

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Perins School
Number of pupils in school	1179
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sep 2022- Jul 2024
Date this statement was published	
Date on which it will be reviewed	June '23
Statement authorised by	
Pupil premium lead	A Western
Governor / Trustee lead	K Toms

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,405
Recovery premium funding allocation this academic year	£12,905
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	£94,310

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive academy, our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We strive to remove the soft bigotry of low expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Staff awareness of PP learners and strategies for success
2	Poor levels of literacy and numeracy on entry to Perins. A significant proportion of students join Perins with less than expected literacy, reading and/or numeracy ages/levels. This can prevent students from fully engaging with the curriculum, hindering their ability to demonstrate expected progress in their studies.
3	Limited parental engagement in school and learning resulting in reduced homework completion, a lack of readiness for school and, for some, reduced ambition
4	Overall Progress of PP students is lower than Non PP at KS4.
5	High levels of Social, Emotional, and Mental Health need. Some of our students require additional support for a range of emotional, social and family issues. These can limit the academic progress a students can make, as well as causing the student to feel negative emotions such as stress, anxiety and low self-esteem.
6	Attendance. Attendance below 95% has a negative impact on student progress. Persistent absence (below 90%) can seriously damage a student's chance of future success.

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>By the end of our current plan in 2024/25, the conversion rate for those PP students taking the Ebacc will be at the same level (or an insignificant difference) to Other students.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average progress 8 score that is 0 or better. • A reduction in the difference between PP and Other pupils in KS4
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons, learning checks and all other assessment opportunities</p> <p>Students to have a reading age more in line with their biological age.</p>
Improved Maths progress and attainment among disadvantaged pupils across KS3	
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to negligible

--	--

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: £ 24,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-wide CPD program over the course of the year to focus on Classroom management strategies and restorative approaches which enhance the relationship between staff and student	High quality CPD has been shown to have a high impact on the quality of learning. Relationships within the classroom are evidenced to improve progress of students due to a better school environment	1
Aspirations co-ordinator role to be reintroduced to lead on the coordination of different programs, including parental engagement, academic mentoring and progress tracking	https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf	3,4, 6
Ensuring that aspirations of disadvantaged pupils are high and they are supported within lessons to achieve these goals.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	1,5
Develop and build on a whole school reading strategy and literacy across the curriculum	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	2
Development of the school independent learning bank on Sharepoint that will incorporate screencasts throughout the curriculum, allowing for independent study, revision, revisiting and off-site learning if students are absent or need to catch up.	Learning how to study independently and review and revise previously learnt content has a high importance https://educationendowmentfoundation.org.uk/news/eef-blog-how-to-foster-independent-study-in-key-stage-3	3,4

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

Budgeted cost: £ 43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Evidence suggests that these strategies can deliver approximately 5 months additional progress	2,4
Academic mentoring program to be run internally	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1,3,4
Primary trained teacher on the teaching staff body and delivering interventions to our weakest KS3 students in numeracy and literacy	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy	2
Provision Map software to help track and monitor the effectiveness of interventions and report on success over periods of time	https://www.teachwire.net/products/10-reasons-why-every-senco-needs...provision-map	1,3

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

Budgeted cost: £ 26,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train a wider staff in mental health first aid qualification	Healthy Minds - EEF	5
Increase specialist counselling provision from Winchester Youth Counselling.	Healthy Minds - EEF	5
Inclusion of all students in extra-curricular activities and opportunities, ensuring that no student is left behind because they cannot afford to access clubs and enrichment activities	https://www.crimsoneducation.org/uk/blog/extracurriculars/benefits-of-extracurricular-activities/	3,5
Books and revision guides provided to students as part of year 11 strategy. To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.	Books and revision guides provided to students as part of year 11 strategy. To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.	3

Total budgeted cost: £ 94,310

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 2021 to 2022 academic year.

Our internal assessments (Teacher Assessed Grades) during 2020/21 indicated that disadvantaged students' academic outcomes were slightly above outcomes by similar measures in 2019/20. They were also significantly above outcomes for our last exam cohort (2018-19) though true comparisons will not be made until we have a cohort that is able to complete the GCSE exam series with validated results. Progress in non-exam year groups indicates that we are on target for a closing of the gap (based on last exam series) though the outcomes we aimed to achieve via our previous strategy were not fully realised, primarily due the impact of Covid-19 and its impact on attendance, continuity of learning and health and wellbeing.

3-year trend showing gap between certain measures:

	2019	2020	2021	2022
P8	-0.52	-0.26	0.01	-1.75
A8	-17.63	-11.85	-10.43	-31.40

The table above shows a significant drop from previous years. Analysis of the cohort shows a significant number of PP students as persistently absent through 2021-22 following the pandemic. Attendance of PP will be major focus moving forwards.

The 2022 cohort's data on entry was the first using standardised scores from KS2 and showed a difference of -6.72 between PP and Non-PP. As this is the first year through we can start comparing this measure (closing/widening of the gap) as we move forwards.

--

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
1:1 online tutoring	MyTutor
SPLD teacher employed for group interventions with Yr 7&8 (Springboard program)	Private arrangement