

Pupil premium strategy statement – John Perryn Primary School

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

All schools that receive pupil 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, if that version was published using the template.

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

This statement details our school's use of pupil 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	429
Proportion (%) of pupil premium eligible pupils	45.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 – 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	
Pupil premium lead	Catherine Mulvany
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£276,760
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£276,760

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

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. 15% of our children are refugees or asylum seekers who have no recourse to public funds.
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	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.
4	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
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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 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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £24056.73

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
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: £190477.10

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,
1:1 speech and language interventions in KS2	EEF Teaching and Learning Toolkit	2,3

EAL induction programme	Teaching and Learning Toolkit 1:1 tuition and small group tuition	2,3
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	43
Music therapist for SEN children	EEF Teaching and Learning Toolkit	2,3,4

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

Budgeted cost: £78105.50

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
Building relationships with the community to improve attendance	LA guidance Family Partnership award EEF Teaching and Learning Toolkit – Parental Engagement	4
AHT role created for one year to focus on attendance. Additional administrator role for attendance.	EEF Teaching and Learning Toolkit – Parental Engagement	4
Creation of a sensory room for vulnerable children.	Metacognition and self-regulation	3

Total budgeted cost: £292639.33

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

End of KS2 data shows that our Pupil Premium outperformed their national counterparts in all subjects apart from GDS maths. In reading and writing, they also out-performed their non-PP counterparts. Our PP children out-performed the whole country national average for combined results.

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

Internal data shows that children are making progress across the school. Children who have been at JP since Reception out-perform national averages at the end of KS2.

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

This remains on-going. Data shows that the longer children are at John Perryn, the more likely they are to achieve national expectations. However, the high mobility means that we often have new children who are new to English and therefore not at national expectations. The EAL induction programme is working successfully and children are making progress in English.

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

An increase in the number of children with EHCPs and the appointment of a new SENCO has meant that children who are working below age related expectations are now better catered for.

Target 5: The attendance of vulnerable children will improve.

This remains an on-going target and will be the focus of the next year's Pupil Premium Strategy.