



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils 2023/2024.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the impact 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	
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2021-2024
Date this statement was published	2023 – October
Date on which it will be reviewed	September 2024
Pupil premium lead	Vicky Jackson
Governor / Trustee lead	Jess Dunn

Funding overview

Detail	Amount
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	£45,300

Part A: Pupil premium strategy plan

Statement of intent

We allocate the pupil premium grant towards our aim of providing an enriching and engaging curriculum where all children and staff are invested in their learning. We nurture confident, curious and ambitious pupils who have had the opportunity to experience the world; are heard and respected and as a result have the learning power and self-belief to go on and discover their life long purposes and passions.

Our strategy is targeted to the specific needs of our local community and careful consideration is taken over the use of funding to support.

Interventions and support are implemented through 3 main avenues: Whole school, individual and small group support. These approaches focus on teaching the pupils the knowledge and skills of the National Curriculum with the intent of embedding learning and understanding as well as accelerating the progress of our pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Some pupils rely on low tier vocabulary in both speaking and writing. Some pupils do not have a wide bank of vocabulary to draw from resulting in barriers to comprehension; as a result, many disadvantaged pupils attain below ARE in oracy and literacy skills.</p> <p>Vocabulary and oracy assessment is in its early stages and is not yet delivered or assessed consistently across all subjects. Improvement to the data gathering and tracking system has allowed teachers to target and assess this vocabulary but this remains an area for focus.</p>
2	<p>Emotional resilience in learning and at play – (lack of self-regulation and understanding of metacognition).</p> <p>High levels of absence and low levels of attendance to social or sports clubs, events or organised groups results in a lack of opportunity to build social and emotional skills and resilience.</p> <p>Some pupils struggle to build positive relationships with their peers. We have a focus on PSHE lessons and wellbeing, Nurture and self-reflection practises in PSHE all continue to support the continued challenge of growing and learning in our modern society.</p> <p>Encourage all eligible pupils to partake in after school clubs.</p>

3	<p>Understanding and using number – Mental Maths strategies, recall and application.</p> <p>Teachers now need a clear and consistent tool to teach and reinforce understanding of number to these pupils to build confidence and understanding. Fluency should be taught daily.</p>
4	<p>Retention and Recovery of learning–</p> <p>Learning is not maintained or set to long term memory.</p> <p>In 2023 the curriculum objectives being taught are now in line with expectations.</p> <p>Some pupils rely on teachers re-capping learning and do not yet have the learning tools with which to reflect on their own learning and learning retention.</p> <p>Linking to lack of metacognition, pupils do not retain learning from lesson to lesson. They do not regularly draw from or retain learning and are unable to make links between the information they know and new concepts. Pupils are not yet equipped with the tools to reflect on the methods by which they learn and do not understand, or always value, remembering as a key to learning.</p> <p>Audits of teaching and the strategies used across school, including lesson observation and pupil voice, evidence a lack of focus on remembering as a tool for learning and lower levels of understanding surrounding teaching these skills. Teachers need further understanding and training in to how to explicitly teach and scaffold metacognition and use this to support learning retention.</p>
5	<p>Attendance – pupil attendance continues to be an area across school for development for disadvantaged pupils. There is some school refusal and persistent absence often linked to ongoing and developing SEND. Attendance of pupil premium pupils for the academic year 2022/23 was 93.69% compared to non-eligible pupil attendance of 96.28%.</p> <p>Attendance in 2023 continued this trend with us being within the lowest percentile. Whilst attendance is monitored and chased efficiently and effectively and lower attendance numbers can be attributed, in some part, to the holidays or specific bouts of sickness; work now needs to take place to continue to support pupils and families who do not attend. Case studies can be created for some of these who have wider SEND needs and work needs to continue to support pupils who are disadvantaged and eligible for pupil premium funding.</p>

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
<p>Pupils are able to speak and communicate with confidence using themed language appropriate to the topic and building on conversation of others as they move through the key stages.</p>	<ul style="list-style-type: none"> • Children are able to speak in clear sentences to communicate their needs and understanding – measured using the EYFS Goals. • Pupils will successfully complete WELCOMM interventions led by a dedicated TA in Nursery and Reception. • Children can communicate with their peers and teachers using theme related

	<p>vocabulary taught explicitly to them in both speech and writing.</p> <ul style="list-style-type: none"> • Children can communicate using a variety of tools (writing, ICT, speech) and are able to use increasingly ambitious subject specific vocabulary with accuracy. KS2 pupils will attain improved outcomes in speaking and listening objectives and will see writing attainment increase. Progress in writing will be better than expected for disadvantaged pupils.
<p>Pupils in KS1 will show a % improvement in their understanding of number – as a result attainment in other areas such as addition and subtraction will also increase. This will be implemented through the addition of teaching number using the Rekenrek scheme within KS1 and Early Years.</p>	<ul style="list-style-type: none"> • Rekenrek will be fully embedded as a teaching tool for teaching number from R-Y2. This will be monitored and supported by the maths lead. • All KS1 and EY years teachers will be trained and Teachers in KS2 will have the knowledge to refer to this learning tool to teach concepts. • Data at the end of KS1 will show improvement over the next 2 years.
<p>Emotional resilience and self-confidence</p>	<ul style="list-style-type: none"> • Positive Play, nurture support and outside interventions. • Pupil voice will show that pupils are using increasingly more developed and precise language to communicate their emotions. • Pupils to play structured games at lunch time
<p>Attendance of pupils will improve with persistent absence reducing resulting in less lost learning.</p>	<ul style="list-style-type: none"> • Persistent absence standing at over 20% in Autumn 1 reduces following work with families. • Learning missed because of non-attendance is completed at other times either in school or with support from home; creating less impact on pupil progress. • Parent and pupil voice shows that attendance has a high priority and that learning time at school is seen as valuable – parent voice.

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: £2500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers to attend online and in face training and support meetings for implementing the mastering number scheme with the maths hub where supply or cover is required this will be funded through PP funding.</p> <p>Mastery Readiness</p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months)</p> <p>The EEF report on Mathematics in KS2&3 supports that teaching for mastery has been key to success in improving standards click here to access</p>	3
<p>Trained staff to lead Positive Play</p>	<p>The EEF report summarises that “Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.”. It also states that: “Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months)” click here to read more.</p>	2
<p>Additional coaching and curriculum improvement. This will be as part of identified CPD needs as these develop.</p>	<p>In service training of staff allows staff to evaluate current practice and acquire new skills following up to date evidence and advice. As a result of training, evidence shows that there is not only improved effectiveness of teaching but also improved outcomes.</p> <p>To read more about the effectiveness of in-service training click here</p>	1,2,3,4
<p>Access to high quality teaching and learning resources to support learning needs and support staff in managing workload and scaffolded support</p>	<p>Resources are purchased in order to meet the National Curriculum https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4 in an engaging way. Materials and experiences are planned for in order that all children have opportunity to meet the objectives when in school.</p>	1,3,4

<p>Accurate data management systems to allow targeted and accurate teaching and learning across the curriculum.</p>	<p>Accurate data tracking allows for individualised planning and interventions. The evidence for which is supported by the EEF and can be found by following these links.</p> <p>Individualised instruction Teaching Assistant interventions.</p>	<p>1,3,4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Booster HLTA used to support pupils in years R, 1 2, 3 and 4 over the year in small groups.</p>	<p>Use of a HLTA to lead small group interventions targeted at specific areas or to support in class teaching of small groups of pupils to scaffold learning has moderate to good impact. Evidence from the EEF for small group tuition and individualised learning can be found by clicking the highlighted links above.</p> <p>Teaching Assistant interventions are shown to make moderate impact of up to 4 months progress. For further information click here.</p> <p>The 3 hours also allows for greater quality first teaching from teachers who are able to focus on specific groups during this time. Evidence and research to support QFT can be found here provided by the Sutton Trust.</p>	<p>1,3,4</p>
<p>SEND support – part salary: SENDCo time to support and evaluate teacher interventions, manage increased number of assessments and referrals and provide other pastoral support to families.</p>	<p>School closure impact has meant that access to assessments is slower and current allocations need supplementing to get the right support to pupils faster.</p> <p>The evidence and guidance used to plan for our support and approaches regarding SEND from the EEF can be found here.</p>	<p>1,2,3,4,5</p>
<p>EWO visits and support for specified pupils in addition to those already allocated.</p>	<p>Department of Education guidance on attendance. Read here.</p>	<p>5</p>
<p>Phonics and Early Reading small group support. Targeted intervention to accelerate progress of pupils not working in expected phonics phase.</p>	<p>Phonics report EEF – high impact extensive research +4. Read here.</p>	<p>4</p>

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

Budgeted cost: 2500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential and out of school learning: Funding to allow off site learning to be accessible and affordable for all pupils with additional subsidies for those eligible for funding. Year 4 Laches Wood Year 2 Kingswood	Whilst EEF evidence is still unclear there is evidence to suggest that outdoor learning increased self-confidence and resilience. Found here . Sylvia Foundation conducted a survey of over 1000 schools looking at outdoor learning and forest school. Read the report here . Forestry Commission Scotland report. Here .	2
Wrap around care	Our before school and afterschool club is attended by a wide breadth of the school cohort – from nursery to Y6, EAL, SEND and Pupil Premium pupils. Often PP pupil attendance is subsidised or paid for and it greatly supports the wellbeing of many families.	2,5
Nurture support and sessions.	The Public Health England report in 2014 found here finds a close link between improved outcomes and mental health and wellbeing of pupils. The department for education report on how to support pupils in need of help and protection guidance can be found here and will support our planning and interventions can be here .	2
Provide the opportunity for PP children to play a musical instrument.	Some children started to play a musical instrument in 2022/2023 and this will continue into 2023/2024. This is led by Rock Steady Music and is funded by school.	
Individualised approach and support	Supporting pupils to access enrichment through paying for holiday club attendance, extracurricular trips or visits. Purchasing of items essential to meet the curriculum such as shoes and swimming kits.	1,2, 3, 4, 5

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 2021 to 2022 academic year.

Pupils are able to speak and communicate with confidence using themed language appropriate to the topic and building on conversation of others as they move through the key stages.

1. Inclusion of vocabulary into our headline data and planning support document has meant that there is an expectation to use vocabulary correctly. This now needs to be implemented with a more consistent approach including classroom displays home learning. English Lead to monitor this and set up method of measuring impact within book monitoring – all subjects to monitor language use as part of development in their subjects.
2. Monitoring across subjects has been completed but a cohesive bank of vocabulary building evidence is not in place outside of usual assessment and monitoring practices. Action plan for whole school to include monitoring and evidencing impact across all objectives.
3. Vocabulary and spelling lessons integrated into our reading and writing approaches also require explicit teaching of vocabulary across the school. There is some evidence of improvement in the use of vocabulary but this is not yet recorded using a numerical data set.

Pupils in KS1 will show a % improvement in their understanding of number – as a result attainment in other areas such as addition and subtraction will also increase. This will be implemented through the addition of teaching number using the Rekenrek scheme within KS1 and Early Years.

Mastering Number programme is fully in place and taught 4 times a week across R-Y2. Teachers in R and Y1 have had training. ECT and EYFS now on programme to be trained and this is led by the Maths Hub.

Summer 2023 data

83% ARE

24% GD

Emotional resilience and self-confidence – including exam confidence and attitudes in learning will increase.

1Decision curriculum is now fully in place with progression of skills in place and effective impact monitoring recorded.

Attendance of pupils will improve with persistent absence reducing resulting in less lost learning.

1. Data: persistent absence remains high throughout school with pupil premium attendance standing at:
Summer 2022 – 17.14%
Summer 2023 - 7.41%
Summer 2022 overall PP attendance 91.14%
Summer 2023 overall PP attendance 93.69%

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

Service pupil premium funding – not applicable at this time.

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Whole school focus continues on developing our school curriculum and work will continue