

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Perton Primary Academy |
| Number of pupils in school | 228 |
| Proportion (%) of pupil premium eligible pupils | 14.5% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 - 2023 |
| Date this statement was published | 30.11.21 |
| Date on which it will be reviewed | 1.9.2023 |
| Statement authorised by | Lynn Thorneycroft |
| Pupil premium lead | Kate Willis |
| Governor / Trustee lead | Jan McShane |

Funding overview

| Detail | Amount |
|---|------------|
| Pupil premium funding allocation this academic year | £43,040 |
| Recovery premium funding allocation this academic year | £4930 (34) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £47,970 |

Part A: Pupil premium strategy plan

Statement of intent

Our intent for the use of the pupil premium strategy is aligned with the school's vision to 'enable successful futures' for all. This is reflected in our high expectations throughout the school for all pupils, including those eligible for pupil premium funding. We strongly believe that all children should receive equally high quality teaching which impacts effectively upon their learning. We recognise that high quality teaching approaches should be embedded for all pupils regardless of whether they are disadvantaged or not. Our aim is to ensure an increasing number of disadvantaged children are working in line with age-related expectations and above.

At Perton Primary Academy, we recognise and understand the barriers facing our school community and aim to use our pupil premium funding effectively to support families. We aim to provide children with a wider range of strategies that not only focuses on their academic achievements, but their mental health, wellbeing and social / emotional needs.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Attitudes towards early reading, phonics and reading. <i>This impacts upon attainment in reading & phonics and the number of PP children at ARE and GD.</i> |
| 2 | Accuracy in spelling & writing <i>This impacts upon attainment in writing & the number of PP children at ARE and GD.</i> |
| 3 | Accessing the right support to enable children's social & emotional wellbeing needs to be met. This impacts upon children's day-to-day social / emotional wellbeing and ability to regulate their emotions. |
| 4 | Parental perceptions of the importance of regular attendance and punctuality. |

| | |
|---|---|
| | This impacts upon the attendance of PP children and their punctuality which in turn means learning opportunities are missed. |
| 5 | That it is socially accepted to not be confident or good at maths. This impacts upon PP children's attainment in Mathematics and the number of PP children at ARE and GD. |

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 |
|---|---|
| PP children achieving ARE and above in reading is in line with non-PP | <ul style="list-style-type: none"> • Whole school approach to guided reading embedded consistently shown in learning walks & observation. • Consistent high quality delivery of RWI. • 100% PP children to pass phonics screening (Y2 retakes and Y1 pupils) • 100% PP parental engagement with phonics & reading workshops. • 100% children to complete NELI assessments in Reception. • 100% PP engagement with Go Read app. • Increased number of PP children recognised as VIP reader. |
| PP children achieving ARE and above in writing is in line with non-PP | <ul style="list-style-type: none"> • Whole school approach to teaching writing embedded (The Write Stuff / Immersive narrative) • High quality verbal feedback for pupils across school is consistent • Opportunities for cross-curricular writing evident in ILP books at least 1x half term • High quality delivery of Get Spelling programme • Staff CPD – Immersive narrative – embedded approach across school |
| Attendance of PP children is at least 96% or above | <ul style="list-style-type: none"> • Walking bus offered to 100% of PP children • Increased uptake of walking bus to PP children • Attendance officer to monitor PP attendance and report regularly to SLT |

| | |
|--|--|
| <p>100% pupil premium children at engage in social / emotional wellbeing support over the year</p> | <ul style="list-style-type: none"> • Positive Play with LT for identified PP children • Art Therapy with LM for identified PP children • Counselling with AH for identified children (limited numbers) • After school club attendance increases for PP pupils • Those with additional social / emotional needs are referred to appropriate agencies • All classes to implement regulation station. |
| <p>PP children achieving ARE in maths is in line with non-PP.</p> | <ul style="list-style-type: none"> • Whole school approach to Inspire Maths embedded. • EYFS approach to Firm Foundations is consistent • Use of CPA materials is evident to embed understanding. • Reasoning opportunities are evident across school. • Mastery approach developing from EYFS – Y4. |

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £24,653

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>NELI training for Teachers & TA & screening of all pupils</i> | EEF + 6 months for oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 1 2 |
| <i>Immersive Narrative staff CPD</i> | | 2 |
| <i>The Write Stuff (writing)</i> | | 2 |
| <i>RWI Phonics</i> | EEF +5 months phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 1 |
| <i>VIPERS approach to teaching reading comprehension</i> | EEF + 6 months for reading comprehension strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | 1 |
| <i>Inspire Maths approach to teaching Maths</i> | EEF Mastery learning + 5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Inspire Maths Impact Report http://fdslive.oup.com/www.oup.com/oxed/primary/maths/inspiremaths/InspireMathsCaseStudiesReport.pdf?region=uk | 5 |

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

Budgeted cost: £5471

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Delivery of NELI programme to identified individuals</i> | EEF + 6 months for oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 1 2 |
| <i>Lexia Reading</i> | EEF – Reading comprehension strategies +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | 1 |

| | | |
|-----------------------------------|--|---|
| | Lexia Core Reading impact https://www.evidence4impact.org.uk/interventions/1114?outcome=primary-reading | |
| <i>S&L / Talk Boost/ NELI</i> | EEF – Oral language interventions +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions NELI +3 months progress https://www.teachneli.org/what-is-neli/evidence-and-programme-development/ | 3 |

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

Budgeted cost: £15,824

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------|--|-------------------------------|
| <i>Walking bus</i> | Increased PP attendance from prior walking bus | 4 |
| <i>Art Therapy</i> | EEF + 2 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | 3 |
| <i>Positive Play Therapy</i> | EEF + 4 months social emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 3 |
| <i>Attendance Officer</i> | Persistent absence amongst PP children | |
| <i>Forest School</i> | EEF shows positive impact for outdoor adventure learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning | 3/4 |

Total budgeted cost: £45,948

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

In EYFS 80% of children achieved a good level of development, based on teacher judgements against the early learning goals. These judgements were moderated and all agreed by the external moderator. This is a reflection of PP spending of last year's strategy,

In Y1, 72% of children passed the phonics screening and 95% passed in Y2.

Based on internal assessments such as Salford reading ages, Cornerstones Assessments and teacher judgement, 73% of children in reading achieved age related expectations (ARE). 78% of children achieved ARE in writing and 76% of children achieved this in maths in Y2.

In Y4, 72% of children were at ARE in Reading, 73% of children in writing and 70% of children at ARE in maths.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|---------------|------------|
| Inspire Maths | Oxford Owl |
| RWI | Oxford Owl |
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|---|---------|
| How did you spend your service pupil premium allocation last academic year? | |

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| What was the impact of that spending on service pupil premium eligible pupils? | |
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Further information (optional)

See separate spending overview.