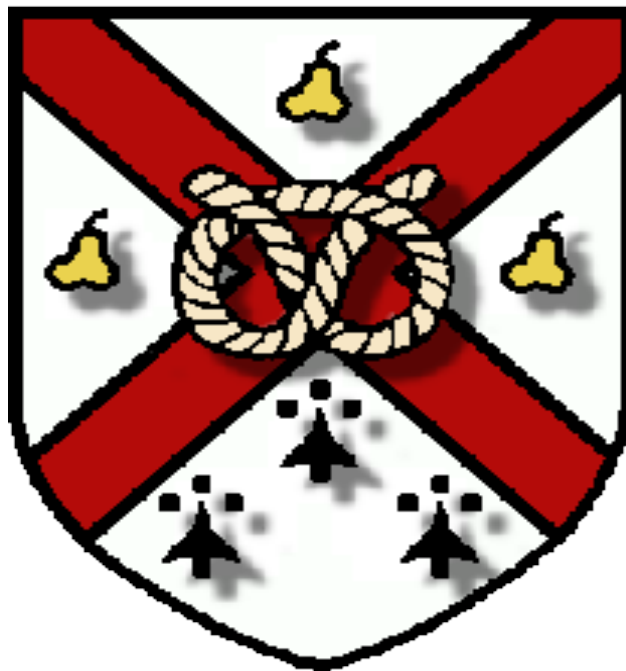


Perton First School

Pupil Premium Grant Strategy

2022-2025



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 First School
Number of pupils in school	275
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Anne Bennett, Headteacher
Pupil premium lead	Emily Harris, Assistant Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62, 193.33
Recovery premium funding allocation this academic year	£0
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	£62,193.33

Part A: Pupil premium strategy plan

Statement of intent

At Perton First School our intention is that all pupils, despite their personal challenges, make the best possible progress and achieve across all curriculum areas. The national curriculum knitted with the PFS curriculum, ensure cultural capital gain, well developed life skills and wellbeing support systems for all children at whole school level. The pupil premium strategy is to support disadvantaged pupils to achieve that goal, including those who are already high attainers. We will consider the challenges faced by our vulnerable pupils.

As a whole school and using evidence based approaches, the following are vital in supporting our children in their achievement:

- High quality teaching for all pupils (individual, group and whole class)
- The accumulation of cultural capital for all, with a focus on disadvantaged pupils
- A supportive and understanding whole school ethos of mental health and wellbeing

High quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and will benefit the non-disadvantaged too. The accumulation of cultural capital is vital in growing up to be an educated citizen. Evidence shows that children who do not feel safe and calm are not able to learn, so our school culture emanates this. Our approach to mental health and wellbeing is underpinned by the principles of restorative practice, an intrinsic knowledge of the impact trauma and attachment and swift intervention when children, staff or families most need it. Safe and secure children regulate their behaviour and ensure minimal disruptions in the classroom.

We have tailored our approach based on research, high quality staff training and CPD, an ethos of high quality teaching and learning, a broad and balanced curriculum for all children. Our home grown curriculum is project driven and intentionally filled with opportunities for cultural capital accumulation. We value a safe and secure environment where safeguarding is the top priority. We've done a vast amount of work as a school on social and emotional learning, and we continue to do so.

We firmly believe that narrowing the path does not shorten the journey.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Attainment gap in maths</u></p> <p>Assessments, observations and discussions show an attainment gap between disadvantaged and non-disadvantaged children in maths. A number of our disadvantaged children also have SEN.</p>
2	<p><u>Impact on education and wellbeing by COVID-19</u></p> <p>Observations, discussions and records indicate that the education and wellbeing of some 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. The number of children requiring nurture support has increased as well as referrals due to adverse childhood experiences.</p>
3	<p><u>Attainment gap in reading and writing</u></p> <p>Assessments, observations and discussions with pupils suggest that many of our disadvantaged pupils have greater difficulties with reading and writing than their peers. A number of our disadvantaged children also have SEN.</p>
4	<p><u>Under developed oral language skills and vocabulary gaps</u></p> <p>Assessments, observations and discussions with pupils indicate under developed oral language skills and vocabulary gaps among disadvantaged pupils. Entry data suggests that EYPP children are less likely to be on track with their communication and language.</p>
5	<p><u>Issues with attendance and punctuality</u></p> <p>Our attendance data indicates that attendance is generally lower for disadvantaged pupils</p>
6	<p><u>Lack of Cultural Capital for some of our disadvantaged children</u></p> <p>Some of our children struggle with reading comprehension and curriculum work because they have a limited understanding of the cultural contexts.</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
Improved maths attainment among disadvantaged pupils	<ul style="list-style-type: none"> • The children will make the best possible progress and achievement for disadvantaged pupils in maths will be as high as it can be • Teachers will have an awareness of their disadvantaged pupils in maths and will act on how best to support them using interventions strategies and whole class approaches • Coaching and feedback will be provided for disadvantaged children • High quality maths training will support teaching in EYFS [EYPDP Building on Success] • CPD supporting disadvantaged pupils in maths (Helen Aulton) • Metacognition approaches will build confidence and a growth mindset
Improved and sustained mental health and wellbeing for all pupils in our school particularly our disadvantaged pupils through social and emotional education	<ul style="list-style-type: none"> • Whole school implementation of SMHL research based approach including policy, commitment and working together (Action plan / CPD) • Whole school sustained approach to restorative practice and trauma informed approaches (evidence-led) STIAA work SEN • Whole school ethos of support for mental health wellbeing • Nurture, ELSA, interventions • Restorative practice and "Working with" approach
Improved reading and writing attainment among disadvantaged pupils	<ul style="list-style-type: none"> • The children will make the best possible progress and achievement for disadvantaged pupils in reading and writing will be as high as it can be • Teachers will have an awareness of their disadvantaged pupils in reading and writing and will act on how best to support them • Coaching and feedback will be provided for disadvantaged children • High quality communication and language training will support teaching in EYFS [EYPDP Building on Success] • CPD supporting disadvantaged pupils (Claire Foreman)

	<ul style="list-style-type: none"> • Metacognition approaches will build confidence and a growth mindset • Investment in 1:1 reading mentor with a feedback approach to increase metacognition and a desire to learn and to succeed
Improved oral and language skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> • Time to Talk supporting children with communication and language in EYFS helps to narrow the gap for most children • Parent workshops and information about talking and reading at home to support oral and language skills • Educating parents about the importance of talk at home through newsletter, homework, information giving • High quality training for EYFS staff [EYPDP Building on Success] • Language rich environments across the school with a broad and balanced vocabulary rich curriculum and role-play areas throughout school
To achieve and sustain higher attendance for all pupils, particularly disadvantaged children	<ul style="list-style-type: none"> • Attend to make home visits • Letter to parents when attendance is under 90% • Supportive working with parents • Reward good attendance
To improve opportunities for cultural capital acquisition	<ul style="list-style-type: none"> • Supporting cultural capital acquisition through projects, visits and visitors • Life Passports • Pupil Offer

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: **£21,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Renewal of Bug Club</p> <p>Purchase of additional reading books, particularly non-fiction <i>topped up by the PTFA</i></p> <p><i>Additional home readers also purchased</i></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</p> <p>EEF Phonics</p> <p>EEF Working with Parents to Support Learning</p>	3, 4
<p>Renewal of <i>Mme and J2e</i> to increase parental involvement and communication to make it stronger</p>	<p>Links with parents supports achievement in education and we pride ourselves on our school community. We regularly communicate with parents via MMe and J2e.</p> <p>EEF Working with Parents to Support Learning</p> <p>Marvellous Me in underpinned by EEF</p>	1, 2, 3, 4
<p>To improve the quality and quantity of culturally diverse experiences, involving families and the wider community</p> <p>Music tuition provided</p> <p>Sports Club provided</p> <p>Character Education</p> <p>Funded trips and residential</p>	<p>There is extensive evidence linking social and emotional skills with improved outcomes in school and later in life</p> <p>Music tuition supports wider learning and adds to cultural capital and are funded for disadvantaged pupils.</p> <p>Sports clubs are a great way to increase cultural capital and are funded for disadvantaged pupils.</p>	2, 4, 5, 6

<p>Subsidised snacks at break-time</p> <p>Enjoying school may help attendance and punctuality if the parents are invested</p>	<p>Children can access holiday club, and receive extra education and cultural capital in school. This is funded.</p> <p><i>Character Education</i></p> <p>EEF Arts Participation</p> <p>EEF Social and Emotional Learning</p>	
<p>Purchase standardised diagnostic assessments and renewal of insight tracking</p> <p>Regular discussions about all children and specifically disadvantaged children at Pupil Progress meetings, staff meetings and during PPA</p> <p><i>Begin to track personal and social skills on Insight</i></p> <p><i>Purchase dyslexia screening tools</i></p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</p> <p>Early Communication Screening Tool</p> <p>Salford Reading Tests</p> <p>Rising Stars</p> <p>EEF Feedback</p>	1, 3, 4
<p>Further develop dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary</p> <p>CPD for staff lead by AHTs</p> <p><i>Oracy is on the SDP as an area of development</i></p>	<p>High quality dialogic activities have a high impact on reading. Training for staff.</p> <ul style="list-style-type: none"> • Discussions • Vocabulary building • Projects • Teamwork <p>EEF Oral Language Interventions</p>	3, 4
<p>Enhancement of the reading, writing and maths curriculum with particular focus on disadvantaged children</p> <p>Renewal of Times Table Rockstars</p> <p>Renewal of Numbots</p> <p>CPD for staff on supporting disadvantaged children</p>	<p>DfE non statutory guidance for maths and reading, drawing on evidence based approaches</p> <p>EEF Reading Comprehension Strategies</p> <p>EEF Guidance Support for Maths</p>	1, 3

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

Budgeted cost: **£17, 800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Knowledgeable and experienced HLTA employed to deliver pupil premium 1:1 reading from reception to Y4.</p> <p>Children highlighted by SLT for support.</p>	<p>Experienced teacher working with children on gaps caused by COVID. The teacher knew our school and the children and was able to build relationships and trust quickly and effectively.</p> <p>EEF Small Group Tuition</p> <p><i>Stalled due to TA absence – pick up when possible because it did have a positive impact</i></p>	1, 2, 3, 4
<p>High quality TAs used within classes to deliver structured interventions led by the teacher and within class where possible (gaps)</p> <p>Additional Hours</p>	<p>TAs used to support children within the class and within lessons where possible</p> <p>EEF Making the best use of TAs</p>	1, 2, 3, 4
<p>Continue Accelerated reading programme</p> <p>SLT Reading club for catch-up</p> <p>Teacher CPD, training for teachers and TAs throughout school</p>	<p>Accelerated reading programme</p> <p>EEF Phonics</p> <p>EEF High Quality Teaching</p> <p>EEF Accelerated Reader</p> <p><i>Waiting to see results</i></p>	1, 3
<p>Targeted Interventions through whole class provision mapping (Now using Insight)</p>	<p>Taking part in structured, small group or 1:1 intervention programmes with highly skilled members of staff can improve outcomes for children. Gaps can be spotted</p>	1, 3

Monitored and supported by SENDCo	and taught. Use familiar staff in school to help build relationships and trust. EEF Feedback EEF High Quality Teaching	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£23, 093.33**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train AHT to be SMHL then cascade whole school and create a wellbeing team and action plan	Both targeted interventions and universal approaches can have positive overall effects	2, 5, 6
Improve social and emotional education across school	EEF Social and Emotional Learning	
Embedding principles of good practice set out in DfE's Improving School Attendance advice Use Attend	Attend work with specific families Incentivise children to be in school on time every day, stickers, certificates, praise Encourage parents to bring their children to school on time. Use family support and Attend.	5
Use Nurture Time to embed wellbeing and positive mental health for all children. TA to provide structured social and emotional interventions <i>ELSA</i> <i>My Feelings and Me</i> Cooking Therapy Drawing and Talking Lego Therapy Playdough Therapy	Develop The Nest indoor and outdoor spaces and increase TA hours to run lunchtime clubs, Nurture Time and Therapy EEF Social and Emotional Learning	2, 5, 6
Funded Holiday Club to increase wider educational opportunities	Theme Days in Holiday Club	2, 4, 5, 6

Funded residential Outdoor Adventure Learning	<i>Y4 visit to Pioneer</i>	2, 4, 5, 6
Develop the garden gang and use HLTA time to work with disadvantaged children, learning to care for living things and lifecycles	EEF Social and Emotional Learning	2, 4, 5, 6
ELSA Training for 2 TAs this year, and more next year. Supporting children with emotional literacy. Join a network to provide supervision.	EEF Social and Emotional Learning	2, 4, 5, 6
STIAA Work with Virtual School to ensure best practice and up-to-date CPD for AHT Restorative practice Continue to work on ways to manage learning behavior through restorative practice and 'working with' Offer further CPD to staff to improve their strategies <i>Ed Psych De-escalation training</i>	Continue whole school approach to STIAA (Trauma Informed and Attachment Aware) with AHT sharing good practice with other school at conferences EEF Social and Emotional Learning	2, 4, 5, 6

Total budgeted cost: £62, 193.33

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.

High quality teaching for all pupils (individual, group and whole class)

- Attainment Comparisons:

Maths:

-20% attainment gap between disadvantaged and not without SEN (was -26-34% in 2023)

-30% attainment gap when SEN children are included.

Reading:

In reading, disadvantaged children with no SEN have a +3% gap meaning that they do better than their peers. This is excellent news and shows that the support put in is having a positive impact (was -20-34% in 2023)

-22% attainment gap when SEN children are included.

Writing:

-10% attainment gap between disadvantaged and not without SEN (was -30-34% in 2023)

-26% attainment gap when SEN children are included.

This is a really good step of progress showing that the attainment gap can be narrowed with the right knowledge and understanding in place. Our school prides itself on working with families to support the development of all children. SEN children are improving in reading and writing. Reading is our priority for learning as it means that children will be able to become independent in their learning. So, if they are not supported at home, they can do the work themselves. A sad truth that some children face.

Data is improving.

EYFS 78.9% (well above local and national)

Phonics 86.7% (above local and national)

MTC (above local and national)

This is very positive considering the high number of SEND children at our school.

The accumulation of cultural capital for all, with a focus on disadvantaged pupils

- More children have engaged in Creative Club and Rock Steady Music School. The quality of foundation subject teaching and learning will be a focus next year to ensure quality first teaching for all children.
- We have a wide range of sports clubs and other extra-curricular clubs for children to take part in. P.E. coaches teach the children lessons and at lunchtime.
- Cultural Capital through reading is on the SDP. Children can learn a vast amount by reading and listening to stories linked to history, religion, science, geography and art. These put themes into the children's level of understanding and widen their vocabulary.

A supportive and understanding whole school ethos of mental health and wellbeing

- The whole school approach to restorative practice has had a significant impact on pupil and staff wellbeing, evidenced in surveys and pupil voice.
- Children feel safe and ready to learn.
- Next year, the culture and values will form an important part of mental health and wellbeing through consistency and research based strategies.

Externally provided programmes

Programme	Provider

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.