

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	Perryfields Junior School
Number of pupils in school	301
Proportion (%) of pupil premium eligible pupils	10.3% (31/301)
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	10/11/2023
Date on which it will be reviewed	1/07/2024
Statement authorised by	PEAT
Pupil premium lead	Samantha Edwards, Assistant Headteacher
Governor / Trustee lead	Julie Chandler, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,623
Recovery premium funding allocation this academic year	£2755
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	£37,378

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker, children from young carers, and families under difficult circumstances. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and a readiness for life after school. An emphasis is placed on the core subjects of English and mathematics as without the skills, knowledge and expertise in these core subjects, there would be a barrier to accessing the full curriculum.

High-quality teaching is at the heart of our approach and, working towards these objectives, we are ensuring that all classrooms have an effective teacher at the front who is skilled in implementing whole class mastery teaching in all subjects. Research has shown that this has the greatest impact on narrowing the attainment gap and will simultaneously benefit all pupils in our school. A focus on areas that affect our disadvantage the most will be at the forefront of our intent and therefore this three-year plan has facilitated a whole school approach to supporting children master the fundamentals of reading and writing. In addition to this, providing targeted support through 1:1 or small group tutoring sessions ensures that children can keep up with their peers and continue to access the broad and balanced curriculum for their age group.

Improving attendance and readiness to learn for the most disadvantaged pupils is also at the forefront of everything we do. Inspiring young minds with school enrichments, supporting families financially by providing subsidised wrap around care and financing school trips are just a few examples of the current support we have in place. Through getting to know the families facing most challenges and building a relationship based on respect and trust, we aim to engage in a collaborative approach involving teacher, parents and the child themselves.

Our approach will be focused on individual needs and not reactive to assumptions based on the impact of disadvantage. These needs will be identified by assessment tools, diagnostics of the holistic child and by engaging parents.

Our key principles are as follows:

- Ensuring all students receive high-quality teaching in each lesson across the curriculum
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate a slower progress rate in reading. Gaps in phonics knowledge have also been identified.
2	Assessments, observations, and discussions with pupils indicate a slower progress rate in writing. Spelling and handwriting are areas that have been identified as a weakness. Poor handwriting which lacks fluency requires too much cognitive effort. This then impacts the quality of writing and spelling.
3	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been around 4% lower than for non-disadvantaged pupils. Our assessments and observations indicate that this absence is negatively impacting disadvantaged pupils' progress.
4	Our observations and discussions with pupils and families have identified social and emotional challenges for pupils, including their lack of emotional and personal resilience, attachment-related issues and poor self-esteem. Unless supported, this impacts adversely on the pupils' attendance and readiness and capacity to learn.

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
Improved reading attainment and progress rates among disadvantaged pupils.	<p>Maintain/improve above national average progress scores in KS2 Reading by 2024/25 (PP +0.31 in 2021, National +0.04).</p> <p>Reading attainment to be above national average in 2024/25 (In 2021, National attainment was 74%, School 90%, PP 67%).</p>
Improved writing attainment among disadvantaged pupils.	<p>Writing attainment to be above national average in 2024/25. (In 2021, National attainment was 69%, School 91%, PP 67%).</p>

To achieve improved attendance for all pupils, particularly our disadvantaged pupils.	Improve attendance of disadvantaged pupils so it is in line with non-PP children (PP 91%, non-PP 95% in 2021/22)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Children understand and are able to use a range of strategies to support self-regulation and their mental wellbeing leading to reduced episodes of dysregulation. Improved attendance and academic progress of identified children. Statistics of children's participation in enrichment activities and extra-curricular clubs to be higher than the previous year's attendance.

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: £17,192

Activity	Evidence that supports this approach	Challenge number(s) addressed
Metacognition training for all teachers and LSAs so that they are able to support pupils in maximising academic progress not only in Maths and English but across the primary curriculum. Greater depth writing and Bar Modelling training to be delivered for all staff.	Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students. Teachers need to plan carefully for how to manage the time of pupils who make progress more quickly.	1,2
Year 3 and year 6 set three ways (four in y6) so there is a lower teacher to pupil ratio and we can target the lowest	There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional	1,2

30% English attainers effectively.	<p>development for teachers focusing on teaching skills and approaches. Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status.</p> <p>Smaller class sizes may also provide more opportunities for teachers to develop new skills and approaches.</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF Teaching and Learning Toolkit).</p>	
Additional phonics training for LSAs - build on best practice to develop even tighter and efficient phonics/spelling provision.		1,2
		1,2

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

Budgeted cost: £10,192

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue providing additional phonics sessions for those identified as behind the rest of the class. This is to be carried out by an ELKAN and PHONICS trained LSA.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1,2
Continue providing all disadvantaged children with 1:1 or small group tuition from teachers which will be tailored to the specific learning gaps identified.	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>Evidence suggests that TAs can have a positive impact on academic achievement when used effectively in the classroom.</p>	1,2
All classes to have an LSA in the afternoon (as well as the	Research which focuses on teaching assistants who provide one to one or small group support shows a stronger	

morning) to support high-quality provision within the classroom in foundation subjects.	positive benefit of between three and five additional months on average. (EEF Teaching and Learning Toolkit).	
LSAs to run short targeted interventions during the last 30 minutes of the day. These interventions will target children who are below age-related expectations and develop foundational learning skills.		1,2

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

Budgeted cost: £9.994

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Range of lunchtime clubs to be provided (Reading for Pleasure, Bananagrams, Lego, Chess, Play Leading, Colouring)</p> <p>Social Skills interventions (Lego Therapy) run one afternoon a week, targeting various needs.</p>	<p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>SEL programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils.</p> <p>Some studies have found that mentoring has positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour (EEF Teaching and Learning Toolkit).</p>	4,5
Expanding provision of school counsellor, learning/nurture mentors and SENCO support for families to help families with attendance and acute need.		4,5
Maintain current provision for	Evidence indicates that one to one tuition can be effective, delivering approximately	All

<p>disadvantaged children</p> <p>(Staff Training/ CPD/ Parent training sessions PP family and teacher meetings/ Peripatetic music tuition free for PP children/ Equipment provision/ Curriculum enrichments/ School educational visits (including residential)/ School clubs/ Outdoor learning- forest schools and orienteering.)</p>	<p>five additional months' progress on average- and even more effective if delivered by a teacher.</p> <p>Arts participation on academic learning has a small impact on academia with some improved outcomes in English, mathematics and science with greater effects for younger learners and for disadvantaged pupils. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable students (EEF Teaching and Learning Toolkit).</p>	
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Total budgeted cost: £37,378

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 2022 to 2023 academic year.

Progress in Reading, Writing and Maths:

Year 6 Progress

Current PP progress

Reading +3.80 (school 2.82) +0.98 (national average 0.04) +3.76

Maths +4.80 (school 4.58) +0.22 (national average 0.04) +4.76

Writing +7.42 (school 1.17) +6.25 (national average 0.04) +7.38

Reading

Our disadvantaged pupils attained above pupils nationally – 67% achieved expected standard in Reading, Writing and Maths (combined) compared to 59% of all students nationally.

Nationally, 73% of **all** students achieved expected standard in reading so at 100%, our PP children are above this. This is an increase from 67% of PP students achieving expected standard in 2022. Both year's data was based on 3 children.

Disadvantaged children have made above national average progress again this year. In addition to this, when compared with the school, there is now a positive gap of +0.98 which is an improvement on last year's negative gap. We believe that our new initiatives for reading have had a positive impact upon student outcomes and will be continuing these initiatives as best practice. Our phonics interventions have had a major impact on outcomes for children and many children have been removed as they are catching up with their peers.

Writing

Writing attainment has risen from 67% of pupils reaching expected standard (in 2022) to 100% in 2023. Nationally, 71% of **all** students achieved expected standard in writing compared to 100% of our PP children. This data shows us that our focus on writing and spelling through our PP strategy and SIP is having a positive effect on pupil outcomes.

Our children in receipt of PP funding have particularly benefitted from the support put in place as their average progress (+7.42) is higher than both national and the school as a whole (school 1.17, national 0.04).

Mathematics

Maths attainment has remained the same with 67% (2023) of disadvantaged children reaching expected standard again. Nationally, 73% of **all** students achieved expected standard in maths so at 67% of our PP children, we are not far behind.

However, our progress measures tell a different story. Our disadvantaged children made +4.80 in progress which is well above national average (0.04) and also above the school average (4.58). This shows that our mathematics provision is still benefitting our children and, this year, the gap between our PP and non-PP children has closed completely.

Attendance and well-being

100% of our disadvantaged children participated in 1 or more school enrichment.

School club attendance has fluctuated depending on the term but the statistics look very positive:

<i>Attendance for Autumn Sept 22 - July 23</i>	<i>PP 52.63%</i>	<i>Non PP 80.14%</i>
<i>Attendance for Spring Sept 22 - July 23</i>	<i>PP 47.83%</i>	<i>Non PP 63.67%</i>
<i>Attendance for Summer Sept 22 - July 23</i>	<i>PP 47.83%</i>	<i>Non PP 62.95%</i>

Observations of our disadvantaged children who attend school clubs is extremely positive as they are learning new skills, interacting with different people, building confidence and making more connections to school life. The statistics are slightly lower than last years so this is something we will focus on raising the awareness of.

This year, our disadvantaged children had an attendance figure of 90.03% compared to 96.13% attendance for our non-disadvantaged children. This data shows us that attendance is an area that we need to continue to focus on. Nationally, children in receipt of free school meals have an average attendance rate of 88.6% so we are above the national average.

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

Pupil Premium Strategy 2022/2023 IMPACT

Pupil Premium Grant: £26092

Attainment of Pupil Premium Children at the end of Year Six 2022/2023

Number of Children: 3

Expected Standard and Above

2023 Results					
Expected Standard +	Reading	Writing	Maths	SPAG	Combined R/W/M
School PP	100% (3/3)	100% (3/3)	67% (2/3)	100% (3/3)	67% (2/3)
School	88%	91%	94%	90%	87%
National	73%	71%	73%	72%	59%

Above expected Standard

2023 Results					
Expected Standard +	Reading	Writing	Maths	SPAG	Combined R/W/M
School PP	0 % (0/3)	0% (0/3)	0% (0/3)	0% (0/3)	0% (0/3)
School	51%	12%	53%	63%	12%
National					

SCHOOL ATTENDANCE

Attendance for Sept 18 - July 19	PP 94.56%	NPP 96.99%	W/S 98.1%
Attendance for Sept 19 - March 20	PP 93.8%	NPP 96.3%	W/S 96.5% (Covid 19)
Attendance for Sept 20 - July 21	PP %	NPP %	W/S % (not reported due to Covid 19)
Attendance for Sept 21 - July 22	PP 90.69%	NPP 94.88%	W/S 94.6%
Attendance for Sept 22 - July 23	PP 90.03%	NPP 96.13%	W/S 95.6%

SCHOOL CLUB ATTENDANCE (1 or more club)

Attendance for Autumn Sept 21 - July 22	PP 68.75%	Non PP 48.76%
Attendance for Spring Sept 21 - July 22	PP 47.06%	Non PP 62.54%
Attendance for Summer Sept 21 - July 22	PP 52.94%	Non PP 57.60%
Attendance for Autumn Sept 22 - July 23	PP 52.63%	Non PP 80.14%
Attendance for Spring Sept 22 - July 23	PP 47.83%	Non PP 63.67%
Attendance for Summer Sept 22 - July 23	PP 47.83%	Non PP 62.95%

Includes: teacher clubs, all sports clubs, external clubs run in school, maths club, after school club, change for life club and music lessons.

SCHOOL ENRICHMENT PARTICPATION (apart from whole school enrichment)

1 or more enrichment Sept 20 - July 21: PP 100%
1 or more enrichment Sept 20 - July 21: PP 100%
1 or more enrichment Sept 21 - July 22: PP 100%
1 or more enrichment Sept 22 - July 23: PP 100%

Includes: reading ambassadors, digital leaders, school council, eco warriors, house representatives, maths bee, change for life sporting events (archery, bowls etc.), talent contest, music assemblies, drumming workshop, poetry recital, spelling bee and general knowledge quiz