

# Pupil premium strategy statement – Perivale Primary School

## School overview

Detail	Data
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	31% (Rec – Year 6)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2022/2023 – 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Stella Porter
Pupil premium lead	Roxie Mitchell
Governor / Trustee lead	Matthew Hemsley

## Funding overview 2022-2023

Detail	Amount
Pupil premium funding allocation this academic year	£167,604
Recovery premium funding allocation this academic year	£17,255
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£184,859

## 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 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. Through the delivery of the 'No Learner Left Behind' project, we aim to address the barriers to achievement that our disadvantaged children face. 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 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	<p>There is a significant gap in attainment in Reading, Writing and Maths, for the academic year 2021-2022, between Pupil Premium and Non-Pupil Premium as follows:</p> <p>KS1: Reading 18%, Writing 11%, Maths 24%</p> <p>KS2: Reading 21%, Writing 13%, Maths 32%</p>
2	<p>Assessments, observations, and discussions with pupils indicate underdeveloped 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.</p>
3	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. 14 pupils (9 of whom are disadvantaged - 64%) currently require additional support with social and emotional needs, with them all receiving direct 1:1 support with our school ELSA. Children's self referrals also remain high, with 50% of referrals coming from disadvantaged children.</p>
4	<p>Ensure Learning Partners are fully trained, by experienced trainers, and used effectively to deliver targeted, evidence-driven interventions.</p>
5	<p>Create and develop the role of a Family Liaison Officer in order to tackle underachievement, increase readiness to learn and cultural capital by working in partnership with Children's University, families, parents, carers and pupils in the school context.</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
Disadvantaged pupils will catch up over time to reach at least age-related expectations in Reading, Writing and Maths	<ul style="list-style-type: none"> <li>• staff are aware of disadvantage and act to address underperforming children in their classes</li> <li>• PP children make rapid progress, so that they meet age related expectations by the end of the year</li> <li>• Homework is completed to the expected standard, and gaps are closed in children's learning</li> </ul>
Improved oral language skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> <li>• 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</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Sustain high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student, parent surveys and teacher observations</li> <li>• No incidents of bullying</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Learning Partners are fully trained and confident in delivering targeted, evident-driven interventions and positive impact is measurable.	<ul style="list-style-type: none"> <li>• Learning partners have a wide range of strategies to support pupils, including those with SEMH e.g. SALT, Little Wandle phonics, Colourful Semantics &amp; Team Teach positive handling training</li> </ul>
<p>Disadvantaged pupils are ready to learn and the underachievement gap closed.</p> <p>Strong partnerships developed with disadvantaged families with high levels of engagement.</p>	<ul style="list-style-type: none"> <li>• Family Liaison Officer role established and embedded</li> <li>• Parents and carers are working in partnership with the school and feel supported</li> <li>• Children's University embedded into our planning</li> <li>• Levels of engagement and attainment increased</li> </ul>

## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Purchase of standardised assessments and tracking software	<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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1	£1,600
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We have purchased Language Link software and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2	

Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  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).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	1	
Educational Psychologist to deliver targeted CPD to support teachers with Precision Teaching strategy	Participants receiving the intervention (Precision Teaching) increased their word accuracy skills by seven months and their reading comprehension by eighteen months (after the five week intervention).  <a href="#">Microsoft Word - CS1Murton15-18 (ucl.ac.uk)</a>	1	
ELSA	A 2010 study by Grahamslaw found that children who had received ELSA support held higher beliefs in their own emotional self-efficacy than children who had not.  DebateELSAarticle-finalpre-publicationversion.pdf	3	£200 Annual ELSA 1:1 support

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Identified PP children invited to homework club for additional support	Homework has a positive impact on average (+ 5 months) and for those who do not have a quiet environment to complete homework in it is essential schools consider the homework clubs for these pupils to access	1	£900

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>		
Speech and Language Link software  Employ full-time SALT assistant to deliver targeted interventions across the school.	On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	2	£990  £10,307
Emotional Literacy Support Assistant out of class	The average impact of successful Social Emotional Learning interventions is an additional four months' progress over the course of a year.  <a href="https://educationendowmentfoundation.org.uk/social-emotional-learning/">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	3	£10,205
School counselling partnership	As a therapeutic intervention, play therapy is highly effective for a variety of presenting problems, particularly anxiety and behaviour/conduct problems; for a range of young populations, but particularly primary-aged children; and in a number of settings, particularly clinics and schools.  <a href="https://educationendowmentfoundation.org.uk/bacp-research-on-counselling-psychotherapy-with-children-young-people-systematic-review-2013.pdf">bacp-research-on-counselling-psychotherapy-with-children-young-people-systematic-review-2013.pdf</a>	3	£11,000
Additional phonics sessions, targeted at disadvantaged pupils who require further phonics support.  This will be delivered in collaboration with our local English Hub.	The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.  Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.  <a href="https://educationendowmentfoundation.org.uk/phonics/">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1	£2,145  £86,637
Provide a blend of tuition, mentoring and school-led tutoring to raise	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.	1	£6,750

<p>attainment, at both KS1 and KS2, in core subjects for identified pupils.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>		<p>13 weeks</p> <p>5 days Easter</p> <p>X2 teachers</p> <p>X2 LPs/HLTAs</p> <p>(KS1)</p> <p>10 weeks 1hr x 3 p/week (RWM)</p> <p>1x CT</p> <p>1x LP</p> <p>(KS2)</p> <p>10 weeks 1hr x 3 p/week (RWM)</p> <p>1x CT</p> <p>1x LP</p>
<p>Family liaison officer</p>	<p>Joint working between the home and the school led to much better outcomes for pupils; in particular, this helped pupils with special educational needs and/or disabilities, those with low attendance or who were potentially vulnerable in other ways.</p> <p><a href="https://www.gov.uk">Schools and parents: developing partnerships - GOV.UK (www.gov.uk)</a></p>	<p>5</p>	<p>£38,500</p>



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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Whole staff training on Team Teach which builds on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	3, 4	£2,740
Embedding the principles of good practice set out in the DfE Improving School Attendance Advice. This will involve training and release time for the school's Attendance Officer to develop and implement new procedures to improve attendance.	Research shows that poor school attendance is associated with: <ul style="list-style-type: none"> <li>• lower academic achievement including literacy and numeracy</li> <li>• early school leaving</li> <li>• leaving school with fewer qualifications</li> <li>• reduced opportunities for students to learn and access educational resources, further limiting achievement</li> <li>• further absenteeism in higher year levels</li> <li>• increased alcohol, tobacco, and substance use in adolescents.</li> </ul> <a href="https://www.education.qld.gov.au/research-into-school-attendance/">Research into school attendance (education.qld.gov.au)</a>	1	£11,517

Enrichment support (subsidised) <ul style="list-style-type: none"> <li>• Clubs</li> <li>• Educational visits</li> <li>• Musical lessons</li> <li>• Half term activity clubs</li> </ul>	Improved academic performance as a result of skills learnt during enrichment, such as time management, organisational skills, problem solving, critical thinking, public speaking and leadership skills  <a href="https://motherbabychild.com">Why enrichment activities are just as important as academics (motherbabychild.com)</a>	3	£5000
Contingency fund for acute challenges.	Based on our experiences and those of similar schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All	£1000

**Total budgeted cost:** £184,859

**Total Spend**                      £190,362

**Balance**                              -£5,503 (funded by the school)

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.*

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 2% higher than their peers in 2021/22 and 38% of our persistent absentees were Pupil Premium children. Raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**

NA

**The impact of that spending on service pupil premium eligible pupils**