

Pupil premium strategy statement

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
School name	John Perry Primary School
Number of pupils in school (excluding Nursery)	551 (December 2021) 566 (December 2022) 597 (December 2023)
Proportion (%) of pupil premium eligible pupils	2021/2022 - 25% (139) 2022/2023 - 27.3% (155) 2023/2024 – 27.1% (162)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021 Reviewed and revised December 2022 Reviewed and revised December 2023
Date on which it will be reviewed	December 2024
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	2021/2022 - £187,627 2022/2023 - £214,675 2023/2024 - £242,985
Recovery premium funding allocation this academic year	2021/2022 - £20,668 2022/2023 - £25,729 2023/2024 - £27,415

Pupil premium (and recovery premium) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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	2021/2022 - £207,695 2022/2023 - £240,404 2023/2024 - £270,400

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; 42% of the children live in households within poverty compared to 33% in all London Boroughs.
- Premature mortality in the borough is one of the highest in London, with 512 deaths per 100,000 people aged below 75, compared to 359 for London overall.
- Compared to London overall, students have a below average GCSE attainment, with 68.5% 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 74.3%. 34.7% of 19-year-olds in the borough do not have a level 3 qualification compared to 25.7% in all London Boroughs.
- The proportion of the working-aged population on out-of-work benefits in Barking and Dagenham is 16.7%. Across London, this proportion is 12.8%. Also, the unemployment rate is 6.8%, compared to 4.8% in all London Boroughs.

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

By sharing this document with all teaching staff, we will ensure that they 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 require 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.

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 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 values such as resilience, tolerance, a sense of responsibility and respect in children from disadvantaged backgrounds is a priority. Collaborative learning ensures that children benefit from their peers and know that all children are given the same opportunities to succeed.
7	A lack of confidence and low self-esteem when approaching learning is a challenge for some children from disadvantaged backgrounds. Some disadvantaged children have lower aspirations for their future, reducing their motivation and commitment to learning.

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
1. 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.
2. 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.
3. Clear improvement in attendance of disadvantaged pupils.	Supportive relationships are developed with families which is shown through increased engagement with the school. 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.

<p>4. Disadvantaged pupils have access to a wide range of Cultural Capital experiences in school or through school (for instance, educational visits).</p>	<p>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>
<p>5. Develop increased confidence and self-esteem in identified disadvantaged pupils which will impact positively on their learning. Disadvantaged pupils are aware of the opportunities that are available to them, increasing their aspirations for the future.</p>	<p>Disadvantaged pupils confidently approach all aspects of learning. They develop resilience when faced with challenges in their learning and social interactions. Disadvantaged pupils are chosen for competitions and events that contribute to develop their self-esteem.</p>
<p>6. 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>

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: 2021/2022 £27,175 2022/2023 £36,210 **2023/2024 £51,300**

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 primary pedagogy, quality first teaching, curriculum adaptation, writing, Phonics and early reading	Supporting high quality teaching is pivotal in improving children's outcomes (Effective Professional Development, EEF) 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	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, 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	2

	<p>knowledge and understanding of phonics.</p> <p>Reading books need to match the child's reading level.</p>	
<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>	1,2,3,7
<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>Consistent implementation of 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>Further support from the Maths Hub is required.</p>	3
<p>Establish a clear and consistent approach to the planning and teaching of Writing so that planning anticipates misconceptions, allows for opportunities for modelling, practising, evaluating and editing.</p> <p>CPD dedicated to modelling writing and application of Phonics in writing.</p>	<p>A Quantitative Synthesis of Research on Writing Approaches in Years 3 to 13 states that ‘Not surprisingly, students who write more write better (Graham & Perin, 2007; Gallagher & Kittle, 2018). Practice in writing is especially important in giving students opportunities to write in many genres and for many purposes and audiences. Adding 15 minutes of writing each day can make a substantial difference in writing outcomes, and contributes to reading outcomes as well (Graham et al., 2015).’</p>	2

DfE validated Phonics Scheme of Work (Phonics Shed), including CPD for all staff	The school is committed to ensuring that every child becomes a reader. 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.	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: 2021/2022 £117,896 2022/2023 £131,850 **2023/2024 £142,370**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	1,2

	assistants have supported both oral language and early reading skills.	
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 Phonics scheme of work) Use rich quality texts to support children’s vocabulary and writing.	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 frequently and become better readers (CLPE)	1,2
School library to be redecorated to make it a more welcoming, vibrant and child-friendly space Continue to purchase high-quality texts (including inclusive and bilingual books) for the library	Key findings of the review Understanding the Impact and Characteristics of School Libraries and Reading Space conducted by the National Literacy Trust: <ul style="list-style-type: none"> • evidence of an association between school library use and reading attainment • evidence of an association between school library use and mental wellbeing • children and young people who used the school library had better levels of reading enjoyment, reading for pleasure, reading confidence, writing for pleasure, writing confidence, and reading attainment than those who did not • For children and young people receiving free school meals, library users in this group showed higher reading enjoyment, increased reading and writing for pleasure, and tended to read and write a greater variety of material relative to non-library users 	2

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

Budgeted cost: 2021/2022 £62,634 2022/2023 £72,344 **2023/2024 £76,730**

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 practitioner to offer targeted support to identified children	<p>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.</p> <p>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.</p>	6,7
Offer play therapy, art therapy, speech therapy and bereavement 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, educational visits, residential trip in Year 6)	<p>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.</p>	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

Total budgeted cost: 2021/2022 £207,695

2022/2023 £240,404

2023/2024 £270,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Internal and external assessments during 2022/2023 indicate that our strategy has had some demonstrable positive impact during its second year of implementation. The strategy has been revised in light of the analysis of these outcomes and are outlined in the document sections above.

Outcome 1: A love of reading is developed for all children, including those most disadvantaged.

The acquisition of the reading book scheme Collins Big Cat has had a positive impact on Reading attainment and progress. These books match the children's phonological awareness. Children who can read fluently show an engaging attitude in all lessons, as they can access the learning. The Reading for Pleasure sessions allow children to choose books according to their own taste; adults use these sessions listen to children read. All teachers read to their class daily.

Provision maps have been used successfully to identify those children who need support with early reading, phonological awareness or fluency development. Phonics lessons are taught in Year 3 (4 times a week). The focus of the National Tutoring Programme is Reading tuition, for which PPG children have been prioritised.

Disadvantaged pupils make accelerated progress in Reading by the end of KS2:

All Pupils: +1.82 Disadvantaged pupils: +3.0

Outcome 2: Attainment outcomes of disadvantaged pupils at the expected standard is in line with all children nationally in Key Stage 1 and 2

In the Year 1 Phonics Screening Check, 68% of our Disadvantaged pupils achieve the expected standard compared to 67% Disadvantaged national.

In KS1, achieving the expected standard:

- Writing: 53% (school disadvantaged) compared to 60% (national all)
- Maths: 64% (school disadvantaged) compared to 70% (national all)

In KS2, achieving in the expected standard:

- Writing: 46% (school disadvantaged) compared to 71% (national all)
- Maths: 61% (school disadvantaged) compared to 73% (national all)

Outcome 3: Clear improvement in attendance of disadvantaged pupils.

The overall attendance of disadvantaged pupils in our school during the academic year 2021-2022 was 92.7% compared to 91.95% during the 2022-2023 academic year. This will continue to be a priority for 2022/2023 with the implementation of the DfE's document 'Working together to improve school attendance', published in May 2022. The Borough's Attendance Officer will continue to work with the school's Attendance Officer in order to work with and provide support for the families of those children whose attendance is cause for concern.

Outcome 4: Disadvantaged pupils have access to a wide range of Cultural Capital experiences in school or through school (for instance, educational visits).

Children entitled to Pupil Premium continued to be prioritised for enrichment clubs, particularly extra P.E. lessons, music clubs and the Year 6 residential visit, where a number of spaces were fully or partially subsidised by the school. This will continue into the 2023-2024 academic year.

Outcome 5: Develop increased confidence and self-esteem in identified disadvantaged pupils which will impact positively on their learning.

Children entitled to Pupil Premium continued to be prioritised for enrichment activities. They were prioritised to receive counselling and/or Thive sessions in school. Year 6 Disadvantaged pupils were prioritised to represent the school in football competitions. KS2 disadvantaged children participated in local community programmes such as BeFirst. Year 4 disadvantaged pupils participated in workshops organised by the National Portrait Gallery. Year 5(the year group with the highest proportion of disadvantaged pupils) was chosen to participate in the Local Authority's Young Marketeers scheme. This will continue into the 2023-2024 academic year.

Outcome 6: The wellbeing of all pupils in our school, particularly our disadvantaged pupils', is supported through mentoring and counselling.

Children entitled to Pupil Premium were prioritised to receive counselling and/or Thive sessions in school or outside school. All parents were invited to Mental Health and Wellbeing workshops, including how to develop resilience in young children. This will continue into the 2023-2024 academic year.

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.