Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Perrymount Primary
Number of pupils in school	203 (Incl 20 nursery places)
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	February 2026
Statement authorised by	Christine Keen
Pupil premium lead	Nina Wilson
Governor lead	Kerry Heath

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,565
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	£107,565

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Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. Research conducted by the EEF is used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may be more complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

At Perrymount Primary School we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality education to enable them to become active, socially responsible citizens of the future.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

Our Context:

- We are a one form entry primary school with currently 203 children on role - of which 20 are full time and part time nursery places.
- The proportion of pupils known to be eligible for Pupil Premium funding is above average at 34%. (National 25.7%)
- The school has a high deprivation index: it is in the fifth quintile, which is above national.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide a targeted intervention and support to quickly address identified gaps in learning including the use of small work, 1:1 tuition.
- Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.

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- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Recognising that not all pupils who are socially disadvantaged are registered and qualify for free school meals. We use our knowledge of pupils and families to identify pupils we consider need extra support and reserve the right to allocate the Pupil Premium funding to support any pupils and groups of pupils the school has legitimately identified as being socially disadvantaged.
- Allocating Pupil Premium funding following a needs analysis, which will identify priority classes, groups and individuals.

Key principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Support and interventions will be reviewed at least termly by the class teachers, Headteacher, SENDCo and Pupil Premium Lead. Alongside, academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	**Weak Language and Communication Skills**
2	**Low attainment on entry to the Early Years Foundation Stage in all areas**
3	**Addressing the attainment gap across Reading, Writing and Maths**
4	**Social, Emotional and Mental Health Needs**
5	**Persistent Absence**

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 language skills and vocabulary for all pupils in our school, particularly our disadvantaged pupils.	Children will be able to communicate effectively with adults and their peers, developing age appropriate language and being able to express themselves clearly to explain their needs. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

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To reduce the gap between disadvantaged pupils and non-disadvantaged pupils and raise the achievement of disadvantaged pupils at age-related expectations in Reading, Writing and Maths.	End of KS2 results will show improved outcomes for all disadvantaged pupils achieving at least as well as their peers. Overall data to be in-line or above the national average.
Improved numeracy attainment for all pupils in our school, particularly our disadvantaged pupils.	End of KS2 results will show improved outcomes for all disadvantaged pupils achieving at least as well as their peers. Overall data to be in-line or above the national average.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Increase the numbers of disadvantaged children attending school journey, with a significant increase in participation in enrichment activities. Families to feel valued and supported and better equipped to support their children at home and have an increase in their emotional well-being.
To achieve and sustain improved persistent absence for all pupils, particularly our disadvantages pupils.	Attendance gap closing between disadvantaged and non-disadvantaged pupils to below 5%. Persistent absence gap closed to below 10%.

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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: £ 31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued CPD for staff around the specific teaching of writing (Talk4Writing and Short burst Writing) Support for the English lead to develop high quality leadership for English across the school	Children's writing across the school is an area to be developed. Internal data from 2024-25 indicates that there is underachievement of children's writing across the school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	**1, 3**
Continued training, support and development to ensure all phonics teaching across the school is of excellent quality	EEF research around the importance of the provision for high quality phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	**1, 2, 3**
Continued development of the school's commitment to high quality reading teaching, through the use of accelerated reader and CPD from The Hackney Learning Trust for the development of the Destination Reader programme Ensuring the school has a range of high quality, diverse texts to develop children's love of reading and support their language development.	EEF research about the use of whole class reading and the importance of children's comprehension skills https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Research from CLPE https://clpe.org.uk/research/clpe-reading-pleasure-2020 and the National Literacy Trust https://literacytrust.org.uk/training-and-workshops/reading-pleasure-cpd/	**1, 3, 4**
Development of the mastery approach to teaching maths through high quality CPD for the Maths lead, which is	EEF evidence about the use of the mastery approach https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	**1,3**

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disseminated to the whole staff team.		
Fund core subject leader release time to embed key elements from research from EEF through planning support, coaching & mentoring, model lessons and monitoring	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Effective Professional Development | EEF (educationendowmentfoundation.org.uk)	**2**
Zones of Regulation has been implemented across the school but need to continue to monitor and embed consistently – including for new staff	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and later in life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	**4**
SENDCo support for Teachers and TAs to develop high quality interventions	EEF guidance on small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small%20group%20tuition	**1,2,3,5**

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

Budgeted cost: £40,136

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapist to screen identified children and ensure bespoke programmes are put in place.	Weak Language and Communication skills. Children on entry are showing that they do not have the breadth of vocabulary or the social and emotional skills to enable them to use talk to connect ideas and explain what is happening coherently. Many children currently in KS1 and on entry demonstrate poor communication skills where children have missed large parts of the EYFS curriculum due to the pandemic. This is leading to an increase in incidents of poor behaviour where children are unable to explain themselves confidently. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	**1, 2, 3, 4**

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	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	
Unqualified teacher to carryout 1:1 and small group interventions in Reading, Writing and Maths including pre-teaching RWI 1:1 tutoring/catch-up – targeted phonic sessions for pupils who require further phonic support	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition and in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Phonics (RWI) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	**1, 2, 3**
SENDCo support for teachers to support the learning of pupils with SEND through planning in class and for TAs	Support and training for teachers to ensure they fully understand the programmes of interventions and can track and monitor the progress of these children, developing the skills learnt in small groups into main classroom teaching. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small%20group%20tuition	**1, 2, 3, 4, 5**

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

Budgeted cost: £ 36,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and Welfare Officer to embed principles of good practice set out in the DfE's Improving School Attendance advice and to provide targeted support for individuals to support mental wellbeing, behavioural support and social skills	Identified children will be supported with their mental health through small group work and 1:1 support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	**2, 4, 5**
Attendance and Welfare and SENDCo targeted support for individuals to support mental wellbeing, behavioural support and social skills. Attendance and Welfare Officer, SENDCo and DHT to support families to access services and support Attendance and Welfare Officer (with support from DHT) to work with MHST to further develop her skills as a Mental Health First Aider	Identified children will be supported with their mental health through small group work and 1:1 support both in and outside of the classroom. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&utm_medium=search&utm_campaign=site_search&search_term=Metacognition%20and%20self%20regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=Social%20and%20Emotional%20Learning Attendance and Welfare Officer, SENDCo and DHT to foster good relationships with parents to raise trust in the school and enable the school to signpost them to areas of support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-	**4, 5**

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	engagement&utm_medium=search&utm_campaign=site_search&search_term=parental	
Provision of enrichment activities for disadvantaged pupils such as: school trips, residential school journey, music lessons and instruments, visitors/speakers/workshops on school, afterschool/breakfast club provision	There is extensive evidence associating childhood social and emotional skills improved outcomes at school and on later life (e.g.: improved academic performance, attitudes, behaviour and relationships with peers): Ofsted state: 'Cultural Capital is the essential knowledge that children need to prepare them for their future success; If children do not have the experience to support them in their learning, they will always be a disadvantage to their peers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&utm_medium=search&utm_campaign=site_search&search_term=breakfast%20club	**1, 2, 3, 4, 5**
Educational Welfare officer to engage parents and children to improve attendance and support families with provision for home learning and hardship support through subsidised uniform signposting for food bank/parcels etc.	Low attendance will impact negatively on a child's progress and attainment and if children and families are to thrive they need to feel part of the school and part of the group identity. Parents need to feel supported by the school and their engagement in other areas of school life is likely to improve.	**1, 2, 3, 4, 5**

Total budgeted cost: £ 107,656

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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.

Teaching

<table>
<tr><th>Activity</th><th>Impact</th></tr>
<tr><td>Continued CPD for staff around the specific teaching of writing (Talk4Writing and Short burst Writing)
Support for the English lead to develop high quality leadership for English across the school</td><td>
<table>
<tr><th>GLD</th><th>All Pupils</th><th>Disadvantaged Pupils</th></tr>
<tr><td></td><td>74%</td><td>34%</td></tr>
</table>
<table>
<tr><th>KS2 Writing</th><th>All Pupils</th><th>Disadvantaged Pupils</th></tr>
<tr><td>EXS+</td><td>76%</td><td>81%</td></tr>
<tr><td>GDS</td><td>17%</td><td>6%</td></tr>
<tr><td>National EXS+</td><td>72%</td><td></td></tr>
</table>

All new members of staff were trained in Talk4Writing via weekly online session with the T4W company.
Two members of staff attended Short Burst Writing training.
Literacy Lead led on Staff Inset on how to use Short Burst Writing to improve writing along with subsequent termly writing INSET.
Outcomes have shown that disadvantaged children are continuing to close the gap, if not performing better than their non-disadvantaged cohort is.
Literacy lead has worked within a triad school development group across the academic year focusing on writing approaches and the development of writing across the key stages.
Literacy Lead protected time to ensure support for teachers, course attendance and monitoring of subject.

</td></tr>
<tr><td>Continued training, support and development to ensure all phonics teaching across the school is of excellent quality</td><td>
<table>
<tr><th>Phonics</th><th>All Pupils</th><th>Disadvantaged Pupils</th></tr>
<tr><td>Passed</td><td>83%</td><td>70%</td></tr>
</table>

All new members of staff attended a Phonics course. Inhouse CPD was given as refresher training

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<tr>
<td>Continued development of the school's commitment to high quality reading teaching, through the use of accelerated reader and CPD from The Hackney Learning Trust for the development of the Destination Reader programme

Ensuring the school has a range of high quality, diverse texts to develop children's love of reading and support their language development.</td>
<td>
<table>
<tr><th>KS2 Reading</th><th>All Pupils</th><th>Disadvantaged Pupils</th></tr>
<tr><td>EXS+</td><td>83%</td><td>81%</td></tr>
<tr><td>GDS</td><td>20%</td><td>12%</td></tr>
<tr><td>National EXS+</td><td>75%</td><td></td></tr>
</table>

Reading continues to be supported in KS2 through the use of Destination Reader.
New staff attended training session with the Hackney Learning Trust and were supported by the Literacy Lead to embed the programme successfully.
Literacy lead additional time was used to mentor and observe lessons and monitor books and outcomes.
This impacted on progress where disadvantaged pupils performed extremely well in comparison with their non-disadvantaged peers.
Literacy lead continues to explore and add to our range of diverse and high-quality text, ensuring a love for reading continues across the school.
Literacy Lead protected time to ensure support for teachers, course attendance and monitoring of subject.

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</tr>
<tr>
<td>Development of the mastery approach to teaching maths through high quality CPD for the Maths lead, which is disseminated to the whole staff team.</td>
<td>
<table>
<tr><th>KS2 Maths</th><th>All Pupils</th><th>Disadvantaged Pupils</th></tr>
<tr><td>EXS+</td><td>87%</td><td>88%</td></tr>
<tr><td>GDS</td><td>13%</td><td>12%</td></tr>
<tr><td>National EXS+</td><td>74%</td><td></td></tr>
</table>

The school continues to work alongside the Maths Hub, supporting our journey to Maths Mastery.
Second year of using and embedding the use of the White Rose Numeracy programme was supported by the Numeracy Lead.
Staff Inset was used to review implementation and outcomes.
Maths results for disadvantaged children was as good as and compared to their non-disadvantaged cohort.
Maths Lead protected time to ensure support for teachers, course attendance and monitoring of subject.

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<tr>
<td>Zones of Regulation will be introduced to all classes and supported by professional development and training for staff.</td>
<td>

INSET launch run by SENDCo and expectations set out for the forthcoming year.
Implementation monitored throughout the year and references made across the curriculum and during assemblies etc.
End of year questionnaires show a dramatic improvement in teachers' professional development. 78% of teachers are consistently implementing the programme in their classes. Remaining teachers are working on building it into their routines.
Children are regularly checking in (reporting on their feelings) and the use of Z of R language is strong across the school.

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</tr>
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	• 100% of teachers report a change in their children's emotional regulation and behaviour since implementation.
SENDCOs support for Teachers and TAs to develop high quality interventions	• SENDCo has carried out numerous staff mtgs on issues Talk4Writing for SEND, Adaptation etc • INSET organises by SENDCo and provided by DRUMBEAT on Neurodiversity characteristics • TA training on Attention Autism

Targeted Academic Support

Activity	**Impact**
Speech and Language Therapist to screen identified children and ensure bespoke programmes are put in place.	27 Year 1 child assessments were made in Sept 24. Of that cohort: • 6 children were identified to have SLC concerns. • 2 children underwent further assessment for speech sound difficulties. 20 children across years 1 to 6 were receiving targeted support intervention. Of that cohort: • (Y5) was supported in class • (Y2) 3 x interventions groups for Colourful Semantics, Listen and Learn and Chattertots. • 2 (Y1) 1 x Speech Sound Disorder intervention group • (Y6) 1 x Reading Comprehension intervention group 2 x Speech, Language and Communication Needs intervention group • (Y3) 1 x Blanks Levels of Questioning intervention group Children with EHCPs: • 4 children were assessed and received reports to support/update their EHCP applications. • 8 children were seen for 1:1, paired and group interventions Children without EHCPs but with complex needs • 10 children seen for paired or small group interventions. Staff were supported to provide a range of speech, language and communication needs in the classroom. Following on from the staff support, the impact for these children has been: • Increased staff confidence. • Staff more forthcoming in discussing the needs of the children. • SaLT providing regular updates on children's progress.

	• Positive impact of using the resources provided.
Unqualified teacher to carryout 1:1 and small group interventions in Reading, Writing and Maths including pre-teaching RWI 1:1 tutoring/catch-up - targeted phonic sessions for pupils who require further phonic support	• Unqualified teacher carried out bespoke 1:1 and small group sessions for identified individuals in KS2. This resulted in good KS2 results for both disadvantaged and non-disadvantaged children. 76% of children working with the HLTA made good progress. For those who did not make as good progress, SEN interventions were sought. • The Phonics coordinator regularly assessed children to ensure progress across the year. 1:1 catch-up sessions were provided for those in need including those children in Y2 who did not pass the previous year's phonics test. 93% of Y2 children retaking the phonics test passed.
SENDCo support for teachers to support the learning of pupils with SEND through planning in class and for TAs	• Implementation of a new non-linear assessment tracking system and provision mapping • Ongoing 1:1 and whole-class support provided for teachers • Staff mtgs on Talk4Writing for SEND, Adaptation etc

Wider Strategies

Activity	Impact
Attendance and Welfare Officer to embed principles of good practice set out in the DfE's Improving School Attendance advice and to provide targeted support for individuals to support mental wellbeing, behavioural support and social skills	• Attendance and Welfare Officer has continued to provide targeted support for individuals regarding a number of issues: including housing, safeguarding and mental health support. • In her role of Learning Mentor she is currently providing regular support for 7 children – 4 of which are related to attendance issues. • Attendance and Welfare meeting carried out along with home visit welfare calls. • Attendance and Welfare Officer worked closely with the Local Authority Attendance Officer to support families and enforce regular attendance.
Attendance and Welfare SENDCo targeted support for individuals to support mental wellbeing, behavioural support and social skills Attendance and Welfare Officer, SENDCo and DHT to support families to access services and support Attendance and Welfare Officer (with support from DHT) to work with MHST to further develop her	• Lewisham Young Carers introduced through Assemblies, class lesson etc. • Coffee mornings in support of Mental Health supported by our MHST team. 4 Referrals made for MHST support. • 5 Referrals made to Early Help support for families struggling for various reasons. TAF meeting held to create a supported and self-help network for families. • Coffee mornings in support of Mental Health supported by our MHST team. 4 Referrals made for MHST support.

skills as a Mental Health First Aider	
Provision of enrichment activities for disadvantaged pupils such as: school trips, residential school journey, music lessons and instruments, visitors/speakers/workshops on school, afterschool/breakfast club provision	• The school is currently subsidising 8 children to access extra provision at school such as breakfast club and wrap around care. • Year 5/6 school journey was subsidised for those children in receipt of pupil premium and for those children who did not attend school journey it was not for financial reasons. For those children that did not participate enrichment activities were provided for them during this time.
Educational Welfare officer to engage parents and children to improve attendance and support families with provision for home learning and hardship support through subsidised uniform signposting for food bank/parcels etc.	• As always significant amount of school uniform was distributed to families in need of support. Additional food vouchers were purchased and food bank vouchers issued to a number of families. Where possible wellbeing packages were created and sent out to our most vulnerable families especially across the festive period. • Families were supported to get their children here on time – eg: collection when needed. Home visits made for welfare reasons.

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	Play.ttrockstars.com
RWI portal	Ruth Miskin and RWI
Speech and Language	WordsFirst
Art Therapist	Lewisham Outreach Inclusion Support
Destination Reader	Hackney Learning Trust
White Rose Maths	White Rose Maths
Insight Tracking Assessment	Insight Tracking
Non-linear Assessment	Connecting Steps

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