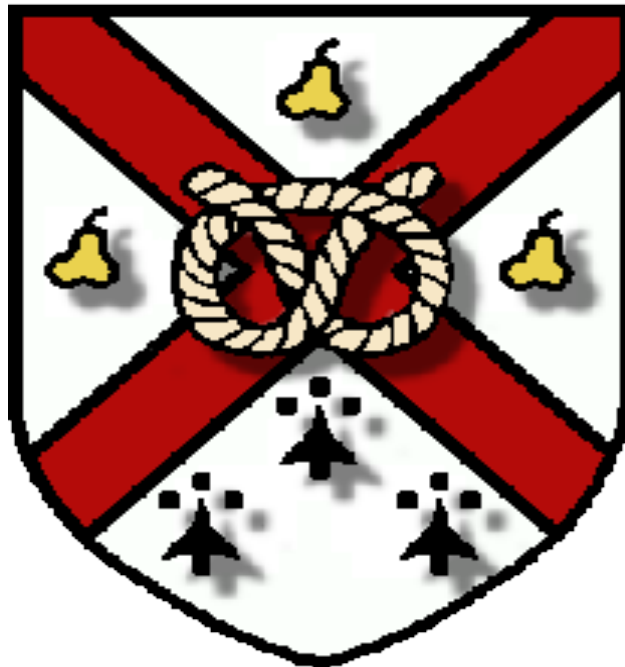


Perton First School

Pupil Premium Grant Strategy

2025-2028



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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 | Perton First School |
| Number of pupils in school | 283 |
| Proportion (%) of pupil premium eligible pupils | 12.4% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024/2025 to 2027/2028 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | Anne Bennett, Headteacher |
| Pupil premium lead | Kelvin Jones, Assistant Headteacher |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £63,900 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £63,900 |

Part A: Pupil premium strategy plan

Statement of intent

At Perton First School, our fundamental belief is that all pupils, irrespective of their background or the challenges they face, are capable of making excellent progress and achieving high standards. Our Pupil Premium strategy is designed to directly address the barriers to learning for our disadvantaged pupils, ensuring they can reach their full potential, both academically and in their personal development. We are committed to an inclusive, whole-school approach where high-quality teaching is the cornerstone of our efforts.

We recognise that the challenges faced by disadvantaged pupils are varied and complex. These can include underdeveloped oral language and vocabulary, gaps in core academic knowledge, and non-academic barriers such as attendance issues, social-emotional needs, and limited access to enriching experiences.

Our ultimate objective is to close the attainment gap between disadvantaged pupils and their peers. We will do this by focusing on three key areas of the DfE's 'menu of approaches':

- **High-Quality Teaching:** We will invest in staff training and development to ensure that every pupil, especially those from disadvantaged backgrounds, receives excellent classroom instruction. We believe this has the greatest impact on pupil outcomes and will benefit all children in our school.
- **Targeted Academic Support:** We will provide timely and effective interventions for pupils who need additional support. This includes one-to-one or small-group tuition to address specific learning gaps and ensure all pupils are on track to meet their academic targets.
- **Wider Strategies:** We will use the funding to tackle non-academic barriers to learning. This includes promoting good attendance, supporting pupils' social-emotional well-being, and providing access to a wide range of enriching opportunities, such as educational visits and after-school clubs, to ensure cultural capital gain.

We will regularly monitor the progress of our disadvantaged pupils through robust diagnostic assessments and data analysis. This data, alongside qualitative evidence from staff and pupil voice, will inform our decisions, ensuring that our interventions are responsive to individual needs and not based on assumptions. By adopting a whole-school approach, all staff will take responsibility for the outcomes of our disadvantaged pupils and maintain high expectations for what they can achieve. Our strategy is a living document, and we will review and adapt our approach to ensure we are maximising the positive impact on every child at Perton First School.

Our aim is to ensure that every child can succeed. We have a clear strategy to ensure that our pupil premium funding is powerful. The last 3-year plan ensured that the attainment gap reduced in reading, writing and maths. We have found by analysing the data that our pupil premium children with SEND are making progress at a slower rate than their peers. There's an attainment gap of:

Reading: 7%

Writing 13%

Maths 21%

However, pupil premium children without SEND perform as well as their peers.

For this reason, we have decided to have a clear strategy to support pupil premium children with SEND. For these children whose attendance is low, we will focus on getting them into school and working with their families. Some of the children in this group are previously looked after. Some have complex SEND needs.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Underdeveloped oral language and vocabulary Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 | Underdeveloped reading skills Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. Entry data suggests that EYPP children are less likely to be on track with their communication and language. |
| 3 | Attainment gap in maths Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. |

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| | Entry data suggests that EYPP children are less likely to arrive at PFS in line with age related expectations in maths. |
| 4 | <p>Lack of Cultural Capital for some of our disadvantaged children</p> <p>Some of our children struggle with reading comprehension and curriculum work because they have a limited understanding of the cultural contexts.</p> |
| 5 | <p>Academic and social challenges</p> <p>Some of our children struggle with anxiety, low self-esteem, and difficulty regulating emotions which can make it hard for these students to concentrate, follow instructions, and complete academic tasks.</p> |

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 oral and language skills and vocabulary among disadvantaged pupils | <ul style="list-style-type: none"> • Time to Talk supporting children with communication and language in EYFS helps to narrow the gap for most children • Parent workshops and information about talking and reading at home to support oral and language skills • Educating parents about the importance of talk at home through newsletter, homework, information giving • High quality training for EYFS staff [EYPDP Building on Success] • Language rich environments across the school with a broad and balanced vocabulary rich curriculum and role-play areas throughout school • Explicit vocabulary instructions across the whole school teaching using different contexts |
| Improved reading and writing attainment among disadvantaged pupils | <ul style="list-style-type: none"> • One-to-one and small-group tuition: used to address specific gaps identified through assessment. The support is high-quality, and closely linked to the work being done in the classroom. |

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| | <ul style="list-style-type: none"> • Evidence-based interventions providing targeted, specific support • The children will make the best possible progress and achievement for disadvantaged pupils in reading and writing will be as high as it can be • Teachers will have an awareness of their disadvantaged pupils in reading and writing and will act on how best to support them • Coaching and feedback will be provided for disadvantaged children • High quality communication and language training will support teaching in EYFS [EYPDP Building on Success] • CPD supporting disadvantaged pupils (Claire Foreman) • Metacognition approaches will build confidence and a growth mindset |
| Improved maths attainment among disadvantaged pupils | <ul style="list-style-type: none"> • Explicit and systematic teaching of maths concepts, vocabulary, and procedures taught explicitly and systematically with teachers modelling problem-solving processes and giving students ample practice with new strategies. • The children will make the best possible progress and achievement for disadvantaged pupils in maths will be as high as it can be • Teachers will have an awareness of their disadvantaged pupils in maths and will act on how best to support them using interventions strategies and whole class approaches • Coaching and feedback will be provided for disadvantaged children • High quality maths training will support teaching in EYFS [EYPDP Building on Success] • CPD supporting disadvantaged pupils in maths (Helen Aulton) • Metacognition approaches will build confidence and a growth mindset |
| To improve opportunities for cultural capital acquisition | <ul style="list-style-type: none"> • Supporting cultural capital acquisition through projects, visits and visitors • Life Passports • Extracurricular activities: provide a diverse range of clubs and after-school activities. |

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| <p>Improved and sustained mental health and wellbeing for all pupils in our school particularly our disadvantaged pupils through social and emotional education</p> | <ul style="list-style-type: none"> • Whole school implementation of SMHL research based approach including policy, commitment and working together (Action plan / CPD) • Whole school sustained approach to restorative practice and trauma informed approaches (evidence-led) STIAA work SEN • Whole school ethos of support for mental health wellbeing • Nurture, ELSA, interventions • Explicit Social and Emotional Learning (SEL): SEL is often taught through PSHE (Personal, Social, Health and Economic Education) lessons. This teaches skills like self-awareness, emotional regulation, empathy, and social problem-solving. |
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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: **£21,900**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Renewal of Bug Club</p> <p>Purchase of additional reading books, particularly non-fiction <i>topped up by the PTFA</i></p> <p><i>Additional home readers also purchased</i></p> | <p>Phonics approaches continue to have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils</p> <p>EEF Phonics</p> <p>EEF Working with Parents to Support Learning</p> | 1, 2, 4 |
| <p>Renewal of J2e and purchase of <i>My School App</i> to increase parental involvement and communication to make it stronger</p> | <p>Links with parents supports achievement in education and we pride ourselves on our school community. We regularly communicate with parents via <i>My School App</i> and <i>J2e</i>.</p> <p>EEF Working with Parents to Support Learning</p> <p>My School App underpinned by EEF</p> | 1, 2, 3, 4 |
| <p>Involving families and the wider community is key to enriching and increasing our culturally diverse experiences</p> <p>Music tuition provided</p> <p>Sports Club provided</p> <p>Character Education</p> <p>Funded trips and residentials</p> <p>Subsidised snacks at breaktime</p> | <p>Social and Emotional Learning</p> <p>Extensive research shows that strong social and emotional skills are directly linked to better outcomes in school and later in life.</p> <p>Music and Sports</p> <p>Music lessons and sports clubs are excellent ways to build cultural capital and support wider learning. For disadvantaged pupils, these opportunities are fully funded.</p> <p>Holiday Clubs</p> <p>Children can attend holiday clubs to receive additional education and</p> | 1, 2, 3, 4, 5 |

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|---|--|-----------------|
| <p>Enjoying school may help attendance and punctuality if the parents are invested</p> | <p>cultural enrichment, all of which is funded.</p> <p><i>Character Education</i></p> <p>EEF Arts Participation EEF Social and Emotional Learning</p> | |
| <p>Renewal of insight tracking and purchase of new NFER Maths Tests and Salford Reading Tests.</p> <p>Regular discussions about all children and specifically disadvantaged children at Pupil Progress meetings, staff meetings and during PPA</p> <p>Discussions about the use of new Salford Reading Tests and NFER Maths Tests</p> <p><i>Track personal and social skills on Insight across school</i></p> <p><i>Purchase dyslexia screening tools</i></p> | <p>Standardised tests offer a reliable way to pinpoint each student's specific strengths and weaknesses, helping us provide them with the right support through interventions or tailored classroom instruction.</p> <p>Early Communication Screening Tool</p> <p>Salford Reading Tests</p> <p>Rising Stars</p> <p>NFER Maths Tests</p> <p>EEF Feedback</p> | <p>1, 2, 3,</p> |
| <p>Further develop dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary</p> <p>CPD for staff lead by AHTs</p> <p><i>Oracy is on the SDP as an area of development</i></p> | <p>High quality dialogic activities have a high impact on reading. Training for staff.</p> <ul style="list-style-type: none"> • Discussions • Vocabulary building • Projects • Teamwork <p>EEF Oral Language Interventions</p> | <p>4, 5</p> |
| <p>Enhanced curriculum for reading, writing, and maths, with a special emphasis on supporting disadvantaged students.</p> | <p>DfE non statutory guidance for maths and reading, drawing on evidence based approaches</p> <p>EEF Reading Comprehension Strategies</p> | <p>1, 2, 3</p> |

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| Renewal of Times Table Rockstars Renewal of Numbots CPD for staff on supporting disadvantaged children EPATT (a comprehensive assessment and monitoring tool) used for reading, spelling and maths. | EEF Guidance Support for Maths | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£18, 600**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| High quality teaching from the autism team for TAs. | TAs improved understanding of Autism and how to spot/deal with the challenges it provides. EEF Special Educational Needs in Mainstream Schools EEF Making the best use of TAs | 1, 2, 3, 4 |
| Targeted interventions in small groups EPATT Reading and Maths Number Stacks | TAs undertaken training to deliver schemes assess needs EEF Making the best use of TAs | 1, 2, 3 |
| Teachers guide highly skilled teaching assistants (TAs) to deliver targeted interventions, both inside the classroom and for specific learning needs. | TAs used to support children within the class and within lessons where possible EEF Making the best use of TAs | 1, 2, 3, 4 |

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| Additional Hours | | |
| Continue Accelerated reading programme SLT Reading club for catch-up Teacher CPD, training for teachers and TAs throughout school | Accelerated reading programme EEF Phonics EEF High Quality Teaching EEF Accelerated Reader | 1, 2, 3 |
| Targeted Interventions through whole class provision mapping (Now using Insight) Monitored and supported by SENDCo EPATT – Reading, spelling and maths | When children participate in structured, small-group or one-on-one sessions with highly skilled staff, their academic outcomes improve. These targeted sessions help us quickly identify and address learning gaps. EEF Feedback EEF High Quality Teaching | 1, 2, 3 |

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

Budgeted cost: **£23, 400**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Train AHT to be SMHL then cascade whole school and create a wellbeing team and action plan Improve social and emotional education across school | Both specific, targeted interventions and broad, universal strategies can lead to positive outcomes. EEF Social and Emotional Learning | 4, 5 |
| Use Nurture Time to promote positive mental health and well-being for all students. Additionally, our teaching assistants (TAs) provide targeted social and emotional interventions for students who need extra support. <i>ELSA</i> | Develop The Nest and the Rainbow Room indoor and outdoor spaces and increase TA hours to run lunchtime clubs, Nurture Time and Therapy | 4 |

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| <i>My Feelings and Me</i> Cooking Therapy Drawing and Talking Lego Therapy Playdough Therapy | EEF Social and Emotional Learning | |
| Funded Holiday Club to increase wider educational opportunities | Theme Days in Holiday Club | 4 |
| Funded residential Outdoor Adventure Learning | <i>Y4 visit to Pioneer</i> | 4, 5, |
| Develop the garden gang and use HLTA time to work with disadvantaged children, learning to care for living things and lifecycles | EEF Social and Emotional Learning | 4, 5, |
| ELSA Training for 2 TAs this year. Supporting children with emotional literacy. Join a network to provide supervision. | EEF Social and Emotional Learning | 4, 5, |
| STIAA Work with Virtual School to ensure best practice and up-to-date CPD for AHT Restorative practice Continue to improve our approach to managing learning behavior through restorative practices and a "working with" model. To support this, we'll provide staff with additional professional development (CPD) to enhance their skills and strategies. <i>Ed Psych De-escalation training</i> | Continue whole school approach to STIAA (Trauma Informed and Attachment Aware) with AHT sharing good practice with other school at conferences EEF Social and Emotional Learning | 4, 5 |

Total budgeted cost: £63, 900.00

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 2024 to 2025 academic year.

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Externally provided programmes

| Programme | Provider |
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Further information (optional)

Additional activity

In addition to our core Pupil Premium plans, we are investing in key initiatives to further benefit our students. These initiatives are designed to:

- Boost learning through effective feedback: We are implementing evidence-based feedback strategies that have been proven by the EEF to significantly improve outcomes, particularly for our disadvantaged students.
- Prioritise mental health: We are using a DfE grant to train a senior mental health lead. This training will focus on identifying student needs, empowering their voices, and strengthening our partnership with parents to support well-being.
- Enrich student life: We will provide a diverse range of high-quality extracurricular activities. These programs are designed to improve well-being, behaviour, and attendance while building essential life skills like confidence, resilience, and social confidence. We will ensure all disadvantaged pupils are encouraged and supported to join in.