



Pupil Premium Strategy Statement 2023-2024

School Overview

Metric	Data
School Name	Perryfields Primary School
Pupils in School	348
Proportion of disadvantaged pupils	91
Pupil premium allocation this academic year	£119,220
Recovery premium	£11,600
Academic year or years covered by statement	2023-2024
Publish Date	December 2023
Review Date	December 2024
Statement authorised by	T.Jones
Pupil premium lead	K.Holtham
Governor lead	Allan Sproson/S.Gooding

Funding Overview

Detail	Amount
Pupil premium funding this academic year	£119,200
Recovery premium funding allocation this academic year	£11,600
Pupil premium funding carried forward from previous years (enter 0 if not applicable)	0
Total budget for this academic year	£130,820

Statement of Intent

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 pupils to achieve that goal, including progress for those who are already high attainers.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early 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 of what they can achieve



Based on Teacher Assessment in July 2023		
Attainment Level	July 22	July 23
% achieving ARE Reading end KS1	47%	30%
% achieving ARE Writing end KS1	13%	30%
% achieving ARE Maths end KS1	33%	50%
% achieving ARE Reading end KS2	79%	59%
% achieving ARE Writing end KS2	50%	65%
% achieving ARE Maths end KS2	50%	53%
% passing Year 1 Phonic Screen	50%	36%
% achieving GLD in Early Years	33%	20%

Challenges

Challenge Number	Details of Challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Internal and external (where available) assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils for reading, writing, and maths. We also need to maintain the progress for the of the DPP children at the phonics screening who outperformed the Non-DPP children.
3	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Teacher referrals for support have markedly increased since the pandemic (12 of whom as DPP). These children require additional support with social and emotional needs receiving 1:1 or small group intervention.



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.

Challenge Number	Intended Outcome	Success Criteria
1	Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <ul style="list-style-type: none"> WellComm Data shows 12 months' worth of progress across the year for all groups of children by Summer 2024. Children that are receiving Speech and Language are rapidly achieving their targets.
2a	Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2023-2024 show that 75% of disadvantaged pupils met the expected related expectation.</p> <ul style="list-style-type: none"> Targeted intervention for rapid reading shows consistent progress across all year groups. Phonics Year 1 Data is broadly inline with national expectations. Little Wandle Phonics is embedded throughout the whole school.
2b	Improved maths attainment for disadvantaged pupils.	<p>KS2 maths outcomes in 2023-2024 show that 75% of disadvantaged pupils met the expected age related expectation.</p> <ul style="list-style-type: none"> Targeted intervention for Number Stacks shows consistent progress across all year groups. Maths Mastery is embedded across EYFS and KS1. Maths tutor has targeted intervention for KS2 children which shows consistent progress on NFER tests.
2c	Improved writing attainment for disadvantaged pupils at the end of KS2.	<p>KS2 writing outcomes in 2023/2024 show that 75% of disadvantaged pupils met the expected age related expectation.</p> <ul style="list-style-type: none"> Pauline Allen to work directly with KS1 and KS2 to look at progression of skills so that 75% of children are working at ARE.
3	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations limited incidences on class charts a significant increase in participation in enrichment activities, particularly among disadvantaged pupils



		<ul style="list-style-type: none"> Children who are taking part in Nurture have SDQ scores and progress is made on their individual targets.
--	--	---

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

Budgeted cost: £58,210.67

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Embedding Oracy across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Oracy training for RB. RB to disseminate training.</p> <p>WellComm activities are generalised within the classroom.</p> <p>WellComm training from the SENCO for all TAs</p> <p>Neli training for all TAs in Reception.</p> <p>Aided Language Display Training from Enhanced SALT for a number of students at the school.</p> <p>BSL training for all TAs in January 2022 to support non-verbal children and HI children.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, as inexpensive to implement with high impact on reading.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2a, 2c
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Training for two member of staff for lead practitioner for mental health and senior mental health lead training in the Spring Term.</p>	<p>Quality Assured by the Department for Education Senior mental health lead training is a major training initiative that combines the expertise of Anna Freud Centre course leaders with a valuable, engaging community of practice, to support senior mental health leads in building a sustainable, whole school approach.</p> <p>Senior mental health lead training (annafreud.org)</p>	3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre</p>	2b



Primary

<p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>KS1 and EYFS teachers to engage in Maths Mastery training.</p> <p>Maths Mastery to be embedded into the routine of educational practices and be supported by professional development and training for staff.</p> <p>Number Stacks brought to support Mathematics as an intervention.</p>	<p>for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf publishing.service.gov.uk</p>	
<p>To help embed our school writing framework with guidance from LA advisor. Pauline Allen. This draws upon Oracy research, talk for writing, teaching discrete grammar, and editing. It also promotes the development cross curricular links for writing.</p>	<p>Talk for Writing EEF educationendowmentfoundation.org.uk</p>	1, 2a, 2c
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2a

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

Budgeted cost: £63150

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are higher attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be effective method to support low attaining pupils or those falling behind, both one-to-one and small groups. National Tutoring Programme launches in schools EEF educationendowmentfoundation.org.uk</p>	2a, 2b, 2c
<p>ILPs and Provisions in place for targeted children. Provision Map captures SMART individual learning targets and provision for children who are identified on the SEN register.</p>	<p>The use of the graduated approach which captures the impact of intervention and individual learning plans.</p>	2a, 2b, 2c, 1 and 3.



Primary

<p>ILPS are reviewed in Autumn 2nd, Spring 2nd, and Summer 2nd.</p> <p>Intervention and ILPs to include:</p> <ul style="list-style-type: none"> • Phonics Keep Up Sessions Little Wandle • Specialist Teacher Recommendations • Cracking Comprehension • Number Stacks • Maths Tutoring programme • Nurture <p>Additional TA support x 4.</p>	<p>EEF SEND Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Mental Health Targeted Support:</p> <p>Nurture lunchtime club – 100 minute model (targeted children).</p> <p>Targeted 1:1 sessions with a school counsellor.</p> <p>Targeted group and 1:1 sessions for children who suffer with anxiety from Mental Health Practitioner.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	3
<p>Enhanced Speech and Language Therapist working with targeted groups of children and individual children to devise specific 1:1 targets for the children.</p> <p>Embedding WellComm across EYFS and children being able to generalise their targets within the classroom.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk)</p>	1, 2a, 2c

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

Budgeted cost: £7310.79

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Pupil Enrichment:</p> <ul style="list-style-type: none"> • Music Tuition • Milk • After School Club • Class Trips Subsidy • Enrichment weeks 	<p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	3

Perryfields



Primary

<ul style="list-style-type: none">• Brownies, beavers paid for LAC children.• Musical Instruments		
Private tutoring for PP children.	Pupil premium children offered tutoring through supply agencies at home	3
Laptops brought for individual children	Children's laptops to support learning at home have not been able to update so new ones had to be purchased.	3
Private Educational Psychologist Assessment	There are a high number of children that need EHCPS and we haven't got enough funding for the children.	1, 2a, 2b, 2c

Total Budgeted Cost: £128,671.46

Contingency Fund: £2148.34