Pupil premium strategy statement – John Perry Primary School

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 (excluding Nursery)	603 (December 2024)
Proportion (%) of pupil premium eligible pupils	2024/2025 – 28.7% (173) 2025/2026 – 27% (162)
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	2024-2025 £256,040 2025-2026 £245,430
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	2024-2025 £256,040

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 Village ward in the London Borough of 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.

Barking and Dagenham is one of the most deprived boroughs where 60.1% of children are considered to live in poverty. According to London Borough of Barking and Dagenham statistics, 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 in Village ward are:

- 64.3% deprived households – higher than the borough average (62.4%)
- 15.6 domestic abuse offences per 1,000 people – higher than the borough average (14.5, highest in London)
- 8.2% unemployment related benefits claimants – higher than the borough average (8.0%)
- £38,643 median household income – 3rd lowest in the borough.

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	Lack of aspirations and negative attitudes towards school: Ensuring that pupils and parents/carers have high aspirations and recognise the importance of education and academic qualifications to achieve them.
2	Increasing numbers of pupils who have English as an additional language (EAL) of have Special Education Needs and/or Disabilities (SEND) for cognition and learning. 51% of our PP children have English as an additional language. 21% of our PP children also have special educational needs, with 18% on SEND support and 3% in receipt of an EHCP. A high level of children with complex SEND needs are in the mainstream classrooms. Many of these children have needs which would usually mean they should be accessing an Additional Resource Provision or even a specialist school. The children require additional adults, resources, specialist spaces and adapted timetables to make progress. This does impact on Teaching and Learning and the approaches that we use to teach children. We require the knowledge of specialist and additional CPD to meet the needs of this specific group of children.
3	A significant proportion of disadvantaged children come from low starting points in EYFS, or upon arrival in other years. Speech and language challenges are prevalent, and many arrive with very limited language (including in home languages). Some children come with minimal or no early years education.

4	Not all families prioritise attendance and the attendance and punctuality of PP children is lower than other pupils. Analyse School Performance has identified the attendance of disadvantaged children has been between 1.5% lower than their non disadvantaged peers (Autumn term 2023 and Spring term 2024). There were issues with term time leave / persistent absent or lateness.
5	A lack of real-life experiences and enrichment activities in disadvantaged children's everyday lives: some children are missing key aspects such as day trips, holidays experiencing different landscapes, experiencing the culture capital of London, etc, for a number of varying reasons.
6	Executive functioning, especially self-regulation. Pupils' emotional wellbeing is important to us, encapsulated in our School Value of self-belief and resilience. Our staff observations demonstrate that having poor executive functioning, especially emotional self-regulation, impacts on 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. Higher rates of PP pupils achieving the expected standard in Maths and Greater Depth in Reading and Writing by the end of KS2	The number of pupils eligible for PP achieving the expected standard in Maths by the end of KS2 will be in line with their non-PP peers Gaps between Reading and Writing attainment for PP pupils and non-PP pupils will be reduced.
2. Staff are skilled in planning for and teaching children with complex SEND in the mainstream classroom	Staff will receive training on teaching strategies to help them understand how children learn and improve their teaching methods. They will also receive training on planning for children with complex SEND with the Inclusion team and Local Authority advisers. Staff will learn how to plan effective activities and learning for these children in the mainstream classroom to continue to improve the quality of teaching, learning, progress, and outcomes for children with complex SEND. Staff will have had the opportunity to team-teach and observe others members of staff to develop their teaching skills further.
3. All pupils make progress, catch-up on missed prior learning and demonstrate increased confidence in class.	Pupils eligible for PP make accelerated progress to narrow the gap in attainment between PP and non-PP pupils. Pupil Progress meetings identify target children to focus on with catch-up intervention programmes.

4. Increased attendance rates for pupils eligible for PP. For attendance to be at least in line with national attendance expectation (96%) and to reduce the number of PP children who are persistently absent.	Supportive relationships are developed with families which is shown through increased engagement with the school. The number of persistent absentees among pupils eligible for PP will reduce to 10% or below. Children with attendance 90-95% will be targeted through rewards and incentives so that less education is missed.
5. Increase participation and engagement of Pupil Premium children in extra-curricular activities and educational visits to increase their cultural capital. No PP pupil misses an activity or experience due to economic reasons	Funds are identified to ensure that key activities are accessed by all PP pupils. Pupils eligible for PP take up the offer of after school clubs and residential visit (Years 5 and 6).

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: 2024-2025 £75,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teachers and support staff across the school to be allocated in line with the SDP to give all staff the necessary training to meet the needs of the school.	Good teaching in all classes across the curriculum. Pupils are challenged appropriately, according to their level of need. Regular professional development for Learning Support Assistants (LSAs) to deliver structured interventions. Provision of interventions are identified and is evidenced for those pupils. Targeted interventions where LSAs have a high impact on pupil who are identified as needing 'catch up'. Rosenshine's Principles of Instruction in Action. EEF: Aspiration interventions	1,2,3,4,5,6

CPD with a focus on development of skills, knowledge, formative and summative assessment	Continue to developing high-quality teaching to further improve children's outcomes. EEF: Effective Professional Development EEF Blog: Five ways to use diagnostic assessment in the mathematics classroom	3, 4, 5
Targeted phonics interventions are aimed to ensure that no child is left behind.	Improved outcome for all pupils. All staff are trained and deliver high quality, interactive and engaging phonics lessons. HLTAs/LSAs are trained to deliver high quality targeted interventions that close pupils' phonological gaps. EEF: Phonics | Teaching and Learning Toolkit	3, 4, 5, 6
Enhancement of our Maths Mastery approach, learning and planning and to ensure it is in line with DfE and EEF guidance.	Maths outcomes show that gaps between disadvantage and non-disadvantaged pupils are closing DfE: Mathematics guidance: key stages 1_and 2 EEF: Improving Mathematics in Key Stages 2 and 3 Teachers will receive high quality CPD from the Maths Hub (including Teaching for Mastery training).; they will have access to Maths Hub resources. They will embed key elements of guidance in their planning, teaching and assessment.	5, 6
To continue to develop effective SEND strategies that focuses on Quality First Teaching for pupils with SEND.	Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from LSAs or specialist staff. High quality teaching is adapted for individual pupils. A robust SEND identification process and relevant systems will allow staff to understand their roles and feel more equipped when teaching	2

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

Budgeted cost: 2024-2025 £102,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Existing speech and language and communication intervention programmes continue to improve disadvantaged pupils listening, narrative and vocabulary skills.	Speech and language interventions are consistently delivered by SALT LSAs and continue to have a positive impact on pupils' communication skills. Regular SALT assessments are carried out by the Speech and Language Therapist. Staff continue to focus on developing pupils' speaking, listening and language skills through daily lessons taught across the curriculum and has a positive impact on pupils' attainment, in particular disadvantaged pupils. **EEF: Oral language interventions**	2, 3
Continue Data Analysis systems and processes	Termly Pupil Progress meetings (PPMs) identify PP pupils that are under performing. Assessment Lead analyses data and identifies key groups. Teachers are provided with non-contact time (NCT) to attend PPMs. On-going tracking data suggests that in some year groups, it is not all disadvantaged pupils who are behind their peers, it may be other particular groups such as children with Special Needs or pupils with English as an Additional Language.	2, 3
Tutoring and Booster Programmes: • Reading Interventions • Phonics intervention • Maths interventions	Small group reading and maths interventions/booster programmes delivered by tutors (National Tutoring Programme), LSAs and class teachers have a positive impact on pupil progress and enables pupils to close the gaps on their learning. Phonics have a positive impact on pupils, particularly from disadvantaged backgrounds. Pupils make good levels of progress when	2, 3

	receiving a targeted phonics intervention. **EEF: Small group tuition**	
Maths Mastery Approach and explicit teaching of Times Tables	Early memorisation of the multiplication tables is vital to ensure pupils develop a fluency in maths before tackling more complex subjects at a later stage. Teachers teach time tables and division facts according to each year group. Pupils are regularly assessed and progress is monitored termly. TT RockStars is used in class and as a homework tool to engage children and improve children's quick recall of time tables.	1, 3
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.	1,5

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

Budgeted cost: 2024 – 2025 £78,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentors are trained in the Thrive intervention programme which enables them to support pupils' emotional wellbeing	Learning mentors effectively support pupils' wellbeing.	1, 6

Additional MDAs and LSAs to support a greater level of SEND pupils in the EYFS, KS1 and Intervention Space ('Rainbow Room')	SEND pupils make good or better progress (from their starting points) and are well supported in classrooms and in the playground to access their learning and develop social skills. These pupils engage well with the curriculum (and individual plans) and are well supported in class, through interventions and in the playground.	2, 3
SENDCo works alongside the Inclusion Lead to oversee the running of the Rainbow Room and SEND across the school	Pupils' needs are met through adaptive teaching and learning initiatives overseen by the SENDCo **EEF Blog: Assess, adjust, adapt – what does adaptive teaching mean to you?**	2
Pastoral support for vulnerable children and families to ensure good attendance is maintained and improved.	Attendance monitoring and meetings when needed. Attendance to be a focus item for key pupils at Phase meetings, Parent-Teacher Consultations and Pupil Progress meetings. School Attendance officer regularly monitors and liaises with the borough attendance services. Targeted pupils improve their attendance and there is a reduction in the number of persistent absentee pupils. **EEF: Social and emotional learning strategies**	1, 4
Enhanced Curriculum and wider opportunities Expand range of extra-curricular activities on offer after school. Continue to subsidise visits	Evidence shows that pupils from disadvantaged backgrounds have less life experience opportunities. Household financial pressure can be one of the factors that account for this. Our pupils need a context for learning and a stimulus to spark their interest. Provision for a range of initiatives to extend disadvantage pupil experiences. - Represent the school in competitive sport - Music tuition - Specialist after school club - Additional P.E. lessons - KS2 residential opportunities **Using Pupil Premium Guidance for School Leaders**	1, 5

Daily fruit	All children in EYFS and KS1 will be given a daily piece of fruit during the year. This has a positive impact on the children's wellbeing and overall health. **NHS advice**	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	1,2,3,4,5, 6

Total budgeted cost: 2024-2025 £256,040

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 2023 to 2024 academic year.

School data outcomes for Disadvantaged Pupils 2023/2024

KS2

Percentage of children achieving at least the Expected Standard

	All Pupils National	Disadvantaged Pupils National	Non-disadvantaged Pupils National	All Pupils John Perry Primary	Disadvantaged Pupils John Perry Primary	Non-disadvantaged Pupils John Perry Primary
RWM	61	46	67	69	58	75
Reading	74	62	80	81	77	84
Writing	72	58	78	73	65	78
Maths	73	59	79	81	71	87

Percentage of children achieving Greater Depth

	All Pupils National	Disadvantaged Pupils National	Non-disadvantaged Pupils National	All Pupils John Perry Primary	Disadvantaged Pupils John Perry Primary	Non-disadvantaged Pupils John Perry Primary
RWM	8	3	10	9	6	11
Reading	29	18	33	36	29	40
Writing	13	6	16	10	6	13
Maths	24	13	29	28	32	25

87% disadvantaged students from Year 1 upwards were able to participate in at least one extra-curricular opportunities and reported a high satisfaction for this. Where needed, families were also supported with access costs for such clubs and also supported in accessing day trips and residential opportunities.

A continuation of the successful approaches throughout the 2023/24 strategy aim to maintain the progress made during the last academic year. Quality first teaching remains a key focus and with the introduction of new staff, CPD remains a key target to ensure all pupils, including the disadvantaged are catered for.

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

School data outcomes for Disadvantaged Pupils 2024/2025 – Provisional Data (October 2025)

KS2

Percentage of children achieving at least the Expected Standard

	All Pupils National	Disadvantaged Pupils National	Non-disadvantaged Pupils National	All Pupils John Perry Primary	Disadvantaged Pupils John Perry Primary	Non-disadvantaged Pupils John Perry Primary
RWM	62	47	69	71	70	72
Reading	75	63	80	83	83	84
Writing	72	59	78	76	78	74
Maths	74	61	80	83	83	84

Percentage of children achieving Greater Depth

	All Pupils National	Disadvantaged Pupils National	Non-disadvantaged Pupils National	All Pupils John Perry Primary	Disadvantaged Pupils John Perry Primary	Non-disadvantaged Pupils John Perry Primary
RWM	8	4	11	14	18	12
Reading	33			49	46	51
Writing	13			18	22	16
Maths	26			44	39	47

78% disadvantaged students from Year 1 upwards were able to participate in at least one extra-curricular opportunities and reported a high satisfaction for this. Where needed, families were also supported with access costs for such clubs and also supported in accessing day trips and residential opportunities.

A continuation of the successful approaches throughout the 2023/24 strategy aim to maintain the progress made during the last academic year. Quality first teaching remains a key focus and with the introduction of new staff, CPD remains a key target to ensure all pupils, including the disadvantaged are catered for.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

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