



# Pupil premium strategy statement

## School overview

Detail	Data
School name	Pear Tree Mead Academy
Number of pupils in school	473 Pupils (inclusive of 55 pre-school and nursery)
Proportion (%) of pupil premium eligible pupils	Y1-6 121/366 33% Pre-R 12/107 11% Total: 133/473 28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Christine Peden
Pupil premium lead	Lacey Davies
Governor / Trustee lead	Linda Blackburn

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,970
EY pupil premium	£4656 Annual
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Tuition premium	N/A
<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	£182,626 – including a years' worth of EY PP for the identified children



## Part A: Pupil premium strategy plan

### Statement of intent

Our intention at Pear Tree Mead Academy is to provide all pupils with the opportunity to achieve their full potential. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps.

Common barriers to learning for disadvantaged pupils may include:

- High levels of adverse childhood experiences (ACEs)
- Social and emotional needs, including attachment difficulties, emotional regulation difficulties and conflict resolution difficulties
- Oral language and/or communication skills, bridging across to reading and writing
- Parental engagement in education
- Limited outdoor space
- Lost learning due to COVID19

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all' approach for support.

Our objectives are:

- to lessen the attainment gap between disadvantaged and non-disadvantaged pupils
- for all disadvantaged pupils to access our rich curriculum and be challenged
- to overcome SEMH/self-regulation and metacognition barriers
- to act early and intervene when need is identified
- to build solid relationships with all children, and the parents thereof, who attend Pear Tree Mead

We aim to do this through:

- frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support
- ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs that these are addressed through high quality, evidence-based interventions led by appropriately trained staff
- ensuring all vulnerable learners are ready to learn through access to breakfast club and equipment and uniform provision
- ensuring that vulnerable learners have access to high quality pastoral care and mental health support

- having a clear induction process to the school that involves a parents meeting to divulge information on any previous experiences we need to be aware of
- identifying children with additional SEMH needs – pastoral care through our learning mentor and family support team
- imploring interventions which work for our children and meet their needs
- when making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and not all pupils who are socially disadvantaged are registered, or qualify for free school meals. We reserve the right to allocate pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Achieving these objectives:

Range of provision but not limited to:

- frequent monitoring of progress and attainment (PSM)
- class provision and intervention forms for all pupils – monitored frequently
- interventions tracked half termly to ensure impact (EduKey)
- English and maths support which includes in class support and withdrawal
- Lower fees for breakfast club to all disadvantaged pupils, ensuring vulnerable pupils are prepared for the day
- frequent contact with parents regarding uniform, equipment, extra curricular trips
- regular workshops for parents e.g. rock painting, early phonics, early numeracy, welcome to reception etc
- supplying laptops to support with home/remote learning
- providing priority for any child needing learning mentor support
- allocating high quality learning support assistants to support wellbeing
- training and CPD on behaviour, attachment and TPP
- interventions concentrating on oracy/speaking and listening in EY - Welcomm (developed into Y1 where necessary) and colourful semantics across the school
- Phonics, reading and writing interventions
- Opportunities for all pupils to take part in woodland school sessions, use the pond area and allotment.
- OPAL outdoor provision used across KS1 and KS2



## Challenges

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

Challenge number	Detail of challenge
1	High levels of adverse childhood experiences  Trauma informed schools UK: Increased numbers of children are presenting with mental health difficulties and high adverse childhood experiences (ACEs) impacting on future life chances, mental and physical health and progress and attainment.
2	Social and emotional needs, including attachment difficulties, emotional regulation difficulties and conflict resolution difficulties – referrals made to outside agencies and internal provisions (nurture/LM support) remain high
3	Oral language and/or communication – 38% on track (at expected) at the start of reception – bridging across to reading and writing delay
4	Overall attainment of disadvantaged pupils is lower than non-disadvantaged: 22/23 – KS2 outcomes expected + reading (30% difference dis/non), writing (88% difference dis/non) Maths (14% difference dis/non) 23/24 – KS2 outcomes expected + reading (12% difference dis/non), writing (24% difference dis/non) Maths (13% difference dis/non)
5	Lost learning due to Covid-19 pandemic

## 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
Attainment in maths – disadvantaged children achieve, at least, in-line with or above national attainment at the end of EY and KS2	The % of disadvantaged pupils achieving expected in maths is in-line with or above national.

	<p>The % of disadvantaged pupils achieving expected in maths is in-line with non-disadvantaged.</p> <p>Progress of disadvantaged is accelerated.</p>
<p>Attainment in reading and writing – disadvantaged children achieve, at least, in-line with or above national attainment at the end of EY and KS2</p> <ul style="list-style-type: none"> <li>• With particular focus on percentage achieving expected in writing</li> <li>• A consistent delivery of the phonics scheme across EY and KS1 to secure attainment in line with national averages (Oxford Owl – Essential letters and sounds)</li> <li>• A rigorous and sequential approach to the reading curriculum supports pupil’s fluency, language comprehension, confidence and enjoyment in reading</li> </ul>	<p>The % of disadvantaged pupils achieving expected in reading and writing is in-line with or above national.</p> <p>The % of disadvantaged pupils achieving expected in reading and writing is in-line with non-disadvantaged,</p> <p>Progress of disadvantaged is accelerated.</p>
<p>Ready to learn – disadvantaged pupils are punctual, equipped and ready to learn.</p> <p>Continue to improve attendance and punctuality, decreasing persistent absence.</p>	<p>Affordable uniform with financial support available to disadvantaged learners.</p> <p>Equipment, such as laptop loans, available to all learners.</p> <p>Teaching staff are quick to highlight any pupils that need financial support.</p> <p>Disadvantaged pupils access to breakfast club, are punctual and have energy for their day.</p> <p>Attendance data is in-line with national data and shows a decrease in persistent absent pupils, narrowing the gap between disadvantaged and all pupils</p> <p>Disadvantaged (2021/2022) - 91.51%</p> <p>Not disadvantaged (2021/2022) - 92.78%</p> <p>94.5% National attendance across year</p>

	<p>Autumn term 2022 - disadvantaged 92.45%</p> <p>Autumn term 2022 - not disadvantage 94.88%</p> <p>2022/2023</p> <p>Disadvantaged was 91.62%</p> <p>Non Disadvantaged was 93.92%</p> <p>National for the year was 92.50%</p> <p>Disadvantages attendance had increased, however so has non-disadvantaged, making the gap increase between groups. However, disadvantaged is closer to national attendance across the year.</p> <p>2023/2024</p> <p>Disadvantaged was 93.1%</p> <p>Non Disadvantaged was 95.3%</p> <p>National for the year was 92.80%</p> <p>Disadvantaged attendance has increased again this year. This is the same for non-disadvantaged, making the gap similar to last year. Both groups are above national averages.</p>
<p>Embed trauma perspective practice and attachment awareness through a whole school approach towards behaviour – all staff are trained to support complex SEMH needs (all staff and family support team)</p> <p>Trained counsellors – seeing identified pupils weekly</p>	<p>Decrease in external suspensions (2022-2023 totalling 19) (2023-2024 totalling 15)</p> <p>Trauma informed framework is fully embedded and pupils feel supported</p>
<p>Further support harder to reach families</p>	<p>Greater knowledge of individual children’s backgrounds and appropriate identified support</p> <ul style="list-style-type: none"> <li>• Induction meetings</li> <li>• Home visits – EY, on entry to school and throughout time with us when identified as necessary</li> <li>• Wealth of knowledge about local area, groups and charities to offer and</li> </ul>

	signpost support to families that fit their needs and encourage them to engage
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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: £109,372

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Pupil premium leadership and management</b></p> <p>Closely monitor and intervene where the progress of disadvantaged learners is below that of their expected attainment outcomes.</p> <p>Liaise with SENDco, working together to identify any staff who would benefit from further CPD to support the learning of vulnerable pupils.</p> <p>QFT/Adaptive teaching CPD and employed by staff</p>	<p>‘Good teaching is the most important lever that schools have to improve outcomes for disadvantaged pupils’ EEF guide to the PP</p> <p>Promote positive engagement and teaching strategies for PP pupils</p> <p>Track PP progress and discuss with teachers, signposting needs for targeted intervention</p>	3, 4 and 5
<p>Dedicated interventions LSAs</p> <p>Dedicated LSA to analyse data and offer support and guidance</p>	<p>Using trained teachers and LSAs to provide interventions to pupils who need it in previous years, supporting us in accelerating progress.</p> <p>Data analysis to support choices and change anything that is not having an impact term on term – suitable for each individual child’s needs</p>	3, 4 and 5

<p>English leads – promotes literacy, provides staff CPD and monitors/supports phonics and early reading interventions alongside approaches in class</p>	<p>Reading is a key determiner for academic success. Closing the reading gap leads to greater confidence, engagement and greater outcomes.</p>	<p>3, 4 and 5</p>
<p>Maths lead – promotes numeracy, provides staff CPD and monitors/supports interventions alongside approaches in class</p>	<p>Numeracy is a key determiner for academic success and financial competency in adult life</p>	<p>3, 4 and 5</p>
<p>Building on last 3 years use of the EEF toolkit, identifying and implement an evidence informed approach catered to our pupils – based on last 3 years outcomes for parental engagement, reading comprehension and metacognition strategies</p> <p>Parental workshops continuously offered to engage parents – varied (ACL)</p> <p>Tapestry – parental engagement with child’s learning EY</p> <p>Specified weekly news letters to parents to support engagement and organisation (EYFS/Y1)</p> <p>Fun homework – maps</p> <p>Children teach parents sessions</p> <p>Class emails to support communication</p> <p>Teacher support for adult (parent) learning – maths and reading/phonics</p>	<p>EEF teaching and learning toolkit (EY and Primary)</p> <p>EY – Parental engagement EEF R-Y6 – Reading comprehension (oral language) EEF R-Y6 – Metacognition and self-regulated learning EEF</p> <p>Positive parental response to parent view – engagement, education and communication</p>	<p>1, 2, 3, 4 and 5</p>

Individual implementation plans in place – outlined on class forms		
<p>Continue to develop high quality teaching around language development and communication.</p> <p>Training in place for identified staff on intervention programmes within EY – Wellcomm</p> <p>Phonics lead/Phase leaders – embed phonics approach. EY and KS1 to have extra phonics sessions (2 per day)</p> <p>English leads to monitor the development of language</p>	<p>Essex disadvantaged strategy – Marc Rowland</p> <p>Language development and comprehension</p> <p>Oral language intervention EEF- very high impact for very low cost based on extensive evidence+6 months /Reading comprehension EEF - very high impact for very low cost based on extensive evidence R-Y6, bridging into writing – Class disadvantaged forms</p> <p>Sharing good practice across schools</p> <p>Metacognition and self regulated learning EEF (YR-6) - very high impact for very low cost based on extensive evidence</p>	3

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

Budgeted cost: £33,186

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>LSA booster ‘tutor’ groups</p> <p>Identification of children who need further support in reading, writing or maths</p> <p>Paired class tuition – 6 sessions a term. Maths focus for the</p>	<p>Small group tuition EEF - Moderate impact for low cost based on moderate evidence</p> <p>Peer tutoring EEF - high impact for very low cost based on extensive evidence</p>	3, 4, and 5

<p>year to develop tutors. Pairing of classes older with younger.</p>		
<p>Embed regular focused pupil standards meetings from EYFS to Y6 to identify barriers to learning and ensure these are addressed.</p> <p>Lead by DHT</p> <p>Identify support for individuals (including overall provision and intervention), changeable throughout the year – put onto the class disadvantaged forms and EduKey</p>	<p>EEF Behaviour – Essex Therapeutic Thinking Approach /Paul Dix Interventions – range Reading comprehension – class based, interventions and EEF strategy focus Small group tuition EY interventions</p>	<p>1, 2, 3, 4, 5</p>
<p>Interventions – consistently delivered</p> <p>Do not impact on core subjects and are varied to ensure impact does not occur on broader curriculum subjects</p> <p>Training given to staff who are to deliver (teachers and LSAs)</p> <p>Wellcomm (this year aimed to support EAL pupils also) Rapid reading Reading fluency Writing – SC led and gaps in knowledge (end of KS outcomes) EPS maths intervention Precision monitoring Phonics – Essential Letters and Sounds Nurture group</p>	<p>All interventions have been chosen due to previous success within the intervention or evidence base is high</p>	<p>3, 4 and 5</p>

<p>1stClass@number (arithmetic element)</p> <p>Drawing and talking</p> <p>Clicker</p> <p>Working in-line with evidence based work schemes:</p> <p>Grammarsaurus</p> <p>Primary stars</p> <p>White Rose</p>	<p>DfE approved</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,068

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to embed our Essex Steps – therapeutic thinking approach to behaviour</p> <p>Embedding trauma informed practice – whole school approach</p> <p>TPP training completed for all staff and upskilled (2 current trainers in school/elements 1-8 training completed but consistent return)</p> <p>Attachment Awareness school – train the trainer, again led by SLT</p>	<p>Trauma informed schools UK: Increased numbers of children are presenting with mental health difficulties and high adverse childhood experiences (ACEs) impacting on future life chances, mental and physical health and progress and attainment.</p> <p>Trauma halts the capacity to learn. Multiple adverse childhood experiences disrupt neural development and impair social, emotional and cognitive development.</p> <p>Neural pathways are needed for empathy, reflection and the ability to concentrate and learn.</p> <p>Star analysis</p> <p>Adult response plans</p> <p>Individualised learning</p>	<p>1 and 2</p>

<p>Regular support for SLT trainers through Essex</p> <p>Learning mentor to support SEMH</p> <p>SENDco and assistant SENDco to support SEMH in identified pupils</p>	<p>Behaviour curriculum through PSHE and zones, as well as embedded throughout</p>	
<p>Pastoral team expertise is developed to support complex SEMH needs – SENDco, assistant SENDco and learning mentor, HT/DHT/AHT</p> <p>Referrals for external and internal services remain high – LM register % disadvantaged</p> <p>TPP training from Essex and with guided support</p> <p>Early identification of need and level of vulnerability – early help (FST)</p> <p>Children as wellbeing champions – supporting other pupils with mental health needs (supported by the Onegoal initiative)</p> <p>Play leaders Play leader mentors– supporting younger pupils to engage in play and model positive social interactions</p>	<p>High quality provision for children with complex SEMH needs – EEF toolkit</p> <p>Benny Kuruvilla – Role and impact of Learning Mentors: The findings indicated that although not measurable in quantitative terms, mentoring support has a positive impact on the social and academic outcomes of the mentees, as it provided them with an opportunity to realise their potential.</p> <p>Social and emotional benefits: Children’s academic development is closely linked to the consistency and quality of their social interactions (Mulryan-Kune,2014). Many advocates stress the benefits of playtimes for social and emotional wellbeing and development, including learning how to negotiate and problem solve; to deal with conflicts, falling out and teasing; and learn how to compromise; to deal with fear and take risks, and to develop friendships (eg American Academy of Pediatrics, 2013; Baines and Blatchford, 2011; Goudreault and Guimont, 2017; Jarrett et al., 2009). Opal initiative – research</p> <p>Lots of pupils in our school do not have gardens, and/or are constantly limited by indoor activities and restrictions. 15% of our school population has SEND needs, provision for this group and other groups who need to physically move</p>	<p>1 and 2</p>

<p>Outdoor space and experiences:          OPAL          Allotment          Pond          Gym          Adventure          Woodland school          Sensory spaces across the school          Swimming pool (lessons, fun swims and gala)</p>	<p>around and have outdoor space to learn benefit - Outdoor learning environments are less structured and formal than classroom environments, allowing more physical mobility. In comparison to a classroom environment, outdoor learning increases the physical space around children. Greater physical activity has been shown to impact on children’s educational attainment (Ahamed et al., 2007; Trudeau &amp; Shephard, 2008). Research – outdoor learning spaces: The case of forest school</p>	
<p>Attendance officer – closely monitors and supports PP attendance</p>	<p>Pupil premium strategy – ‘interventions may well be one part of an effective pupil premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour.</p>	<p>1, 2, 3, 4 and 5</p>
<p>Other support:          Breakfast club and trip support          Residential          Equipment, uniform and supplies          Technology          Data management          Finance management          Providing food for families at home          Meet and greets          Teacher/pupil relationship (specified 1:1 time)          Class responsibilities</p>	<p>Removing potential barriers to participation and increasing attendance           Tracking and monitoring progress to implement interventions effectively</p>	<p>1, 2, 3, 4 and 5</p>

**Total budgeted cost: £ 182,626**



## 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 have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using statutory assessments at the end of key stage 2 for performance data, phonics check results, GLD and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2023/24 was below our expectations, however the attainment gap has narrowed between our disadvantaged pupils and non-disadvantaged pupils (see below data). We have considered our approaches for this academic year and believe that sustaining our identified course is now somewhat reflected in the data, and have chosen to strengthen the above approaches by embedding them further into day-to-day practice. Our analysis suggests that the attainment gap is narrowing, with both disadvantaged and non-disadvantaged pupils obtaining expected outcomes in KS2 and GLD. We have refined areas of our approach and streamlined effective strategies within classes and as part of the school culture e.g. EEF strategies employed in classes. Changes have been reflected in our approaches for 24/25 (as above), supporting phonics and early reading.

Absence among disadvantaged pupils was 2.2% higher than their peers in 2023/24, 2.3% in 2022/23, demonstrating that attendance is increasing for both groups and the gap is narrowing slightly. Raising attendance of disadvantaged pupils has been part of our 3 year plan, and from 23/24, data is showing disadvantaged pupil attendance is above national for this group.

Our observations and assessments demonstrated that pupil behaviour faced challenges in relation to wellbeing and mental health in 2022 to date, and remain significantly higher than before the pandemic, impacting on disadvantaged pupils in particular. In response, this has stemmed some of our other initiatives such as OPAL (coming into our second year), counselling (start of 24/25 academic year) and in-house interventions specifically for SEMH (drawing and talking – begun this term).

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. We also understand that some elements of the strategy need continued time to embed, supporting further data outcomes.

Year 6 Outcomes:

**22/23 – KS2 outcomes expected +**

reading (30% difference dis/non),  
writing (88% difference dis/non)  
Maths (14% difference dis/non)

**23/24 – KS2 outcomes expected +**

reading (12% difference dis/non),  
writing (24% difference dis/non)  
Maths (13% difference dis/non)

**23-24 KS2 SATs disadvantaged comparison**

Pupils (from 2023-2024) in Year 6

Generated less than a minute

Assessments: 2023-2024 Summer 2

		All Pupils		Disadvantaged		Not Disadvantaged	
		% of pupils Expected or higher	% of pupils Above	% of pupils Expected or higher	% of pupils Above	% of pupils Expected or higher	% of pupils Above
Reading	SAT Scaled Score	82%	23%	76%	12%	84%	27%
Writing	SAT TA	82%	16%	65%	0%	89%	22%
Maths	SAT Scaled Score	85%	27%	76%	18%	89%	31%
GPS	SAT Scaled Score	89%	39%	76%	12%	93%	49%
Reading/Writing/Maths	SAT Scaled Score/SAT TA	71%	11%	53%	0%	78%	16%

Both disadvantaged pupils and non-disadvantaged pupils have attained higher than last year in all areas.

Disadvantaged reaching expected standard or above at PTM from 22/23 to 23/24:-

- Reading +23%
- Writing +7%
- Maths +2%
- GPS +8%
- Combined +6%

Disadvantaged reaching expected standard or above compared to national 23/24:-

- Reading +2%
- Writing – 7%
- Maths +3%

## 23-24 GLD disadvantaged

Pupils (from 2023-2024) in Reception

Assessments: 2023-2024 Summer 2

		EYFS GLD
		% of pupils Expected or higher
EYFSP	All Pupils	69%
	Disadvantaged	70%
	Not Disadvantaged	68%

Disadvantaged achieving GLD at PTM from 22/23 to 23/24:-  
Increased by +26%

GLD: 69%, up 9% from previous year and 19% from the year before. Disadvantaged pupils - 70% achieved GLD, up from the previous 2 years, in-line with national and above non-disadvantaged.

Year 1 Phonics: 66% pass - Disadvantaged pupils 3/6 -50% pass – further intervention and approaches to support found above and within the schools development plan.

## 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
1stClass@number	Every Child Counts
Rapid reading (intervention programmes)	Pearson
EPS maths intervention	Essex Educational Psychology Service
Drawing and talking	Mental health hub
TPP	Essex