

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 Perry Primary School
Number of pupils in school	551 (Reception-Year 6)
Proportion (%) of pupil premium eligible pupils	25% (139)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	February 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Mr W Pedro
Pupil premium lead	Ms M Cabero
Governor / Trustee lead	Mr S Budala

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187,627
Recovery premium funding allocation this academic year	£20,668
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£207,695

Part A: Pupil premium strategy plan

Statement of intent

Demography and School Context

John Perry Primary School is a large, 3-form entry urban school situated in Barking and Dagenham, an outer London borough located in the north-east of London. Our school caters for Nursery to Year 6 pupils. Our pupils mainly come from the immediate area surrounding the school, although some travel by bus and tube from further afield in the Borough of Barking and Dagenham. Many new entrants in EYFS have no formal preschool experience.

According to trustforlondon.org.uk, while pay inequality is low, relative income deprivation (from the Indices of Multiple Deprivation) is high; residents in Barking and Dagenham are 1.9 times more relatively income deprived than the typical resident in London. Other key inequality indicators are:

- Child poverty is one of the highest among the London boroughs, where 48% of the children live in households within poverty.
- Premature mortality in the borough is the highest in London, with 404 deaths per 100,000 people aged below 75, compared to 299 for London overall; and
- Compared to London overall, students have a below average GCSE attainment, with 71% of students in the borough achieving grades between 9-4 (equivalent to A*-C under the old system) in English and Maths. Across all London boroughs, this proportion is 75%. Nearly four in ten (39%) 19 year-olds in the borough do not have a level 3 qualification.
- The proportion of the working-aged population on out-of-work benefits in Barking and Dagenham, with 19.9%, is the highest in London (with Haringey). While across London, this proportion is 15%.

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF has been used to support our decisions around the usefulness of different strategies and their value for money.

The challenges and barriers to learning for disadvantaged children can be varied and there is no “one size fits all”.

Our ultimate objectives are:

- accelerate progress and diminish the difference in attainment and progress between Pupil Premium Pupils and non- Pupil Premium Pupils at John Perry Primary

- for all disadvantaged pupils to make or exceed nationally expected progress rates
- raise and improve pupils' self-esteem and attitude towards learning as well as their well-being and mental health.

We aim to do this by:

- ensuring disadvantaged pupils are challenged in the work that they are set
- acting early to intervene as soon as needs are identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We will ensure that all teaching staff are involved in the analysis of data and identification of disadvantaged pupils, so that they are fully aware of strengths and areas for development across the school.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils required the most support. This is proven to have the greatest impact on closing the disadvantaged 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.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These have been exacerbated by school absence due to Covid-19 and periods of school closure.

Challenge number	Detail of challenge
1	Assessments, observations and interaction with children in EYFS upon arrival indicate lower starting points in some children from disadvantaged backgrounds. Weak language and communication skills as well as vocabulary gaps and speech and language issues are common. Some children come with minimal or no early years' education.
2	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. As a consequence, disadvantaged pupils often perform less well in reading; they might have a limited vocabulary, low reading stamina and less access to quality reading books.
3	Our assessments and observations indicate that partial school closures have had a negative impact in most core subjects, particularly in Maths,

	with disadvantaged pupils falling further behind age-related expectations. Disadvantaged pupils often have a limited understanding of basic mathematical concepts and vocabulary linked to reasoning and problem solving.
4	Disadvantaged children have lower attendance than that of non-disadvantaged pupils and it is lower than the school target of 96%. Absenteeism is negatively impacting disadvantaged pupils' progress.
5	A high proportion of disadvantaged pupils have limited enrichment opportunities outside of school. Their limited experiences have a negative impact on their ability to make personal links to their learning, e.g. to what they are reading. There is also an effect on related skills such as physical fitness, social skills and communication.
6	Promoting confidence, ambition and resilience in children from disadvantaged backgrounds is a priority. Mixed ability teaching ensures that children benefit from their peers and know that all children are given the same opportunities to succeed.
7	Some pupils have found it hard to return to school after partial school closures. Emotional regulation is a challenge for some children from disadvantaged backgrounds.

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
A love of reading is developed for all children, including those most disadvantaged.	Materials are engaging, challenging and facilitate accelerated progress. Provision maps are used successfully. Disadvantaged pupils make accelerated progress in Reading.
Attainment outcomes of disadvantaged pupils at the expected standard is in line with all children nationally in Key Stage 1 and 2	The percentage of children achieving the expected standard in Phonics, Writing and Maths is in line with all children nationally.
Clear improvement in attendance of disadvantaged pupils.	Attendance for disadvantaged children in all year groups is in line with non-disadvantaged pupils and at or above school target of 96%. Also, the percentage of disadvantaged pupils who are persistently absent has been reduced and is no lower than their peers.
Disadvantaged pupils have access to a wide range of Cultural Capital experiences in school or through school (for instance, educational visits).	Disadvantaged pupils are offered a range of enrichment opportunities which provide them with the knowledge and cultural capital they need to succeed in life.

<p>The wellbeing of all pupils in our school, particularly our disadvantaged pupils', is supported through mentoring and counselling.</p>	<p>Counselling, therapy and learning mentor support is provided for identified children. Parents surveys show this has had a positive effect on children's mental health and wellbeing.</p>
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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: £27,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching in mixed ability groups is supported through quality CPD in developing teacher's skills at supporting children from disadvantaged backgrounds.	Supporting the attainment of disadvantaged pupils: articulating success and good practice (DfE November 2015). The document highlights to need for 'high quality teaching first rather than on bolt-on strategies and activities outside school hours' (page 4)	1,2,3,6
CPD with a focus on development of skills, knowledge and AfL	Supporting high quality teaching is pivotal in improving children's outcomes (Effective Professional Development, EEF)	1,2,3,6
Promote the wellbeing of our pupils whilst encouraging healthy interactions between pupils and adults	Play-based learning contributes to positive learning outcomes in Early Years, including vocabulary, reasoning and early numeracy. Play-based therapy can have substantial benefits for children who are identified as having social, emotional, or educational difficulties	1,7
Phonics training is carried out with all staff in Early Years and Key Stage 1, along with purchasing new decodable books for school and home reading.	Phonics EEF emphasises the importance of using a systematic approach that explicitly teaches pupils a comprehensive set of letter-sound relationships through an organised sequence. This approach has to be adapted to improve impact. Staff has to be trained to ensure they have the necessary linguistic knowledge and understanding of phonics. Reading books need to match the child's reading level.	2

<p>Work with EYFS Adviser to ensure that all children are given the best opportunities from the moment they start at school</p>	<p>Research from the EEF show that gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children's learning in the early years are likely to be particularly important for children from disadvantaged backgrounds.</p> <p>We recognise that disadvantaged children require support from the beginning of their school life, especially with regard to language development and closing the vocabulary gap.</p> <p>Working with the EYFS Adviser will allow us to accelerate progress in this area.</p>	<p>1,2,3,7</p>
<p>Enhancement of our Maths teaching and curriculum planning in line with the DfE and EEF guidance.</p> <p>Fund teacher release time to embed key elements of guidance in school and to access Maths Hub training (including Teaching for Mastery training)</p> <p>Review and implement the school's Calculation Policy.</p>	<p>'Improving Mathematics in the Early Years and Key Stage 1' reviews the best available evidence to offer five recommendations for developing the maths skills of 3–7-year olds. These are some of their recommendations:</p> <ul style="list-style-type: none"> • Seize chances to reinforce mathematical vocabulary • Ensure that children understand the links between the manipulatives and the mathematical ideas they represent • A variety of methods should be used to assess children's mathematical understanding <p>EEF Explicit instruction (page 48) refers to a wide array of “teacher-led” approaches, all focused on teacher demonstration followed by guided practice and leading to independent practice</p> <p>Further support from the Maths Hub is required.</p>	<p>3</p>
<p>Trial a new scheme of work for Phonics (The Teach Hub Letters and Sounds), including CPD for all staff</p>	<p>The school is committed to ensuring that every child becomes a reader.</p> <p>According to EEF, Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>2</p>

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

Budgeted cost: £117,896

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up provision from National Tutoring Programme (NTP)	According to EEF, small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.	2,3,6
Music lessons delivered by Central Music Services (CMS)	According to the Science Journal Frontiers in Neuroscience , learning to play an instrument as a child may even predict academic performance and IQ in young adulthood. Children who undergo musical training have better verbal memory, second language pronunciation accuracy, reading ability and executive functions. Children in KS2 have weekly music lessons delivered by specialist music teachers. CMS also deliver after school music clubs.	5,6
Specific interventions (Phonics, Speech and Language) delivered by trained LSAs; adults reading with young children	EEF Communication and Language Approaches : There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach. A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills.	1,2
Quality first and explicit teaching of Times Tables (Times Tables Rockstars)	"Early memorisation" of the multiplication tables was vital to ensure pupils developed a fluency in the maths before tackling more complex subjects at a later stage (STEM learning)	3
Continue to purchase Collins Big Cat reading books (fully decodable books aligned to our	The use of high-quality books within the reading curriculum is at the heart of a school's successful approach to engage and support children to become motivated and independent readers. If children enjoy reading, they read more	1,2

Phonics scheme of work) Use rich quality texts to support children's vocabulary and writing.	frequently and become better readers (CLPE)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £62,634

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to work with the Borough's Attendance Officer to improve the attendance of disadvantaged children	45% of the families the attendance officer is involved with are disadvantaged.	4
Continue to deploy the Learning Mentor and Thrive practitioners to offer targeted support to identified children	Research into the Thrive Approach demonstrates the positive impact on social and emotional development. Thrive assessments are used to track wellbeing and identify and identify children who require further support. The school has 3 qualified Thrive practitioners. Since September 2021, 50% of children in the Thrive programme are entitled to Free School Meals. 71% of children receiving social and emotional support from the Learning Mentor come from disadvantaged families.	6,7
Offer play therapy, art therapy, speech therapy and Lego therapy and counselling.	Since September 2021, along the wellbeing support offered to all children and the Thrive approach, out of the children who have been offered private counselling and therapy, 71% are entitled to the Pupil Premium grant	7
Provision to support the needs of children to secure full inclusion	Through the SLA, secure the services of an Educational Psychologist and Targeted Early Help Support	7
Facilitate access for disadvantaged children to a range of co-curricular activities (PE clubs, Music clubs, Wellbeing Workshops, residential trip in Year 6)	The EFF Guide to the Pupil Premium highlights the importance of wider strategies for disadvantaged children. As a school, we recognise the importance of supporting disadvantaged children to have access to a range of experiences outside the classroom.	5

Provision of devices for disadvantaged children to access remote learning	During partial school closures and since September 2021, the school has been able to lend devices to disadvantaged children in order to access remote learning (i.e live lessons, Google Classroom) from home.	2,3
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Total budgeted cost: £207,695

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.

The Pupil Premium strategy 2020-2021 focused on the recovery curriculum, in recognition that disadvantaged children had been disproportionately affected by school closures.

Priority 1 - To increase the number of pupils who achieve the expected standard in the Phonics Screening test by the end of Year 1 so that it is in line or above the national average

All staff in EYFS and Y1 received appropriate Phonics training, delivered either remotely by the LA or face-to-face by Phonics Lead.

Y1 Phonics Screening Check was administered in Autumn 2 2020 to Yr2 pupils – 79.4% of all pupils achieved the expected standard. 70.6% of pupils entitled to PPG achieved the expected standard. This is 7.4% higher for all pupils and 1.6% higher for PPG pupils than in 2018-2019.

Newly appointed Phonics Lead has implemented a new and much more succinct and focused Phonics assessment system (phonics booklet); this has given teachers a better understanding of specific sounds to reinforce with children. Although all statutory Phonics testing was cancelled in June 2021, Summer 2 data has been collected. This will be used to identify children who will be part of intervention programmes on the next academic year (2021-2022). A new programme (POPS) has been introduced for those children working well below the expected standard.

Priority 2 - To achieve at least national average progress scores by the end of KS2 for PPG pupils in Reading, Writing and Maths.

Moving from 'guided reading' to 'daily shared reading' lessons led by teachers plus a weekly reading for pleasure session has contributed to improve our children's understanding of reading skills (inference, prediction, retrieval, etc) and developed their love for reading. The school has prioritized Reading and invested in a whole school reading scheme which will be reinforced by a new Phonics scheme from September 2021. The school adopted a 'recovery curriculum' to accelerate progress in Maths and Writing; this has had a positive impact on the number of children working at age related expectations in all year groups despite the interruption to face-to-face learning.

A group of 16 PPG Yr5 pupils were identified and offered Maths tuition as part of the National Tutoring Programme. However, this had to be cancelled by the providers due to unforeseen circumstances. The school has become a NTP school – we have already identified those PPG pupils in different year groups will be offered small-group Reading/Writing/Maths tuition in school from October 2021.

All teachers were given contextual information for their individual class where disadvantaged pupils were identified so that planning and teaching could be differentiated for and targeted at them. We have reduced the number of data drops to 3 per year. These are followed by Pupil Progress Meetings, always with a focused on PPG pupils, to identify and agree on best support for these pupils.

In consultation with teachers, pupils and Subject Leads, we have completed a review of the whole curriculum to ensure it is deeper, more challenging and relevant for all our pupils, including PPG pupils. Staff insets and external CPD have improved our staff's understanding of teaching and learning, safeguarding and mental health and wellbeing.

Priority 3 - To improve the school attendance of disadvantaged pupils so that it is at least in line with national expectations (96%)

Termly attendance of PPG pupils: Autumn: 95.02% Spring: 92.58% (affected by school lockdown) Summer to date: 95.06% (All figures include Reception). This shows an increase in attendance of children entitled to PP grant, although it's still below the target of 96%. SLT invited disadvantaged pupils to attend school during lockdown; those who declined were contacted on a weekly basis to check on their wellbeing and attendance to remote learning.

Minutes from Phase Group meetings show attendance and punctuality concerns; these are referred to the school's attendance officer. The Borough's attendance officer is currently working with 12 PPG families to improve their school attendance. Assemblies were cancelled due to Government restrictions in place. Instead, 100% attendance certificates and badges were sent round to classes to award the autumn term attendance.

Other attendance awards have been given to encourage daily attendance to school such as: • EDM non-uniform day • Class attendance certificates • Weekly celebration assembly includes attendance and punctuality mentions • Weekly attendance sticker charts Attendance data is presented to Governors termly.

Priority 4 - To strengthen parental engagement in order to improve pupil outcomes

Due to Government restrictions, parents have not been invited into school. However, there has been an increase on online communication with parents via the school app (Weduc), Year Group email and social media to inform them of school events and all things related to teaching and learning. Our school website has become the main portal where parents can find school related information: for instance, letters sent home,

presentations like Phonics Screening Check, information on how to apply for PP Grant, RSE consultation, school policies, etc. Teacher-Parent consultations and Open Evening have been held termly and remotely.

Priority 5 - To embed robust and effective pastoral strategies in our school curriculum to support the mental health and wellbeing of our vulnerable pupils

We now have a dedicated Mental Health and Wellbeing section on our school website. The school employs a counsellor who works with 4 identified pupils for 12 weeks; as a result, we have seen a reduction on the number of behaviour issues. We have delivered a number of assemblies on all types of bullying and how to seek help in school. Phase Leads carried out a Mental Health questionnaire with pupils in their Phases; the results were positive and no concerns were raised. During Autumn 1, all pupils received at least 6 lessons on Mental Health and Wellbeing lessons as part of the PSHE curriculum. In PE lessons, children continue to learn about the importance of physical wellbeing and healthy lifestyles. As part of the end of year reports, teachers have included a comment on character education and how the pandemic has affected (if at all) our pupils' mental health and wellbeing.

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
TT Rockstars	Maths Circle Ltd
Digimaps	EDINA (University of Edinburgh)
Thrive	Fronting the Challenge Projects
Bug Club	Pearson
Collins Big Cat	Collins
NFER	National Foundation for Educational Research
PlanBee (Scheme of Work)	PlanBee Resources Ltd
You, Me, PSHE (Scheme of Work)	Islington Local Authority
GetSet4PE (Scheme of Work)	Get Set 4 PE

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.