

# Pupil premium strategy statement – John Perryn Primary School

*Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.*

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	396
Proportion (%) of pupil premium eligible pupils	45.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Leah Wright
Pupil premium lead	Catherine Mulvany
Governor / Trustee lead	Maryam Milani

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£214,675
Recovery premium funding allocation this academic year	£22620
<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><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.</i></p>	£0
<p><b>Total budget for this academic year</b></p> <p><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></p>	£237295

## 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: 32.1% 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: 70% of our disadvantaged children also have an additional barrier to their learning including EAL, SEN or safeguarding needs. 14% 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: £73,241.82

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
Implement new writing approach	EEF Teaching and Learning Toolkit of Improving Literacy in Key Stage 2	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
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £97,653.20

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
EAL induction programme	Teaching and Learning Toolkit 1:1 tuition and small group tuition	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: £67,400

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: £238,295.02**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**Target 1: Reduce the effect of the socio –economic gap.**

The data for both end of KS1 and KS2 shows that our disadvantaged children outperformed their non-disadvantaged counterparts. 96% of our Year 6 pupil premium children achieved the expected standard in reading at the end of KS2.

**Target 2: Children to make good progress from their starting points.**

Internal data shows that children who were new to the country are beginning to catch up to their peers although they are not yet at age related expectations.

**Target 3: Children have caught up to age related expectations.**

Internal data shows that, for those children who were at John Perryn in both the 2020/2021 and 2021/2022 academic year, more children are at age related expectations.

**Target 4: Children will have support that addresses their particular need.**

Children who are receiving targeted interventions are better able to stay in the classroom and access their learning.

**Target 5: The attendance of vulnerable children will improve.**

Attendance is still a concern and is an area of focus on the School Development Plan.