



Pupil Premium Strategy Statement 2024/2027

This statement details our school's use of pupil premium 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	244
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2027
Statement authorised by	Victoria Jackson/Jess Dunn
Pupil premium lead	Victoria Jackson
Governor / Trustee lead	Jess Dunn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

We allocate our 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 lifelong 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 and enhance the whole child in line with our school values. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged & vulnerable pupils and to achieve that goal, including good key stage progress for those who are already high attainers.

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

At Perton Primary Academy we recognise that disadvantaged children often face more challenges socially and academically and therefore our pupil premium strategy aims to counteract these challenges and narrow the gap some children face.

At the heart of our approach is high- quality first teaching, with a focus on areas in which disadvantaged pupils require most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will also benefit non-disadvantaged pupils.

To ensure our strategies to support our disadvantaged pupils are effective we will:

- set high expectations and ensure disadvantaged pupils are challenged in the work that they are set
- act quickly and at the earliest opportunity to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations for all.
- ensure there is a focus on wellbeing and self-esteem so that all pupils are ready to learn

Challenges

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

Challenge Number	Detail of Challenge
1	<ul style="list-style-type: none"> • Poor language and communication skills on entry. • EEF: Oral language interventions Key findings: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress over the course of a year. Some studies also often reported improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. • Wellcomm assessments in EYFS show an improvement in language and communication. Wellcomm assessment data demonstrated a positive impact on children's age-appropriate language development. The targeted interventions led by speech therapists proved effective in supporting children with identified language barriers.
2	<p>Weaker phonics skills amongst some disadvantaged & vulnerable children impacts their phonics attainment in Year 1 and a more limited vocabulary knowledge can affect their development as readers KS1 and beyond for some children.</p> <p>National average mark for disadvantaged pupils:</p> <p>School: 37</p> <p>National: 30</p> <p>Percentage achieving expected standard for disadvantaged pupils:</p> <p>School: 100%</p> <p>National: 67%</p>
3	<p>Closing the gap between disadvantaged children in school achieving expected and high standards at end of KS1 in some core subjects.</p> <p>Overall standards remain high.</p> <ul style="list-style-type: none"> • 1:1 reading every day • Targeted small group work • Precision teaching

	All of the above have been successful in closing the gap alongside high expectations for all.
4	<p>Attendance and Punctuality</p> <p>Persistent and unauthorised absence remains highest among pupils in receipt of the pupil premium. Missing school not only impacts academic progress but also affects social development and engagement. It is therefore essential that all pupils attend school consistently, in line with the school target of above 96% attendance.</p> <p>Key areas of focus include:</p> <ul style="list-style-type: none"> • Holidays in term time: Reducing non-essential leave during term time to ensure pupils do not miss valuable learning. • Sickness absence: Supporting families to ensure pupils only miss school for genuine illness, with guidance and monitoring in place to minimise unnecessary absences. • Punctuality: Reducing lateness so that all pupils can access the full school day and develop good learning habits. <p>Data from the school Bromcom can be used to provide evidence of trends and highlight areas for intervention. Relevant data to include:</p> <p>Attendance 24-25:</p> <p>Non disadvantaged – 97.09%</p> <p>Disadvantaged – 93.51%</p> <p>Using this data, the school can track improvements, identify pupils at risk, and plan targeted support to raise attendance, reduce absence and improve learning outcomes for disadvantaged pupils.</p>
5	<p>For some disadvantaged & vulnerable children, working to combat a lack of enrichment opportunities or future education and career awareness to raise future aspirations which can affect both academic and opportunities for 'Personal Development' learning in school.</p> <p>Strong personal development and enrichment curriculum</p> <p>Registers are monitored to check which children are taking part and to encourage all disadvantaged to take part.</p>
6	<p>Increase of pupils with SEMH needs, sometimes affecting attendance</p> <p>Identified mental health/emotional needs have been addressed through bespoke support (including for some parents). We also receive supports from SUAT's well-being service. Pupil voice shows they are enjoying their school experience. All</p>

	teachers and TA's received high quality CPD in relation to developing evidence based teaching strategies focusing on how support pupil well-being in school.
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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
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.	<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 Wellcomm interventions led by a dedicated TA in Reception and Nursery. • Children can communicate with their peers and teachers using theme related vocabulary taught to them in both speech and writing. KS1 measured using National curriculum and developed subject specific vocabulary objectives on our data tracking system. • 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.
To increase vocabulary levels across all year groups	<ul style="list-style-type: none"> • Pupils are able to speak more knowledgably about the ways they approach tasks and retain and recall information. They will draw on a wider variety of skills and tier 2 vocabulary to solve problems. This will be measured through pupil voice and observation. • Observations from class discussions and confidence when conversing will indicate significantly improved oral language among PP pupils. • Children should have the ability to use a range of vocabulary within their work, which will be observed via a book scrutiny. • Improved outcome in end of year Wellcomm assessment in EYFS and KS1 (where applicable).
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	<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 our 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>through the addition of teaching number using the Rekenrek scheme within KS1 and Early Years.</p>	
<p>Emotional resilience and self-confidence and attitudes in learning will increase.</p>	<ul style="list-style-type: none"> • Pupil voice will show that pupils are using increasingly more developed and precise language to communicate their emotions. • High levels of learning behaviours will be evident through student voice/surveys and teacher observations. • A significant increase in participation/confidence within class and wider curriculum activities. Registers will be kept to monitor attendance of clubs throughout the year. • Calm start opportunities, wellbeing strategies, targeted programmes for emotional support, access to the families' team and counselling opportunities are used effectively, particularly for disadvantaged & vulnerable pupils. • Qualitative data from student voice, student and parent surveys and teacher observations form evidence to evaluate and support judgments regarding impact. <ul style="list-style-type: none"> • Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.
<p>Attendance of pupils will improve with persistent absence reducing resulting in less lost learning.</p>	<ul style="list-style-type: none"> • Persistent absence Autumn 1 reduces following work with families. • Learning missed as a result 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 show that attendance has a high priority and that learning time at school is seen as valuable – parent voice. • Attendance reports will show PP children's attendance in more in line with our school target of 96% or above.

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: £10,000

Activity	Evidence that supports this approach	Challenge number addressed
Teachers to attend online and in face training and support meetings for implementing 'Mastering Number' scheme with the Maths Hub where supply or cover is required this will be funded through PP funding.	<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> <p>The Fair Education Alliance also cites teaching for mastery as a factor of success in 20 studied schools in this report: click here</p>	3
Relationships training for staff. Emotional coaching training.	<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>	6
Additional coaching and curriculum improvement. This will be as part of identified CPD needs as these develop.	<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>	2,3
Access to high quality teaching and learning resources to support learning needs and support staff in managing	<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</p>	2,3

workload and scaffolded support	planned for in order that all children have opportunity to meet the objectives when in school. The OME teacher retention report by RAND found here cites workload one of the largest retention factors.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number addressed
<p>Booster Teacher used to support pupils in KS1 over the year in small groups. <i>Year One – small class size</i></p>	<p>Use of a qualified teacher 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>	2,3
<p>3 hours specified pupil premium targeted support from a TA in class for all eligible pupils across school R-4 to work in individual or small group targets for improvement.</p>	<p>Teaching Assistant interventions are shown to make moderate impact of up to 4 months progress. For further information click here. 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>	2,3
<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>The evidence and guidance used to plan for our support and approaches regarding SEND from the EEF can be found here.</p>	
<p>Attendance officer visits and support for specified pupils in addition to those already allocated.</p>	<p>Department of Education guidance on attendance. Read here.</p>	4
<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>	2
<p>Support for pupils in need of behavioural support and education intervention.</p>	<p>EEF Behavioural interventions evidence: impact +4. Read here</p>	6

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £3,640

Activity	Evidence that supports this approach	Challenge number 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.	<p>Whilst EEF evidence is still unclear there is evidence to suggest that outdoor learning increased self-confidence and resilience. Found here.</p> <p>Sylvia Foundation conducted a survey of over 1000 schools looking at outdoor learning and forest school. Read the report here.</p> <p>Forestry Commission Scotland report. Here.</p>	6
Curriculum Resources	<p>The importance and impact of immersive experiences can be seen in improved outcomes in lessons where pupils have been given the opportunity to engage with real world events and experiences. Evidence from pupil work and use of vocabulary supports the need and positive impact of this approach. Our work is further guided and supported by the cultural learning alliance whose work, guidance and approach can be found here.</p>	2,3
Wrap around care	<p>Our before school and afterschool club is attended by a wide breadth of the school cohort – from nursery to Y4, EAL, SEND and Pupil Premium pupils. In some instances, our PP pupil attendance is subsidised or paid for and it greatly supports the wellbeing of many families.</p>	6
Nurture support and sessions.	<p>The Public Health England report in 2014 found here finds a close link between improved outcomes and mental health and wellbeing of pupils.</p> <p>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.</p>	6
Individualised approach and support	<p>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 uniform.</p>	6
To enhance pupils' cultural capital by providing a breadth of experiences	<p>It is essential for their own wellbeing that children have different experiences and opportunities throughout their time at school. This will also develop their vocabulary and therefore their writing and understanding of texts. Through spending time on residential activities, children will learn resilience and independence-both are our school values.</p> <p>Some KS2 pupils will learn to play an instrument with EYFS and KS1 having access to a range of percussion instruments. Provide all children with opportunities to meet people of different faiths.</p>	6

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 2023 to 2024 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 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. New to Y2 teacher now on programme to be trained and this is led by the Maths Hub.

Emotional resilience and self-confidence

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

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

1. Data: persistent absence is still a concern throughout school with pupil premium attendance standing at 94% in summer 2023 and 95% in Autumn 1 2024. Work will continue to ensure that this does not drop again with a target of 96 % which would be in line with pupils not in receipt of the premium.

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

Further information (optional)

Whole school focus continues on developing our school curriculum and work will continue – some details of which can be found in our Ofsted report 2023.