARE in R,W and M. Quality first teaching is good and outstanding to ensure children are achieving | Engaging and differentiated curriculum High quality teaching and learning Trips and outside Visits External visitors SLT and middle leaders are teaching alongside and coaching to develop knowledge and support planning/assessment. Use of IRIS to share practice and identify areas of development. | Our data reports from the previous year show that PP children are in line with non PP generally at ARE but not at above ARE. Therefore we need to focus interventions ad support to those GD children. Teachers are able to share skill set and learn from each-other. Professional development is effective when staff are actively involved. Whole school Creative curriculum documents created to ensure curriculum in delivered in | Learning walks Book Trawls Planning trawls Pupil voice Pupil Progress Meetings Data Analysis Ongoing evaluations through use of IRIS to ensure staff identify own areas of development. Curriculum team leaders creating action plans and action, impact, next steps. JPD system in place in school to give further opportunities for staff to | DHT | Every 6.5 weeks |

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| | | inspiring and motivating way to engage all learners. High profile given to visitors and visits for all classes. | work alongside and support each other as practitioners ensuring they are meeting the needs of all pupils including PP children. | | |
| | | | | Total Cost | £18,500 |

ii. Targeted support

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| <p>Pupils with emotional and social needs minimised to eliminate barriers to learning.</p> <p>To identify individual needs of PP children by regular evaluation and assessment of their needs to ensure that each</p> | <p>Thrive individual and group sessions led by 3 members of staff. 2 based in KS2 and 1 in KS1</p> <p>2 x Thrive room and resources</p> <p>Timetabling of staff for one to one thrive sessions.</p> <p>Whole class thrive approach to behaviour and nurture.</p> | <p>Children needing a lot of nurture and support in order for readiness to learn need strategies to calm and promote positive self-esteem through the thrive approach. 43% of children requiring 1.1 thrive sessions are in receipt of PP.</p> <p>High level/quality pastoral support engages hard to reach children and families and those in need of support.</p> <p>Small group and or 1.1 sessions rapidly address learning needs.</p> | <p>Regular evaluations within school assessment cycle and strategic plan.</p> <p>Thrive lead to monitor impact and next steps for individual children</p> <p>Evaluate impact on progress and attainment across the curriculum.</p> <p>Learning walks/book scrutiny/data reports</p> | <p>OH</p> <p>KK</p> | <p>Half termly</p> <p>Half termly</p> |
| | <p>PP lead to meet each half term with teachers to discuss individual needs of children and make necessary provisions for each child.</p> <p>Liase with SENCO in order to release support staff where necessary to support children's needs.</p> | | | | |

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| PP child has individual needs met. | | | Regular evaluations within school assessment cycle and strategic plan. | | |
| | | | | Total cost | £3600 |

| iii. Other approaches | | | | | |
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| Raised Self- Esteem and aspirations by having a wide range of experiences offered. | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you Review implementation? |
| Pupils taught a high quality wider curriculum | Subsidised school trips (£) Free Clubs from outside (£) Residential Subsidies (£) Visiting productions? GST Arts Transport Development of outdoor areas and provision in Early Years, Key Stage One and Key Stage Two Continue with development and change in planning of creative curriculum to ensure all children are actively | Linking to wide horizons ensuring all children have access to a range of activities and experiences to enable them to develop aspirations, self -belief and self –confidence. High attainment is linked to pupils well being and personal development/relationships. Resources purchased to develop various outdoor areas across school. Music Provision linked to trust. Sports provision linked to trust. | Change of clubs offered to pupils each term. Ensuring class trips are offered within each class linked to the curriculum. Pupil and parental voice questionnaires. Monitor quality of clubs and percentages of children attending clubs. PP data v non PP pupils Attendance data | CM NB FM | Half Termly |

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| | involved and inspired in their learning experiences. | | | | |
| Inclusivity and increased self-esteem | Free uniform | If children are dressed the same as their peers, they will feel akin to their peers. | Children look smart and are wearing appropriate school uniform | Karen King | Once per year/as necessary |
| Enrichment and widening children's horizons | 33 free clubs every week | Due to the needs of our families, our children do not have access to a range of extra-curricular activities that other pupils may have. The transferrable skills taught in sports and other extra-curricular activities ensure that children can utilise these in their learning. | Analysis of attendance at clubs, sports events and school events. | KK and FM | Every half term |
| Total budgeted cost | | | | | £49,000 |

6. Review of expenditure

Previous Academic Year

2019-2020

i. Quality of teaching for all

| Desired Outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
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| PP children make the same progress as their peers or accelerated progress if not meeting ARE Quality first teaching is good and outstanding to ensure children are achieving | Wave one interventions Changes to curriculum, introduced theme based curriculum with dedicated team planning time to develop and extend learning experiences. Increase in trips and visitors in school to enhance theme and increase learning opportunities. | There is no particular gap between PP and non PP in EYFS. Year one PP and non PP broadly in line at ARE however non PP achieving higher than PP above ARE. Year 2 broadly in line with non PP at ARE. Slight gap | PP funding being spent more directly on classroom skills and resources is having a greater impact on learning opportunities. Thrive approach is still having a very positive effect across school and will continue to be developed with a 2 nd classroom devoted to thrive sessions already in place and whole class strategies in place for thrive ethos across school and within classrooms. | £35,500 |

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| | <p>Use of IRIS in all classes to allow teachers to self-reflect and identify next steps to further support children's learning opportunities.</p> <p>JPD – teachers working together and supporting each-other in developing teaching and learning within classrooms.</p> <p>High quality teaching and learning</p> | <p>between PP and non PP in writing and maths above ARE.</p> <p>No particular gap between PP and non PP in year 3</p> <p>Year 4 60% of PP children at ARE whilst 39% of non PP children at ARE, however higher percentage of non PP above ARE.</p> <p>In year 5 PP are slightly below non PP in Maths 38% compared to 57% of non PP.</p> <p>Year 6 in line but more non PP achieving above ARE than PP.</p> | <p>Coaching opportunities and guidance also ensuring high quality teaching and learning is in place and is helping to close gap between PP and non PP children.</p> <p>Regular CPD in curriculum changes, moderation and high quality Maths and English CPD to ensure all teaching is high quality.</p> <p>SENCO working on intervention groups across school to ensure they are meeting the needs of the children.</p> <p>More trips offered to children to enhance learning experiences at subsidised costs.</p> <p>IRIS is being used by all teachers and is proving to support in identifying good practice and next steps. Also enabling staff to share good practice with others where needed.</p> | |
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| ii. Targeted support | | | | |
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| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Pupils with emotional and social needs minimised to eliminate barriers to learning. | Wave 2 and 3 interventions: Language link Rapid Reading SALT | As above | A considerable proportion of our PP children also have significant social, emotional and behavioural needs. As a result, we will continue to focus interventions on whole school interventions to meet these specific needs, including: Thrive | £78,500 |



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| <p>Children are able to reason and understand mathematical skills more competently.</p> | <p>Precision teaching Learning support Family support</p> <p>Thrive 1:1 and whole class teaching methods.</p> <p>Changes to the planning and delivery of maths. Staff CPD in lesson content and planning expectations. TT Rockstars to support teaching of maths and development of new IWB across school to support the teaching of maths.</p> | | <p>BST (Behaviour support team from local PRU) PBT (Positive Behaviour Team to carry out whole school audit) SENCO assessments will be carried out in-house This is having a positive impact on the self -esteem and positive outlook of these children.</p> <p>The Maths planning and teaching is still being embedded across school but is already having an impact through greater consistency and expectation. We will continue to develop this and evaluate through IRIS and further CPD.</p> | |
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| iii. Other approaches | | | | |
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| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Pupils taught a high quality wider curriculum | New themed curriculum introduced across school- teachers given dedicated time to plan cross curricular themes across each half term including themed days, outings and visitors to school GST events with sports, arts and science. Development of several outdoor areas 33 Free clubs each week. | PP attendance 2019-2020: 86% Compared to non PP 96.5% This is still ongoing but seems to have had a positive impact through linking all areas of the curriculum and allowing teachers opportunity to really explore themes. It has impacted on the children's understanding of their theme as it has been developed in all areas of learning and displayed within classrooms and across school. We have also seen an increase in the amount and the range of trips that have been offered to children to enhance the theme as well as thematic learning experiences and visitors in school | We will continue with this approach but just need to review and evaluate its success and ensure that teachers are focussed on the learning intentions based on the activities they are planning. We are now working towards seeing an impact in theme books within classes. | £23,780 |
| Inclusivity and increased self-esteem Enrichment and widening children's horizons | 33 free clubs every Week Wide range of trips and offsite activities. Themed days and visitors to school. | 77% of our PP children accessed a place at our after school clubs enabling the children to socialise, increase self-esteem, experience new activities and widen horizons. The impact of these clubs was seen both socially in the children's attitudes and also academically with children's aspirations raised and inspired to achieve great. | Use a wider range of external providers for clubs in order to broaden children's experiences e.g. archery. Clubs continue to be reviewed regularly taking into account the needs and interest of the children and continue to be very popular and well attended. We continue to increase our wide horizons by planning more visitors and visits off site to enhance learning experiences. | |

7. Additional detail

N/A