



Pupil premium strategy statement: PERTON PRIMARY ACADEMY

Pupil Premium Lead: E. Threlkeld: Principal

Pupil Premium Link Governor: Jan Mc Shane

Use of the Pupil Premium Income in 2018/19

The government introduced Pupil Premium with the aim of increasing social mobility, reducing the attainment gap between the highest and lowest achieving pupils nationally and enabling more students from disadvantaged backgrounds to attend top universities.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving FSM will be in receipt of Pupil Premium interventions at one time.

Pupil Premium is additional funding received by schools for each pupil from disadvantaged families or background. The funding brings in £1320 per pupil. The grant funds £2,300 for children who are looked after or in special guardianship and £300 for children under Armed Forces. It is allocated to schools, based on the number of children who come from low-income families - this is defined as any child who is known to have been eligible for free school meals at any point in the last six years. This is one of the current government's key education policies. It is based on findings that show that, as a group, children who have been eligible for free school meals at any point in time, have consistently lower educational attainment than those who have never been eligible. It also includes children who have been looked after continuously for more than six months; and children where a parent serves in the armed forces.

Levels of deprivation at Perton Primary Academy are considerably lower than nationally and the proportion of PP pupils is considerably lower (PPA 10%, national 25%). Furthermore, a significant proportion of other children in school live in families who are just above the

threshold - and the Government says that these families are 'just about managing'. Even if a pupil does not have a school dinner, it is vital for the school to know if they are entitled to a free school meal.

Schools are free to determine themselves how they spend this funding but are obliged to provide parents with information about how the money is being spent. Whilst the Governing Body appreciate that some parents may feel they are being unfairly treated, parents should understand that this is a Government funding requirement and that all schools must choose how this money is spent on disadvantaged pupils. We have worked hard to ensure that the maximum number of pupils benefit from this funding.

How the money was spent last year

Expenditure of Pupil Premium Grant 2018/19 Total Grant 2018/19: £ 31,600

Objectives	Summary of Spending Actions taken
Eligible pupils in Acorns Nursery and Reception to attain a <i>Good Level of Development</i> by end of EYFS	'Planning in the Moment' training. CPD for Speech and language Interventions Wellcomm intervention in Nursery: 15 hours TA pw 'Talk Boost' interventions in Nursery. Numicon in EYFS - CPD and resources Participation in lunch-time activities with extra TA £3420 Behaviour Support involvement for attachment needs: £300 CPD Attachment Training £300
Attainment at KS1 in line with national and higher potential pupils achieve <i>GDS</i> .	CPD in SPAG, Writing at Greater Depth, Consultancy training Jonathan Riley 2 x £300 CPD in Maths Inspire pedagogy promoting Greater Depth. 2 x Inset training.
Ensure that PP girls make as much progress as PP boys and both make more progress than their peers in Mathematics.	Cover for Peer observations of teaching and modelling.

	Half-Termly monitoring, Learning walks and pupil conferences. Termly book trawls, 6 x Management Tobens KS1/2 Assessments in Maths.£110
Increase the progress of those eligible for PP in Writing, especially Boys across KS1 and KS2.	Rapid Writing Intervention programme Y2-4 Resources £500 Lexia interventions and personalised practice. (30 Licences) Lexia - £1,000 pa
Ensure that Year 1 pupils eligible for PP are secure to meet the Phonics standard and improve the rate of attainment in Y1 Phonics	RWI Phonics reading books RWI CPD and Refresher for new and other staff TA Phonics Intervention Spr /Su 1 hr daily £100
Improve the rate of attainment at Key Stage 1 by improving access to teacher-led wider opportunities	Phonics Booster 'All Stars' weekly after school club Curriculum opportunities eg Craft Club TA 1hr pw
Ensure consistency and impact of targeted support for eligible pupils with SEND	Senco Monitoring 1 day / 1 Staff meeting termly £1000 TA small group support across year groups R Y1 Y2 Y3 Y4
Quality Assurance of standards in Basic skills	Interim review of Primary Quality Mark Interim review the Early Years Quality Mark. £700
Access to ICT E-Learning (Purple Mash)	ICT E-Learning (Purple Mash) I pads 6 x £195 : £1170
To promote attendance, reduce Persistent absence and provide well-being support. Access to Acorns Breakfast and After School Club	Attendance Officer Monitoring role. 1hr x 38 weeks = £380. FSM Eligibility Check £190 / Link2ICT My Concern: £600
To promote attendance, reduce persistent absence and provide well-being support.	'Attend' SLA, Key worker role, Monitoring monthly attendance, home visits, parent meetings, assembly.
Access to educational visits for all eligible pupils. Increase the opportunity for pupils to attend residential adventurous activity courses	Residential / Visits and extended school opportunities providing enrichment activities / School Uniform. Laches Wood £157 per pupil.
Improve the range of after school activities and additional visits for eligible pupils	Enhanced access to after-school sports provision for targeted pupils.

Positive reward system raises self-esteem behaviour for learning. Parental engagement sustained through communication APP.	'Marvellous Me' individual reward system introduced across school.
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The Impact in 2019

Foundation Stage:

- In 12 Areas 50% (1/2) of 'Disadvantaged' children achieved a *Good Level of Development* compared to 74% of all pupils
The National figure was 71.5%.
- In 17 Areas 50% (1/2) of 'Disadvantaged' children achieved a *GLD* compared to 74% of all pupils.
- The weakest area was PSED - Managing feelings and behaviour. Expected levels were met in specific areas.
- Funding supported extra supervision in EYFS at lunch-time and this has benefited positive play at less structured times.
- Funding used for behaviour consultant for social and emotional needs.

Year 1 Phonics

- The impact of our efforts has improved core literacy skills as evidenced in improved phonics scores from baseline (27/40).
- In 2019, 66% (2/3) of our 'Disadvantaged' children achieved the expected standard compared to All Y1 pupils: 83%
- **Year 2 Re-sit:** 1 Disadvantaged pupil with SEND met the standard: 100%. (75% 6/8 met the standard).

Year 2 End of Key Stage 1 results: PPG: 6 (2b/4g) 1=16.6%

Reading, 67% (4) EXS, 17% (1) GDS,

Writing, 67% (4) EXS, 17% (1) GDS,

Maths, 67% (4) EXS, 17% (1) GDS,

Science 100% (6) EXS and 17% (1) HNM

Funding has benefited pupil progress in the core skills of reading, writing and maths through interventions to address gaps in knowledge and application of skills.

Year 3 / Year 4 results:

In 2019, there were 12 KS2 children in Year 3 and Year 4 who were 'Disadvantaged'. Most of these children made 3 steps / 12 m. progress from their starting point. This means that by Year 4, the majority of gaps between disadvantaged pupils and their peers in progress have diminished and that attainment is moving towards or matches that of their peers.

The results for those eligible for the premium were:

- Year 3 (5): 60 % Reading at expected level, 20% above, 60 % Writing at expected level, 20 % above, 80% Mathematics at expected level, 20% above.
- Year 4 (6): 86% Reading at expected level, 29% (2) above, 86% Writing at expected level, 14% (1) above. 71% (5) Mathematics at expected level and 14% (1) above.

Overall PPG Attainment (Year 1+) Most of the disadvantaged group have met age-related standards:

Reading 73% (19) at expected standard, 23% (5) GD

Writing 68% (18) at expected standard, 18% (4) GD

Mathematics 73% (19) at expected standard, 14% (3) GD

Overall PPG Progress: 17/22 - three quarters - of the disadvantaged group made expected progress of 3 points from their starting points: The slower progress reflects 5 pupils with SEN and lower ability.

Reading 77% (17), Writing 77% (17) , Mathematics 82% (18)

Lessons learned

We have rigorously monitored the Attendance and PA of 'Disadvantaged' pupils and will continue to ensure robust processes through support from 'Attend' for identified children.

We have introduced RWI phonics in 2018 and anticipate that the approach will be further embedded for the next cohort.

Whilst the strategies to support pupils across school have been effective, there is a need to continue to ensure that targeted interventions are sharply focused across all phases and support children's emotional needs.

Sustain interventions in reading to continue to diminish the difference by the end of Y2 and Y4

Continue to support progress of higher attaining eligible pupils to achieve Greater Depth.

Pupil Premium Strategy 2019-20 and Planned Expenditure

1. Summary information					
School	Perton Primary Academy				
PP Leaders	Elizabeth Threlkeld: Principal		Governor	Jan Mc Shane	
Academic Year	2019/20	Total PP budget	£34,540	Date of most recent PP Review	Sept 2019
Total number of pupils	228	Number of pupils eligible for PP Rec: 2 Y1+ 22	(24) 10.5% 1= 4.2 %	Date for next internal review of this strategy	Dec 2019

1. Current attainment 2018-19		
	22 Y1+ Pupils eligible for PPG	Pupils not eligible (167)
% of pupils achieving the expected standard in reading.	73% (16)	84%

% of pupils achieving the expected standard in writing.	68% (15)	71%
% of pupils achieving the expected standard in maths.	73% (16)	77%
reading progress	82% (18)	86%
writing progress	91% (20)	88%
maths progress	86% (19)	82%
<p>23% (5 / 22) pupils in the disadvantaged group have SEND/ lower ability. Writing is the weakest area for both eligible and non-eligible pupils. The difference between disadvantaged and non-disadvantaged is widest in Reading attainment. Combined: 71% of the disadvantaged group met their age-related expectations compared to 77% non-PPG Combined: 86% of the disadvantaged group made their expected progress of 3 points from their starting points compared to 85% combined non-eligible</p>		

BARRIERS: 2019-20 In-school barriers <i>(issues to be addressed in school)</i>
Baseline levels, particularly the prime areas, are below age-related expectations with Communication and Language, Understanding and Speech being significantly below for those children eligible for PP.
Specific SEND Needs - Dyspraxia, Fine Motor skills
Some eligible pupils do not have access to additional extra-curricular opportunities that are needed to provide a rounded education.
Emotional needs of some post LAC and PP children can be a significant issue for young children's self-esteem, confidence and behaviour for learning.

Parental engagement and home support for a positive reading culture to reinforce phonics skills at home and access to quality books.
Behaviour Barrier to learning
External barriers (<i>issues which also require action outside school</i>).
Attendance: Persistent Absence for some children although improving, is a weakness and is below the national average for 2018
Financial: Living Environment and Employment deprivation indicators impact on funding for uniform and school visits.
Child Protection Barrier - External agents involved in monitoring children's welfare needs

2. Planned expenditure 2019-20					
Academic year	2019/20				
Total funding	£34,540				
No of Pupils : 24	Funding based on 18 FSM / 4 Post Lac / 2 Services Children				
How we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all - CPD & Professional development:					
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?

Eligible pupils in Acorns Nursery and Reception to attain a Good Level of Development by end of EYFS	CPD to ensure quality first teaching across EYFS. CPD refreshers in RWI, Numicon, Talkboost. Makaton CPD Behaviour Support, Attachment training. Personalised behaviour approach. Provision of Nurture group. Music Provision.	Planning in the Moment pedagogy promotes deeper engagement in learning. Nurture and Music enhance PSED	EIP / SLT / Link Gov Quality assurance. Ref EYQM criteria. RWI, 'Wellcomm' 'Talk Boost' data. Baseline /Termly PPMs.	LR - Nursery NI - EYFS	Half - Termly
RWI embedded by all practitioners. Attainment in Y1 Phonics in line with national. Phonics applied in English.	CPD to upskill staff in RWI Phonics and Fresh Start Spelling in KS1. Half termly assessment. Appropriate matched texts. Phonics Booster Club Phonics parent workshop.	RWI is highly accredited with making significant impact on learners in securing Phonics. Authentic assessment system informs planning for Catch up.	Regular monitoring and reporting with Governor involvement.	EY and English SL	Half - Termly
Ensure that eligible high potential pupils meet GD in Mathematics.	High quality CPD for staff in Maths Inspire pedagogy and application of mathematics across the curriculum. Focussed additional support from TAs in mathematics. Termly Maths Moderation	Singapore maths pedagogy is proven to raise standards in Maths through c-p-a approach. Using Bloom's Taxonomy as question stems in mathematics is proven nationally to raise standards in Maths.	Regular monitoring Mathematics at GDS	Deputy / KS1 Lead SUAT Moderation	Termly
Raise achievement of those eligible for PP in Reading.	Quality Texts matched to reading ability informed by regular assessment of fluency and comprehension. Lexia on-line learning Guided Reading approach. Termly Reading Moderation	Quality First teaching identifies and addresses gaps. EEF Research Research on motivational self-directed E-Learning	Reading is a key driver in our Academy Development Plan and incorporates regular reporting to LAC	PPG Lead ET English SL SUAT Moderation	Termly
					£4,540

ii. Targeted support					
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
Secure social and emotional well-being for pupils with behavioural needs	Effective Transition arrangements Nurture / Social Play Groups Personalised strategies. Behaviour Rewards: Marvellous Me linked to Values.	Positive behaviour and reward raises self-esteem and behaviour for learning. EEF Behaviour research,	Review Behaviour Plans Monitor play-times Review Marvellous Me Parent / Student / School Council Questionnaires Feedback to parents and children.	Senco PSHE Lead	Termly
Improve the attainment in Y1 Phonics and Reading Ensure able pupils eligible for the grant achieve GD	Resources for RWI Phonics and matching reading books. TAs will be focussed on intervention only. Identify pupils not heard reading at home and ensure regular practice. Local Library Visit, Reading Rewards, Author Visits	Emphasis on feedback to ensure <i>learners know how to improve</i> is documented by EEF research as having significant impact.	% of children on track and above monitored half termly. Termly PPM reviews. National Phonics Screening	SLT	Half Termly

Ensure that eligible pupils make as much progress as their peers in Writing so that by end of each phase 80% ARE and 20% GD	Quality First Teaching and Targeted support. Feedback and Responding to children's Learning Policy Termly Writing Moderation	EEF Research based impact of guided support and effective Feedback.	Learning walks, book scrutiny and pupil progress meetings.	Eng Sub Leader	Half Termly
Ensure that eligible pupils make as much progress as their peers in Mathematics so that by end of each phase 80% ARE and 20% GD Eligible Children to meet MTC standard.	Quality First Teaching, Inspire Mastery approach: Bloom's taxonomy question stems, buddy partners. Times Table Rock Star resource Termly Maths Moderation	Research on Singapore Mastery approach, Quality of support staff has been recognised as effective practise in our evaluation of teaching and learning with EIP.	Learning walks, book scrutiny and pupil progress meetings. National MTC (Y4)	Maths Sub Leader SUAT Maths Moderation	Half Termly
					£27,000

v. Other Approaches					
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?

<p>Eligibility Check for parents meeting FSM criteria</p> <p>Ensure attendance for those eligible for the grant. Reduce % PA</p>	<p>Attend SLA service to promote attendance and home-school support.</p> <p>Attendance award, Assembly.</p> <p>Access to Acorns club to improve attendance.</p>	<p>National statistics</p> <p>PA attendance is not always as strong as it could be for a small group eligible for PP resulting in some gaps in learning.</p>	<p>Attendance Lead</p> <p>Attend Service, home Visits, Assembly, Register checks, Late Door check</p> <p>Monitoring</p>	<p>Principal</p> <p>Attendance Officer</p> <p>Attend LAC Reports</p>	<p>Half Termly</p>
<p>Increased involvement in Clubs and sports enhancing well-being and fitness levels</p>	<p>Provide enhanced access to after-school Clubs and sports provision for targeted pupils by increasing the number of opportunities available</p>	<p>Importance of sport and creativity to well-being and academic achievement.</p>	<p>Participation in Clubs eg Craft, Cookery PE, swimming and competitive team sports.</p>	<p>PE Leader</p> <p>LA height and weight team.</p>	<p>Termly</p>
<p>Access to educational visits for all and opportunity for pupils to attend residential adventurous activity courses</p>	<p>Ensure all children have opportunity to attend residential and other visits by subsidising these for eligible pupils.</p> <p>Provide funded support for school uniform</p>	<p>PPG benefit supports falling income for vulnerable families.</p>	<p>Take up of this subsidy will be monitored by the admin staff.</p>	<p>Bursar</p> <p>Office Admin</p>	<p>Termly review.</p>
<p>Positive reward system raises self-esteem and behaviour for learning.</p> <p>Parental engagement sustained through communication APP.</p>	<p>'Marvellous Me' individual reward system across school.</p>	<p>EEF Research on Behaviour, attitudes and Learning.</p>	<p>'Marvellous Me' weekly reports. Parental engagement feedback.</p> <p>Positive behaviour in school.</p>	<p>PSHE leader</p> <p>SLT</p> <p>Weekly updates</p>	<p>Termly review</p>
<p>£3,000</p>					