

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Perryfields Academy
Number of pupils in school	1062
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 - 2023/24
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	C. Harris
Pupil premium lead	J. Swingler
Governor / Trustee lead	A. Leonard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£334, 250
Recovery premium funding allocation this academic year	£51,185
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£42,463
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	£427,898

Part A: Pupil premium strategy plan

Statement of intent

Throughout the Broadleaf Partnership Trust we aim to use our Pupil Premium and Recovery Premium alongside each other to improve the attainment of all pupils with a clear focus on our most disadvantaged. Our intent is that pupils make good progress across the whole curriculum.

We use various approaches to identify the specific challenges faced by our disadvantaged and vulnerable pupils. Potential strategies to overcome key challenges are carefully considered using evidence-based research published by the Education Endowment Fund (EEF).

Our premia strategy includes targeted spending across 3 key areas: Teaching, targeted academic support, and wider approaches. High quality teaching is proven to have the greatest impact on closing the disadvantaged attainment gap and therefore improving the quality of teaching and learning is a clear focus of our premia strategy.

All strategies funded by the premia are evaluated based on their measured impact on pupil outcomes. Our premia strategy is a longer-term 3-year plan, which is republished each academic year following a review of the current document.

Challenges

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

Challenge number	Detail of challenge
1	Teaching- Staffing Recruitment and retention are an important factor to maintaining a high level of teaching and learning. Staffing will be supported to ensure we can recruit efficiently and retain well. The staff team will be used effectively to support the needs of our disadvantaged pupils.
2	Teaching and Learning- Quality of T&L Quality assurance and reviews always indicate that teaching and learning can be improved. Staff CPD will provide staff with the opportunity to improve their practices and in turn have a positive effect on pupil outcomes.
3	Academic opportunities and Support (Including numeracy and Literacy) Assessments and exams data shows that the disadvantaged gap widened in the most recent set of results. The gap had widened from 0.31 in 2019, to 0.36 in 2020 and now 0.50 in 2021. This could be due to the disruption to learning we have encountered in recent times. Academic opportunities such as: subject

	level intervention, small group tutoring, and numeracy and literacy across the curriculum will all help close the gap.
4	<p>Cultural capital experiences</p> <p>Research and observations show that pupils who are exposed to cultural capital experiences are more likely to have improved academic outcomes. The social and emotional toll the disruption to learning and life has caused to our pupils is significant. These experiences will help build: confidence, self-esteem and improve well-being.</p>
5	<p>Attendance</p> <p>Our attendance data has shown that over the past calendar year non-disadvantaged pupils have attended school more often than disadvantaged. Our most recent data shows that disadvantaged attendance is 3.5% lower than non-disadvantaged. It also shows that disadvantaged pupils have averagely had 3 more unauthorised absences this term.</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 teaching and learning	Staff to be engaged in a culture of 'coaching'. Staff CPD to be viewed as useful and impactful. QA to monitor the effectiveness of T&L
Improve outcomes for all disadvantaged pupils. Start to close the attainment gap.	Data analysis of whole school internal data. Disadvantaged pupils to be making good progress. Data analysis of exam results. Gap to have decreased from previous years. 2021- 0.50 gap.
Improved holistic development of our disadvantaged pupils to improve social and emotional well-being	Pupils to be exposed to cultural capital experiences. The Perryfields Promise will be the driving force behind improving these experiences.
Improved attendance	Attendance analysis. Continue to be above the national for attendance and narrow the within school gap. Current gap is 3.5%

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: £ 210,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staffing- Retention and recruitment. Staffing will be supported in all key areas. Staffing will be supported to ensure we can recruit efficiently and retain well. The staff team will be used effectively to support the needs of our disadvantaged pupils.</p>	<p>EEF Guide to the Pupil Premium https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p>	<p>1</p>
<p>Teaching and Learning CPD- Iris Connect, external speakers, coaching culture. IRIS connect will be used and invested in to promote a culture of sharing good practice, professional coaching and improving teaching and learning.</p> <p>National College CPD to improve teaching and learning.</p>	<p>EEF Guide to the Pupil Premium https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p>	<p>2</p>

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

Budgeted cost: £ 117,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutoring (1:3, Coachbright, Academic Mentors)</p> <p>Tutoring will be arranged for pupils who need it most based on data analysis</p> <p>Coachbright program is used for disadvantaged year 11s to support academic outcomes, raising aspirations and personal development.</p>	<p>EEF Teaching and Learning Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	3
<p>Departmental Intervention/Strategies</p> <p>Departments will bid for funding to improve the outcomes for disadvantaged pupils within their department. EEF guidance will be used to inform bids.</p>	EEF Guidance- Various	3
<p>Numeracy and Literacy interventions</p> <p>Numeracy and literacy coordinators to implement intervention where necessary to improve the levels of numeracy and literacy across the curriculum.</p>	<p>EEF Teaching and Learning Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	3

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving disadvantaged attendance. Pupils will engage with an attendance competition. This will engage pupils in thinking about their attendance. It will also help staff initiate conversations about attendance and its important. Competition tracking and results will be shared with parents to ensure all stakeholders are engaged.</p>	<p>DfE and EEF guidance/research https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>5</p>
<p>Cultural capital experiences The Perryfields Promise will improve the exposure pupils get to experiences which help them develop socially and emotionally.</p>	<p>EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>4</p>
<p>Improving resources- IT resources will be updated/replaced where necessary to ensure pupils have the necessary access to resources needed to support their learning in school.</p>	<p>EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>3</p>
<p>Work Experience Work experience will be available for Y10 pupils which will help raise aspirations for all of our pupils</p>	<p>EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>4</p>

Total budgeted cost: £ 427,898

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 2020 to 2021 academic year.

Strategies put in place had a positive effect on PP pupils at Perryfields. Staffing was supported by the pupil premium which helped support pupils progress.

CPD and technology was invested in, to improve the quality of teaching and learning for pupils. PP pupils had opportunities to receive academic/subject support as well as the opportunity to take part in extra-curricular cultural capital experiences.

COVID 19 caused attendance issues generally, however, we were able to use the premium to promote good attendance. This resulted in our attainment 8 figure improving on 2019 results. However, the gap between disadvantaged and non-disadvantaged pupils increased, as per national predictions. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended.

We will use the premia moving forward to help close the attainment/progress gap in the following 3 academic years.

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
Coachbright	Coachbright
Iris Connect	Iris Connect
National College Education	National College Education

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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