

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

*Further detailed information can be found on the academy action plan online*

### School overview

Detail	Data
School name	Perry Court E-ACT
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1 year With 3 year overview
Date this statement was published	1.9.21
Date on which it will be reviewed	1.12.21/1.4.22/1.7.22
Statement authorised by	Stephanie Moore
Pupil premium lead	Kate Marsh
Governor / Trustee lead	Leanne Mahony

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£247,480
Recovery premium funding allocation this academic year	£25,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£273,290

# Part A: Pupil premium strategy plan

## 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 aim to mitigate any additional challenges they may face to enable them to reach their full potential and to help them perform as well as other pupils.

We will 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 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.

We use our pupil premium funding to provide targeted academic support in the form of speech and language sessions, small group intervention sessions, a family liaison whose role it is to improve attendance, provide a breakfast club and to help with the cost of educational trips and visits so that every child is able to fully participate.

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

## Challenges

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

Challenge number	Detail of challenge
1	Attainment - diminishing the difference between PP and National non PP end of key stage attainment in reading, writing, maths and phonics
2	Attendance - for PP to be at least 97% attendance
3	Relationships/Behaviour: be able to build positive relationships.
4	Financial Hardship: to ensure that children are not financially disadvantaged support with trips and visits
5	Emotional well being: Ensure PP children have good MH and are able to function in school and their everyday life
6	Communication – to ensure children can communicate their needs and want articulately.
7	Behaviour – to ensure excellent learning behaviours across the academy.
8	Reading – to ensure high quality reading provision.

## 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 outcomes	Success criteria
Gap closed between PP and National Non-PP end of key stage attainment in reading, writing, & phonics. Gap closed between PP and National Non-PP phonics.	%Non-PP Reading ARE, % Non-PP Writing ARE, % Non-PP Maths ARE.  Year 1 children to pass phonics screening – meet national average target.
For all PP children to achieve at least 97% attendance.	PP children achieve 97% attendance.  The attendance of PP children is in line with Non-PP children's attendance.
For all PP children to work successfully within the school behaviour system and build positive relationships with their peers and adults.	All PP children to demonstrate 'green' (or above) behaviour on a daily basis.  All PP children are able to interact appropriately in a range of situations with peers and adults in school.
For all PP children to have the opportunity to participate in a wide range of enrichment opportunities and new experiences – these will include events which raise their aspirations for their own future.	Throughout the year children will have the opportunity to participate in a wealth of experiences and opportunities. They will include links with local secondary schools.

To ensure that all PP children have good mental health and are able to function in school and their everyday life.	All PP children to build resilience and motivation skills.  All PP children to be aware of how to keep emotionally well.
To ensure children can communicate their needs and wants articulately	All PP children to build communication skills and to improve vocabulary.
To ensure excellent learning behaviours across the academy.	All PP children to be ready to learn when arriving at school.  Reduce FTE/PEX of all pupils.
To ensure high quality reading provision.	All children to read at home, meeting school expectations.  Increased parent/carer engagement with reading.

## 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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker	Working with families to build excellent relationships will improve attendance.	2, 3, 5, 7.
<i>EWO</i>	Targeted Thrive/therapy support.	
<i>Breakfast club staffing</i>		
<i>Thrive TA</i>	Following Trust attendance procedure will keep communication open, inform parents and promote importance of being at school every day, on time.  Breakfast club encourages routine and prepares children to be ready to learn when the school days starts.	
2 x TAs	Data Driven Instruction: Definition and 11 Strategies - <a href="https://www.prodigygame.com/blog/data-driven-instruction/">https://www.prodigygame.com/blog/data-driven-instruction/</a>	1, 8
<i>Assigning PP lead to monitor and check books and progression.</i>	Class sizes: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</a>  Reading comprehension skills: <a href="https://educationendowmentfoundation.org.uk/evidence-">https://educationendowmentfoundation.org.uk/evidence-</a>	

	<p><a href="#">summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p> <p>Effective CPD: <a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</a></p> <p>Impact of Feedback on student attainment: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/the-impact-of-feedback-approaches-on-educational-attainment-in-children-and-young-people/">https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/the-impact-of-feedback-approaches-on-educational-attainment-in-children-and-young-people/</a></p> <p>Maths closing attainment gap: <a href="https://thirdspacelearning.com/blog/2017-eef-mathematics-report-close-the-attainment-gap-primary/">https://thirdspacelearning.com/blog/2017-eef-mathematics-report-close-the-attainment-gap-primary/</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• QFT</li> <li>• Interventions</li> <li>• Gap getting</li> <li>• Reading support</li> <li>• Pre-teaching</li> </ul>	<p>Data Driven Instruction: Definition and 11 Strategies - <a href="https://www.prodigygame.com/blog/data-driven-instruction/">https://www.prodigygame.com/blog/data-driven-instruction/</a></p> <p>Class sizes: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</a></p> <p>Reading comprehension skills: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p> <p>Effective CPD: <a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</a></p> <p>Impact of Feedback on student attainment: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/the-impact-of-feedback-approaches-on-educational-attainment-in-children-and-young-people/">https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/the-impact-of-feedback-approaches-on-educational-attainment-in-children-and-young-people/</a></p> <p>Maths closing attainment gap: <a href="https://thirdspacelearning.com/blog/2017-eef-mathematics-report-close-the-attainment-gap-primary/">https://thirdspacelearning.com/blog/2017-eef-mathematics-report-close-the-attainment-gap-primary/</a></p>	1, 6, 8

<ul style="list-style-type: none"> <li>• Attendance procedures, rewards, EWO</li> </ul>	<p>Prevent absenteeism - <a href="https://www.educationdive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/">https://www.educationdive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/</a></p> <p>Synel - <a href="https://www.synel.co.uk/news/5-strategies-to-reduce-chronic-absence-in-schools/">https://www.synel.co.uk/news/5-strategies-to-reduce-chronic-absence-in-schools/</a> Prevent absenteeism - <a href="https://www.educationdive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/">https://www.educationdive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/</a></p> <p>Synel - <a href="https://www.synel.co.uk/news/5-strategies-to-reduce-chronic-absence-in-schools/">https://www.synel.co.uk/news/5-strategies-to-reduce-chronic-absence-in-schools/</a></p> <p>Improving student attendance - <a href="http://northumberlandeducation.co.uk/wp-content/uploads/2016/08/PPAttendancestrategies.pdf">http://northumberlandeducation.co.uk/wp-content/uploads/2016/08/PPAttendancestrategies.pdf</a></p> <p>Strategies for reversing poor attendance - <a href="https://www.sec-ed.co.uk/best-practice/strategies-for-reversing-poor-school-attendance/">https://www.sec-ed.co.uk/best-practice/strategies-for-reversing-poor-school-attendance/</a></p> <p>Improving student attendance - <a href="http://northumberlandeducation.co.uk/wp-content/uploads/2016/08/PPAttendancestrategies.pdf">http://northumberlandeducation.co.uk/wp-content/uploads/2016/08/PPAttendancestrategies.pdf</a></p> <p>Strategies for reversing poor attendance - <a href="https://www.sec-ed.co.uk/best-practice/strategies-for-reversing-poor-school-attendance/">https://www.sec-ed.co.uk/best-practice/strategies-for-reversing-poor-school-attendance/</a></p>	<p>2, 3, 5, 7</p>
<p>Pastoral support for individuals and groups</p>	<p>When thinking about positive reinforcement in teaching, the overarching purpose is to provide an incentive for students to repeat desired behaviours (Revermann, n.d.).- <a href="https://positivepsychology.com/positive-reinforcement-classroom/">https://positivepsychology.com/positive-reinforcement-classroom/</a></p> <p>Positive reinforcement techniques and ideas - <a href="https://www.sec-ed.co.uk/best-practice/positive-reinforcement-techniques-and-ideas/">https://www.sec-ed.co.uk/best-practice/positive-reinforcement-techniques-and-ideas/</a></p>	<p>3, 5, 7</p>
<p>Educational visits Swimming Camps</p>	<p>EEF <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</a></p>	<p>4 and 5</p>
<p>Pastoral support and</p>	<p>10 Ways To Improve SEMH Intervention Strategies - <a href="http://semh.co.uk/types-semh-intervention/">http://semh.co.uk/types-semh-intervention/</a></p>	<p>3, 5, 7</p>

mentorin g.	Tracking an SEMH Intervention - <a href="http://semh.co.uk/tracking-semh-intervention/">http://semh.co.uk/tracking-semh-intervention/</a>  Thrive: <a href="https://www.thriveapproach.com/about-thrive/the-thrive-approach/underpinning-science-and-theory/">https://www.thriveapproach.com/about-thrive/the-thrive-approach/underpinning-science-and-theory/</a>	
QFT  PSHE  Check ins  Working walls	Oral Language Intervention  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a>  Communication language approaches: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/">https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/</a>	1, 6, 7, 8

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EWO</i>	Working with families to build excellent relationships will improve attendance.  With targeted Thrive support and play therapy.  FLW and AOA run daily first calls to raise attendance.  Behaviour intervention accelerates progress on average by 2 months. (EEF 2018)  Social and Emotional learning intervention accelerates progress on average by 4 months (EEF 2018)	2, 3, 5, 7
<i>PP focused attendance</i>		
<i>Breakfast club staffing</i>		
<i>Breakfast club resources</i>		
<i>Thrive TA</i>		

**Total budgeted cost: £247,480**



## 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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during 2017, 2018 and 2019, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources, bespoke created for our learners, with scaffolding and context addressed to best support all pupils.

Overall attendance in 2020/21 was lower than in the preceding years, again due to the impact of Covid-19. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 3% lower than their peers. A school mini-bus was used to address this with the support of the Attendance officer and EWO. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Barrier	<i>Desired outcomes</i>	<i>Impact</i>
1)	Improved coping skills for children by teaching them skills to deal with their SEMH. Children to create positive relationships with peers and adults in the setting.	Reduced FTE exclusions; improved behaviour for learning across the school. Improved SEMH of pupils.
2)	To raise reading age to chronological age across the academy.	To ensure that 50% of PP children at the academy are reading within their chronological age band T6 2020/21.
3)	To raise attendance to 97% or higher	All children to have 97+% attendance.
4)	To ensure children can communicate their needs and wants articulately.	To ensure 100% of PP children receiving targeted intervention for social communication interventions improve their communication skills using SALT scales.
5)	To ensure children in year 6 make more than expected progress/reach ARE	To ensure 100% of PP children received targeted intervention in reading and writing to enable them to make more than expected progress/achieve ARE.
6)	To pass phonics retake or E-ACT phonics retake (year 2/3).	To ensure that 90% of children pass the phonics re-take and those in year 3 are adequately supported to reach their chronological reading age.

## 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
N/A	

## 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 training provided by our Trust for our mental health lead and Thrive 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. This will be delivered by staff after school and before school for Year 6 pupils.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We have also looked closely at the contextual setting of our Academy – addressing the barriers most frequently experienced by our pupils and their parent/carers.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. Evidence will be gathered, reviewed and acted on following Terms 2, 4 and 6. Y1, Y2 and Y6 data will be reviewed more regularly to ensure that all provision targets misconceptions and individual needs.

