



## 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.

### School overview

Detail	Data
School name	John Perryn Primary School
Number of pupils in school	347
Proportion (%) of pupil premium eligible pupils	38.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Leah Wright
Pupil premium lead	Catherine Mulvany
Governor / Trustee lead	Mark Hauser

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178885
Recovery premium funding allocation this academic year	£19440
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	£198325



## Part A: Pupil premium strategy plan

### Statement of intent

At John Perryn our school motto is, 'Aim high to achieve success in all that we do'. This belief underpins all our decision making to ensure that our children leave John Perryn with the knowledge that they can achieve success and realise their dreams. Many of our students are from disadvantaged backgrounds and/or have additional needs but we firmly believe that this should not limit their life chances. Our pupil premium strategy aims to make sure that, through quality teaching of a wide curriculum, targeted interventions for both academic and emotional support and exposure to experiences that enhance their cultural capital, our children are ready for the next stage in their education.

### Challenges

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

Challenge number	Detail of challenge
1	Socio-economic gap: many of our children (including some who do not qualify for the pupil premium grant) are from families who face financial hardship which means that they are not able to access many of the opportunities available to many of their peers. Many of our families live in over-crowded homes or hostels so conditions for studying at home are less than optimal.
2	Mobility: 34.8% of our children join our school at times other than the usual admission period. An increasing number of these children are refugees from war-torn countries and do not speak much, if any, English. Those that do speak English may also have been to multiple schools before arriving at John Perryn.
3	Catch up: Although we loaned out over 70 Chromebooks during the Covid-19 lockdowns, many of our children did not have the support at home to help them access all of the learning. Places were offered to our vulnerable children but many families were nervous sending their children into school.
4	Multiple barriers: 72% of our disadvantaged children also have an additional barrier to their learning including EAL, SEN or safeguarding needs. Nearly 10% of our children have 3 or more of these barriers.
5	Attendance: The attendance of our pupil premium children is lower than that of our non-pupil premium children and the rate of persistent absence is much higher.



## 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
Reduce the effect of the socio –economic gap.	Children in receipt of the pupil premium will have the opportunity to take part in a range of extra-curricular activities.
Children to make good progress from their starting points.	Gaps will be identified to help children progress.
Children have caught up to age related expectations.	Children who do not have additional barriers to learning will end the year either at, or close to, age related expectations.
Children will have support that addresses their particular need.	Children will have made progress from their starting points
The attendance of vulnerable children will improve.	Reduce the % of persistent absentees to be in line with their counterparts.



## 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: £62,156.86

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc (RWI) programme run across EYFS and KS1	EEF Teaching and Learning Toolkit phonics overview shows impact of +5 months.	1,2,3
Embed maths mastery teaching approach	EEF Teaching and Learning Toolkit mastery learning overview shows impact of +5 months. NCETM guidance	1,2,3
Whole class guided reading approach across KS2	EEF Teaching and Learning Toolkit reading comprehension strategies overview shows impact of +5 months.	1,2,3
Embed Primary Knowledge Curriculum across the school	Teacher subject knowledge	1,2,3
Small group Y6 taught by SLT	EEF Teaching and Learning Toolkit	1,2,3

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

Budgeted cost: £85701.14

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 phonic intervention	Teaching and Learning Toolkit 1:1 tuition and small group tuition	2,3,4,5
1:1 speech and language interventions in KS2	EEF Teaching and Learning Toolkit	2,3,4
NELI programme for Year 1	EEF Early Years Toolkit	2,3,4



Speech and Language Therapist support	EEF Early Years Toolkit	2,4
1:1 support for vulnerable children without EHC plans	EEF Teaching and Learning Toolkit Metacognition and self-regulation	4,5

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

Budgeted cost: £50,567.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ealing Schools Counselling Partnership	EEF Teaching and Learning Toolkit Metacognition and self-regulation KSCiE	1,2,4
Hardware provision	DfE guidance	1,5
Building relationships with the community to improve attendance	LA guidance Family Partnership award EEF Teaching and Learning Toolkit – Parental Engagement	5
Partnership with the Primary Behaviour Service	LA guidance	4.5

**Total budgeted cost: £198425**



## 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.

Data shows that disadvantaged children made good progress from their starting points in phonics, particularly those that had 1:1 or small group interventions.

Loaning out Chromebooks and helping families with internet meant that disadvantage children did not fall behind their peers during lockdown.

Children who received therapeutic support were better able to regulate themselves and either stay in class or focus on their work.

### 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