



Pupil premium strategy statement: PERTON PRIMARY ACADEMY

Pupil Premium Lead: E. Threlkeld: Principal

Pupil Premium Link Governor: R. Bailye: Chair of Governors

Use of the Pupil Premium Income in 2017/18

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. 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 9%, 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 2017/18

Total Grant 2017/18: £22,000

Objectives	Summary of spending actions taken
To improve the quality of teaching and learning for all through staff development to enhance classroom pedagogy. Provide relevant CPD to ensure a highly skilled work-force confident with subject knowledge.	CPD in Spelling Punctuation and Grammar, Writing at Greater Depth, Stretch & Challenge. Consultancy training by Anna Gregory: 2 x £300 CPD in Maths Inspire pedagogy to embed Singapore approach promoting Greater Depth. 2 x Inset training.
To ensure pupils effectively use strategies for developing and monitoring their Reading Comprehension, Writing and Maths.	Cover for Peer observations of teaching and modelling providing structured support and strategies for children to apply, check and overcome barriers towards independence. Monitoring in Learning walks, Pupil conference, half-termly book trawls, 6 x Management sessions.
Use accurate baseline / termly tests to ensure intervention is appropriate in Reading, Writing and Maths.	'Tobens' KS1/2 Assessments in Maths.£110 PIRA Standardized Assessments in Reading £950 Oxford Owl Book Band checks
To ensure the performance of PPG group is in line with their peers through one-to-one / small group tutoring to target skills gaps.	TA small group support across year groups. R - 3 PPG, Y1 - 5 PPG, Y2 - 1 PPG, Y3 - 6 PPG, Y4 - 3 PPG
To raise standards for under-attaining pupils in core subjects through the acquisition and consolidation of core skills.	Self-review of Primary Quality Mark in English and Maths through Learning walks. Self-review the Early Years Quality Mark.
To raise attainment of Disadvantaged learners with Dyslexia.	Senco Monitoring 1 day / 1 Staff Meeting to update checklist of Dyslexia strategies. Report to LAC on effectiveness of strategies.

To raise standards of Speaking and Listening skills.	Wellcomm Speech & Language screening in EYFS. Wellcomm Tool 15 hours TA Speech & Language support across school.
To raise standards of Writing for under-attaining groups.	Rapid Writing Intervention programme in Y2-4 Rapid Writing resources. £500
To promote independent learning and secure gaps in literacy skills.	Lexia interventions and personalised practice. (30 Licences in use) Lexia -3 year licence. £1,000 pa
To secure rapid progress in Phonics for PPG / CLA groups in Y1.	Big Cat resources match books to Phonics Phases and to accelerate reading. TA Phonics Intervention Spr /Su 1 hr daily £100
To promote rapid progress in Maths through Numicon Intervention.	Numicon Resources, Handbook and CPD. Numicon resources: £500
Well-trained workforce- delivering high quality intervention programmes.	Training the TAs and PWA's to deliver high impact interventions. Talk and Draw. CPD Resources for Therapy sessions £150
To meet social and emotional needs.	Social Skills Groups. 10 sessions - £100 Boxall Profile measures self-esteem.
To promote positive play-times	Participation in lunch-time nurture Activities £3420
To use digital technology to support learning in problem solving	ICT E-Learning (Purple Mash) I pads 6 x £195 : £1170
Effective communication with parents and monitoring of statutory welfare needs	Attendance Officer Monitoring role. 1hr x 38 weeks = £380. FSM Eligibility Check £190 / Link2ICT My Concern: £600
	Residential / Visits and extended school opportunities providing enrichment activities which the children might not otherwise get.

The Impact in 2018 - See Current attainment table P.6

Foundation Stage:

On entry, there is clear evidence of low levels of development for many of our 'Disadvantaged' children.

At the end of Foundation Stage:

- In 12 Areas 66% (4/6) of 'Disadvantaged' children achieved a Good Level of Development compared to 74% of all pupils. The National figure was 70.7%.
- In 17 Areas 33% (2/6) of 'Disadvantaged' children achieved a Good Level of Development compared to 70% of all pupils.
We think that funding is best spent in 2018-19 addressing the gaps at the start of our children's time at school where they fall below the national expectations.

Year 1 Phonics

- The impact of our efforts to improve core literacy skills can be seen in the results in the Year 1 phonics test.
- In 2018, 80% (4/5) of our 'Disadvantaged' children achieved the expected standard; in line with 2017 national results 81% and almost the same as other Y1 pupils 89% (49/55).

Key Stage 1 results:

- 1 'Disadvantaged' pupil with SEND, working towards age-related expectations, WTS in all core subjects. This reflects the low starting points of many disadvantaged children but also shows the impact of using funding in 2017-18 to support low achievers in the core skills of reading, writing and mathematics. This is another reason why we think that the money should be better spent identifying and addressing needs earlier in a child's life.

Year 4 - Lower KS2 results

In 2018, there were 10 lower KS2 children in Year 3 and Year 4 who were 'Disadvantaged'. All of these children made 12 months 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 (6): 67% reading at expected level and 16% above, 67% writing at expected level and 16% above. 67% maths at expected level and 16% above.
- Year 4 (4): 75% reading at expected level and 50% above, 75% writing at expected level and 25% above. 75% maths at expected level and 25% above.

Overall PPG Attainment: Most of the disadvantaged group have met age-related standards: reading 86% (18) writing 76% (17) maths 81% (17).

Overall PPG Progress: Most of the disadvantaged group made expected progress of 12m from their starting points: reading 86% (18) writing 76% (17) maths 81%

Lessons learned

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

Whilst the strategies to support pupils across school have worked, there is a need to ensure that targeted interventions are sharply focused and consistent across all phases. Interventions relating to reading and writing and maths have not made enough impact with higher attainers. A review of these practices will assure progress for higher attaining eligible pupils.

Pupil Premium Expenditure 2018-19

1. Summary information					
School	Perton Primary Academy				
PP Leaders	Elizabeth Threlkeld: Principal		Governor	Rachel Bailye Chair of Governors	
Academic Year	2017/18	Total PP budget	£22,000	Date of most recent PP Review	22 Oct 2018
Total number of pupils	234	Number of pupils eligible for PP	21: 1=4.7%	Date for next internal review of this strategy	08 Feb 2019

2. Current attainment 2017-18		
	<i>Pupils eligible for PP – PPA 2018</i>	<i>Pupils not eligible for PP- PPA 2018</i>
% of pupils achieving the expected standard in reading.	86% (18)	86%
% of pupils achieving the expected standard in writing.	76%(16)	81%

% of pupils achieving the expected standard in maths.	81%(17)	87%
reading progress	86% (18)	92%
writing progress	81% (17)	94%
maths progress	81% (17)	91%
Comparison against national	All above national average	All above national average

We evaluate the achievement of the disadvantaged pupils in 2017-18 to be at above National standards.

There were 3 of the disadvantaged group with SEND including 1 EHCP.

The difference between disadvantaged and non-disadvantaged is in line for Reading, -5% below in Writing and -6% below in Maths.

A large majority of the disadvantaged group met their age-related expectations.

Most children in the disadvantaged group made their expected progress across all subjects. (EYFS 3 Steps progress p.a. KS1/2: 12 months progress p.a.).

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A	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.
B	Some PP pupils come from homes that are less able to support a positive reading culture and do not have easy access to quality books and home reading environments. Some parents require support to reinforce phonics skills at home.
C	Some PP pupils do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to successful employment in the future.
D	Emotional Security Barrier: Social, Emotional and Well-being needs for post LAC and PP children can be a significant issue for young children's self-esteem and behaviour.
E	Parental Engagement barrier to learning.

F	Behaviour Barrier to learning
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A	Attendance: Persistent Absence for some children although improving, is a weakness and is below the national average for 2018
B	Financial: Living Environment and Employment deprivation indicators impact on funding for uniform and school visits.
C	Family Mental Health Barrier to learning
D	Child Protection Barrier – External agents involved in monitoring children’s welfare needs
E	Health & Obesity Barrier to learning

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the rate of progress for eligible new pupils in EYFS	Pupils eligible for PP in Foundation Stage make rapid progress from low starting points to meet the CL and Speaking elements of the ELG expectations by end of Reception year.
B.	Ensure that Year 1 pupils eligible for PP are secure to meet the Phonics standard.	Pupils eligible in Y1 are supported in Phonics to meet National expectations of 81%
C.	Improve the rate of attainment at end of Key Stage 1 to meet national expectations in reading writing and maths.	Ensure eligible pupils in Y2 are supported to meet national expectations in Y2 SATs.
D.	Ensure that Higher Able pupils eligible for the grant achieve GDS in all subjects.	Pupils eligible for PP identified as high ability make at least the same progress as 'other' pupils. At least 20% pupils' eligible for PPG to attain GDS in reading, writing maths.
E.	Ensure that PP girls make as much progress as PP boys and both make rapid progress in Mathematics in Key Stage 2.	The gap between progress measures for girls and boys in KS2 mathematics is reduced by 4 months
F.	Increase the progress of those eligible for PP in writing, especially Boys.	The gap between pupil progress for eligible pupils and their peers is reduced rapidly so that all pupils make rapid progress in writing.
G.	Increase the rate of attendance, especially PA girls group who are eligible for the grant.	Reduce the % of Persistently Absent pupils who are eligible for the grant so that it matches other groups.

5. Planned expenditure 2018-19

Academic year	2018/19
Total funding	£31,600
No of Pupils : 17	Funding based on 11 FSM / 5 Post Lac / 1 Services Child

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 – 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 implementation?
Eligible pupils in Acorns Nursery and Reception to attain a Good Level of Development by end of EYFS	Staff will ensure quality first teaching across the EYFS through 'Planning in the Moment' training and CPD for Speech and language Interventions.	RWI systematic phonics introduced, Planning in the Moment pedagogy and Numicon in EYFS promote basic skills and deeper learning.	High calibre EYFS team. Review of EYQM criteria. New Pedagogy embedded. 'Wellcomm' and 'Talk Boost' interventions impact on Sp & Lg See Baseline and Termly Data analysis	SP/LR SP/NI	Termly
Attainment at KS1 in line with national and higher potential pupils achieve GDS.	CPD to upskills in RWI Phonics and Fresh Start Spelling in Key Stage 1. Increase TA and teacher focus on reading.	Responding to Children's Learning and Feedback Policy is effective AfL strategy. Cornerstones curriculum making significant impact on teachers in terms of the teaching, assessment and planning of writing.	KPI meetings with Phase / Subject leaders. English and Maths GDS are Key drivers for Academy Development Plan (ADP) Monitoring incorporates regular reporting mechanisms with Governor involvement. Teachers CPD through peer observation and Moderation	Sub Leads: SM/KW Y2 staff: SN/JE	Termly
Ensure that PP girls make as much progress as PP boys and both make more progress than their peers in Mathematics.	High quality CPD for staff in Maths Inspire pedagogy and application of mathematics across the curriculum. Focused additional support from TAs in mathematics.	Singapore maths pedagogy is proven to raise standards in Maths through c-p-a approach. Additional opportunities to apply mathematics learning across the curriculum using Bloom's Taxonomy as question stems in mathematics is proven in school and nationally to raise standards in these areas.	Mathematics at GDS is a Key driver for our Academy Development Plan (ADP) and incorporates regular reporting mechanisms with Governor involvement.	Deputy	Termly

Increase the progress of those eligible for PP in Writing especially Boys across KS1 and KS2.	Increase TA and teacher focus on SPAG writing strategies to address skills gaps. Curriculum opportunities that will inspire boys writing.	RWI / Fresh Start Spelling is highly accredited with making significant impact on learners in terms of securing Phonics and spelling teaching. Cornerstones English curriculum and text links will be further embedded in 18-19.	Writing - raising Boys attainment is a Key priority in our Academy Development Plan (ADP) and incorporates regular reporting mechanisms with Governor involvement.	SM	Termly
£4,000					

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 implementation?
Improve the rate of attainment at Key Stage 1 in Y1 Phonics and Y2 SATs ensuring that Higher Able pupils eligible for the grant achieve the higher standard in all subjects.	Increase the number of Teaching Assistants in Y1 for transition to NC Increase support for Phonics re-sits in Y2 Feedback for higher able pupils is a key strategy to be used by teachers	We want to invest PP in ensuring that our pupils have a greater number of opportunities for small group work with teachers to focus on specific areas such as spelling. Emphasis on Feedback to ensure learners know how to improve is documented by EEF as having significant impact.	Phase leadership. Teacher appraisal systems. Increased % of children on track and above track in end of year assessments will be monitored through termly pupil progress meetings. TAs will be focussed on intervention only.	SLT	Termly

Ensure that PP girls make as much progress as PP boys and both make more progress than their peers in mathematics across Key Stage 2.	Experienced school staff leading smaller group teaching of core areas. This ensures 'quality first' teaching.	Some of the pupils need targeted support to catch up. Teaching is provided by experienced teachers and support staff who have the necessary knowledge. Quality of support staff has been recognised as effective practise in our evaluation of teaching and learning with EIP.	Each Phase group leader will manage their team to best meet the eligible children's needs, Effectiveness of teaching, learning and progress will be assessed during termly appraisal reviews, learning walks and pupil progress meetings.	Phase leaders Principal and Deputy	Half Termly
					£17,600

iii. 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 implementation?
Improve the rate of attainment at Key Stage 1 by improving access to teacher-led wider opportunities.	Improve the range of after school activities and additional visits for eligible pupils to inspire writing, reading and maths application of basic skills	Participation in enrichment opportunities within the broader curriculum enhance learners' skills i.e. home-work clubs, booster sessions.	Teachers will identify work to be covered and pupils identified. The success will be monitored by targeted children remaining on-track for ARE, or better throughout the year	Class teachers, SLT	Half termly
Increase the rate of attendance for those eligible for the grant.	Employment of Attend and a key worker to promote attendance and well-being support.	PA attendance is not always as strong as it could be for a small group eligible for PP affecting some children's health and well-being.	Monitored by Admin Attendance Lead and ' Attend Service to carry out home Visits, Assembly, Register checks, Late at Gate presence and Monitoring for pupils on spotlight 'Watch' Key Issues regularly reported to the LAC.	Principal Attendance Officer Attend	Half Termly

Increased involvement in sports and targeted motor skill development reducing obesity levels across the school	Provide enhanced access to after-school sports provision for targeted pupils by increasing the number of opportunities available	Though the impact of sports participation is thought to be low by EEF we feel that the ethos of the school is built upon team and individual learning behaviour and skills that enable the children at PPA to access their learning in a calm and intelligent manner.	Participation in PE, swimming and competitive team sports. Impact on how children approach their work in a calm and resilient manner. Also monitored by LA height and weight team.	PE Leader	Termly
Access to educational visits for all. Increase the opportunity for pupils to attend residential adventurous activity courses	To ensure that all children are able to attend the residential and other visits by subsidising these for eligible pupils.	This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms.	Take up of this subsidy will be monitored by the Bursar and Office Administrator.	Bursar Office Admin	Termly review.
Positive reward system raises self-esteem and behaviour for learning. Parental engagement sustained through communication APP.	'Marvellous Me' individual reward system introduced across school	Children and Parents engage with the technology. Marvellous Me positively reinforces our values and promotes positive attitudes to learning and behaviour.	'Marvellous Me' reward System provides reports for SLT Feedback from Teachers and pupils.	PSHE leader	Mid-year review
Child Protection CPD and strategies ensure children's welfare needs are met.	Link2 ICT 'My Concern' software effectively records and informs DSLs	Vigilant culture which is evidence based informs swift actions for safeguarding.	3 DSLs cover the school, Nursery and wrap-around provision to ensure effective management and Safeguarding training. Annual 175 Audit return	ET Deputy Bursar	On-going Annual Audit to LA
					£10,000
Total budgeted cost of Staffing & Resources					£31,600

