

# Pupil premium strategy statement – Updated Nov ‘24

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the 2024 to 2025 academic year.

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	1163
Proportion (%) of pupil premium eligible pupils	14.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	Sep 2022- Jul 2025
Date this statement was published	
Date on which it will be reviewed	July 2025
Statement authorised by	
Pupil premium lead	A Western
Governor / Trustee lead	C Hammell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

# 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 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 several there is a 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	Low levels of literacy, especially reading levels/ages on entry to Perins
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"> <li>• an average progress 8 score that is 0 or better.</li> <li>• 70% to make 'expected progress' (FFT 50) in E&amp;M.</li> </ul> <p>(Whilst this is in the 3-year strategic plan, we need to consider that progress measures will be based on CAT4 data)</p>
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"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
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"> <li>• the overall absence rate for all pupils being no more than 5% or at least 1% above national, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to negligible.</li> </ul>

## 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: £ 63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff CPD program over the course of the year to include focus on adverse childhood experiences and trauma informed teaching. This is alongside the continued focus on the Perins' Pillars.	<a href="#">The NEU updated research</a> in Sep 2024 around the benefits of a trauma informed approach to all young people.  High quality CPD has been shown to have a <a href="#">high impact</a> on the quality of learning. Relationships within the classroom are evidenced to <a href="#">improve progress of students</a> due to a better school environment	1, 2, 4
Continued development of the 'Progress manager' role and that of the deputy to continually champion the Pupil Premium and ensure that effective monitoring, timely interventions, and engagement of the 'team around the child' contribute to improved progress	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</a>  <a href="#">Reducing the poverty-related attainment gap (the poverty alliance)</a>	3,4
Embedding 'progress waves' as normal practice across the curriculum, enabling early interventions, clear and consistent strategies to support learners and an informed overview of cohorts and their sub-groups	<a href="#">GOV Doc – Supporting the attainment of disadvantaged pupils</a>	2,4
Ensuring that aspirations of disadvantaged pupils are high, and they are supported within lessons and their wider school life to achieve these goals.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	1,5
Develop effective leadership strategies and processes to ensure that closing the gap is a consistent focus in management meetings	<a href="#">The impact of school leadership on school outcomes</a>	1,4

<p>Whole school approach to literacy (specifically reading) to be trialled and embedded during the next cycle.</p> <p>Responsibility of monitoring given to named member of staff and engagement to be promoted during English lessons and form tutor times.</p>	<p><a href="#">EEF – Improving literacy in secondary schools</a></p> <p><a href="#">EEF – Reading interventions shown to boost pupil progress</a></p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a></p>	2,4,6
<p>Continued development and updating 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.</p>	<p><a href="#">Learning how to study independently</a> and review and revise previously learnt content has a high importance.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-how-to-foster-independent-study-in-key-stage-3">https://educationendowmentfoundation.org.uk/news/eef-blog-how-to-foster-independent-study-in-key-stage-3</a></p>	3,4,6

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

Budgeted cost: £ 27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Lunchtime and after-school revision program to be coordinated centrally to ensure a whole curriculum 'package' is available to all students with invitations in place for disadvantaged students</p>	<p><a href="#">EEF – How metacognitive approaches can support independent learning and revision</a></p>	2,4
<p>Elevate sessions will be developed as a part of the KS4 curriculum to focus on revision skills and metacognition</p>	<p><a href="#">EEF – How metacognitive approaches can support independent learning and revision</a></p>	2,4
<p>Targeted 'booster' sessions to be planned and delivered to PP students in Y11 in</p>	<p><a href="#">EEF – Making a difference with effective tutoring</a></p>	2,4

preparation for summer exams		

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

Budgeted cost: £ 47,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train a wider staff in mental health first aid qualification	<a href="#">Healthy Minds - EEF</a>	5
Continue counselling provision through alternative sources, tackling the increase in cost from local partnerships	<a href="#">Healthy Minds - EEF</a>	5
SEMH support from external services for the most vulnerable	<a href="#">Healthy Minds - EEF</a>	5
Student services structure to further support effective communication between school and home. FEO roles to assist in this area.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-communication">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-communication</a>	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	<a href="https://www.crimsoneducation.org/uk/blog/extracurriculars/benefits-of-extracurricular-activities/">https://www.crimsoneducation.org/uk/blog/extracurriculars/benefits-of-extracurricular-activities/</a>	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. <a href="#">EEF suggest +8 months progress for metacognition and self-regulation.</a>	3,4
Pupil Premium focus weeks every half term to promote engagement between form tutors, students, and families. This will improve early interventions and engagement of parents/carers in their child's education.	<a href="#">EEF – Parental engagement</a>	1,3,5
Forest school intervention for small number of students to	<a href="#">Marjons university study</a>	5,7

promote self-esteem, creativity, confidence, and independence		
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**Total budgeted cost: £ 137,910**

## 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 2023 to 2024 academic year.

We now have three continuous years of examined grades without the influence of Teacher or Centre Assessed Grades.

You can see from the tables below that the attainment gap has remained steady, bar the large gap that was evident during 2022.

There has been a positive reduction in the gap for attaining a standard pass in English and Maths which is reassuring yet the gap remains significantly large and is also forecast to be large for this year's cohort.

Meetings have taken place with the progress team and we are looking for ways to try and boost performance in English & maths this year without the additional support of the national tutoring programme and without any capacity (or resource) to put tutoring provision in place as we have been able to do so over the last few years.

Withy no progress measure in place this academic year due to the year group having not sat the KS2 scaled scores.

#### Summary:

		2022	2023	2024	2025(forecast)
A8 APS	pp	22.8	33.1	31.3	36.6
	Non-PP	54.5	49.8	48.1	52.8
Difference		-31.7	-16.7	-16.8	-16.2
<b>Standard Pass</b>					
E & M (%)	PP	15	35.7	13.3	52.6
	Non-PP	83.7	73.9	45.3	82.2
Difference		-68.7	-38.2	-32	-29.6



## Overview:

KPI 2025 (Predicted grades from latest data trawl)

Details		EM Threshold														
		Entered		Standard Pass						Strong Pass						
				Both		English ...		Maths ...		Both		English ...		Maths ...		
Name	Pupils	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
<span style="color: green;">▼</span> <b>Basic</b>																
+	All Students	227	222	97.8	181	79.74	24	10.57	8	3.52	111	48.9	39	17.18	12	5.29
<span style="color: green;">&gt;</span> <b>Gender</b>																
<span style="color: green;">▼</span> <b>Pupil Premium</b>																
+	Pupil Premium	19	17	89.47	10	52.63	5	26.32	2	10.53	3	15.79	6	31.58	0	0
+	Non Pupil Premium	208	205	98.56	171	82.21	19	9.13	6	2.88	108	51.92	33	15.87	12	5.77
+	Pupil Premium Gap	-189	-188	-9.08	-161	-29.58	-14	17.18	-4	7.64	-105	-36.13	-27	15.71	-12	-5.77

Progress 8								Attainment 8						Enter
Summary				Baskets				Sum...	Baskets					
KS2 APS	Entries	Score	% Positive	English	Maths	EBacc	Other	Score	English	Maths	EBacc	Other	#	
0	0	0	0	0	0	0	0	51.42	10.58	9.86	15.27	15.71	68	
0	0	0	0	0	0	0	0	36.61	7.95	6.95	10.74	10.97	4	
0	0	0	0	0	0	0	0	52.77	10.82	10.13	15.69	16.15	64	
0	0	0	0	0	0	0	0	-16.17	-2.87	-3.18	-4.95	-5.17	-60	

KPI 2024

Details		EM Threshold														
		Entered		Standard Pass						Strong Pass						
				Both		English ...		Maths ...		Both		English ...		Maths ...		
Name	Pupils	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
<span style="color: green;">▼</span> <b>Pupil Premium</b>																
+	Pupil Premium	15	14	93.33	5	33.33	3	20	2	13.33	2	13.33	2	13.33	1	6.67
+	Non Pupil Premium	212	211	99.53	149	70.28	21	9.91	17	8.02	96	45.28	39	18.4	18	8.49
+	Pupil Premium Gap	-197	-197	-6.19	-144	-36.95	-18	10.09	-15	5.31	-94	-31.95	-37	-5.06	-17	-1.82

Details		Progress 8								Attainment 8				
		Summary				Baskets				Sum...		Baskets		
Name	Pupils	KS2 A...	Entri...	Sco...	% Positi...	English	Maths	EBacc	Other	Score	English	Maths	EBacc	Other
▼ Pupil Premium														
+ Pupil Premium	15	102.68	11	-0.93	27.27	-0.86	-0.84	-0.72	-1.25	31.27	7	6.53	9.73	8
+ Non Pupil Premium	212	105.75	196	-0.12	45.92	-0.13	-0.14	-0.06	-0.16	48.1	10.24	9.51	14.28	14.08
→ Pupil Premium Gap	-197	-3.07	-185	-0.81	-18.65	-0.73	-0.69	-0.66	-1.09	-16.84	-3.24	-2.98	-4.55	-6.08

## 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	Positi	English	Maths	EBacc	Other	Score	English	Maths	EBacc	Other
Pupil Premium	99.11	14	-0.43	35.71	-0.7	-0.44	-0.14	-0.54	33.14	6.86	6.29	10	10
Non Pupil Premium	06.42	212	-0.11	46.7	0.04	-0.19	0.01	-0.29	49.84	10.86	9.7	11.88	4.4
Pupil Premium Gap	-7.31	-198	-0.32	10.98	-0.74	-0.24	-0.15	-0.25	-16.7	-4	1.42	1.88	-4.4

## KPI 2022

Details	Pupils	EM Threshold													
		Entered		Standard Pass						Strong Pass					
		#	%	Both		English Only		Maths Only		Both		English Only		Maths Only	
Name	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
+ 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				
		Summary				Baskets				Summary		Baskets		
Name	Pupils	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