

Pupil premium strategy statement – Updated Nov ‘23

This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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	1156
Proportion (%) of pupil premium eligible pupils	10.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sep 2021- Jul 2024
Date this statement was published	Nov ‘23
Date on which it will be reviewed	July ‘24
Statement authorised by	
Pupil premium lead	A Western
Governor / Trustee lead	K Toms

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,535
Recovery premium funding allocation this academic year	£25,944
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	£130,497

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, providing 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	Forecast attainment gap for all year groups
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 pupils is lower than Non PP at KS4.
5	High levels of Social, Emotional, and Mental Health problems.
6	Gaps in prior learning (increased due to Covid19)
7	Attendance

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.	By the end of our current plan in 2024/25, 80% (or more) conversion rate for disadvantaged pupils entered for the English Baccalaureate (EBacc).

	<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. • 70% to make 'expected progress' (FFT 50) in E&M.
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 and we will aim to have a consistent reading level as with non-pupil premium students</p>
Improved Maths progress and attainment among disadvantaged pupils across KS3	<p>Tracking of students entering Y9 will demonstrate that the gap has not widened between entry and end of KS2. We will use the Y9 baseline assessment to compare decile ranks of PP Vs Non PP</p>
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: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff CPD program over the course of the year to focus on High ratio engagement, Effective assessment and Metacognition	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, 2, 4
Development of the 'Progress manager' role and that of the deputy to continually champion the Pupil Premium and ensure that effective monitoring and timely interventions contribute to improved progress	https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf	3,4
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 effective leadership strategies and processes to ensure that closing the gap is a consistent focus in management meetings	The impact of school leadership on school outcomes	1,4
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
Continued development and updating of the school independent learning bank on Sharepoint that will incorporate screencasts throughout the curriculum, allowing for independent	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

study, revision, revisiting and off-site learning if students are absent or need to catch up.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 53,240

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
School-Led Tutoring This will be internally run and centrally organised. All areas of the curriculum will be approached to offer after-school sessions for small groups (3 to 6)	DfE school led tutoring guidance Independent review of tutoring in schools Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,3,4
Primary trained teacher on the teaching staff body and delivering interventions to our weakest KS3 students in numeracy and literacy as well as SALT sessions.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy	2

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

Budgeted cost: £ 32,301

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train a wider staff in mental health first aid qualification	Healthy Minds - EEF	5
Continue counselling provision through alternative sources, tackling the increase in cost from local partnerships	Healthy Minds - EEF	5
SEMH support from external services for the most vulnerable	Healthy Minds - EEF	5
Student services structure to further support effective communication between school and home. FEO roles to assist in this area.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-communication	1, 3, 5, 7
Inclusion of all students in extra-curricular activities, trips and other 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: £ 130,497

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 2022 to 2023 academic year.

Our 3-year trend for KS4 outcomes is still affected by the Covid years and teacher assessed grades (where the attainment gap was reduced significantly).

The picture that is emerging is one of a growing gap between the Pupil Premium and non-Pupil Premium.

Initial data (KS2) is recently showing our pupil premium cohort as attaining above the national average with a scaled score of 102. These students are then CAT tested on entry to KS3 which indicates this group of students is significantly below the national average (scaled score of 96). We need to investigate more with this data so that we can accurately assume a starting point for these children on entry to KS3.

You will see from the tables below that for the last 2 years of 'normal' data there are some significant gains across the board with regards to closing the gap. Without having 3 years of normal data to start discussing trends, we are limited to just appreciating that we have come a long way year on year and from a very poor starting point with results in 2022.

Summary:

Key changes with regards to the 'gap'			
Data set	Gap 2022	Gap 2023	Difference
Standard pass E&M	-68.72%	-38.16%	30.56%
Strong pass E&M	-52.79%	-35.71%	17.08%
Avg P8	-1.79	-0.32	1.47
Avg A8 score	-31.78	-16.7	15.08

KPI 2023

Details	EM Threshold													
	Entered		Standard Pass						Strong Pass					
			Both		English Only		Maths Only		Both		English Only		Maths Only	
Name	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Pupil Premium	14	100	5	35.71	2	14.29	2	14.29	2	14.29	3	21.43	1	7.14
Non Pupil Premium	219	98.65	164	73.87	20	9.01	6	2.7	111	50	48	21.62	11	4.95
Pupil Premium Gap	-205	1.35	-159	-38.16	-18	5.28	-4	11.58	-109	-35.71	-45	-0.19	-10	2.19

Details	Progress 8								Attainment 8				
	Summary				Baskets				Summary		Baskets		
	Name	S2 AP	Entries	Score	% Positive	English	Maths	EBacc	Other	Score	English	Maths	EBacc
Pupil Premium	99.11	14	-0.43	35.71	-0.7	-0.44	-0.14	-0.54	33.14	5.86	3.29	10	10
Non Pupil Premium	06.42	212	-0.11	46.7	0.04	-0.19	0.01	-0.29	49.84	5.86	9.7	1.88	4.4
Pupil Premium Gap	-7.31	-198	-0.32	10.98	-0.74	-0.24	-0.15	-0.25	-16.7	-4.14	1.88	-4.4	

KPI 2022

Details	EM Threshold															
	Name	Pupils	Entered		Standard Pass						Strong Pass					
					Both		English Only		Maths Only		Both		English Only		Maths Only	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
+ Pupil Premium	20	17	85	3	15	4	20	0	0	2	10	1	5	0	0	
+ Non Pupil Premium	215	213	99.07	180	83.72	19	8.84	4	1.86	135	62.79	39	18.14	7	3.26	
+ Pupil Premium Gap	-195	-196	-14.07	-177	-68.72	-15	11.16	-4	-1.86	-133	-52.79	-38	-13.14	-7	-3.26	

Details	Progress 8										Attainment 8				
	Name	Pupils	Summary				Baskets				Summary		Baskets		
			KS2 APS	Entries	Score	% Positive	English	Maths	EBacc	Other	Score	English	Maths	EBacc	Other
+ Pupil Premium	20	100.15	17	-1.9	17.65	-1.94	-2.03	-1.61	-2.09	22.8	5.2	3.9	7.1	6.6	
+ Non Pupil Premium	215	106.94	205	-0.12	47.8	-0.08	-0.27	0	-0.16	54.58	11.56	10.35	16.39	16.28	
+ Pupil Premium Gap	-195	-6.79	-188	-1.79	-30.16	-1.86	-1.76	-1.61	-1.93	-31.78	-6.36	-6.45	-9.29	-9.68	

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