

Pupil premium strategy statement 2022 / 23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Peel Park Primary
Number of pupils in school	577
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2022 / 23
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Andrea Grist
Pupil premium lead	Heather Hutchinson
Governor / Trustee lead	Raj Unsworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£309,564
Recovery premium funding allocation this academic year	£31,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£341,464

Part A: Pupil premium strategy plan

Statement of intent

At Peel Park, a significant proportion of children are eligible for Pupil Premium. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. 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 also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We reserve the right to allocate the Pupil Premium funding to support any student or groups of students the school has legitimately identified as being in need of intervention and support.

Our objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For disadvantaged pupils in school to meet or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
- To ensure our children attend school and are on time so no learning time is lost.

We will work towards achieving these objectives by:

- Ensuring all pupils receive quality-first teaching by embedding regular coaching, in addition to CPD which reflects current educational practice, to strengthen teaching skills.
- Considered use of assessment data to identify gaps in learning for priority pupils so additional support can be given.
- SEMH and wellbeing support for disadvantaged pupils and families through the work of our safeguarding lead, attendance officer, family support worker and pastoral team.
- Supporting families financially through subsidised trips, enrichment opportunities and experiences out of school such as residential trips.

Challenges

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

Challenge number	Detail of challenge
1	Closing the attainment gap at the expected standard - disadvantaged pupils have starting points well below their non-disadvantaged peers with significant gaps in many years. Closing the gap which has widened in some areas due to the effects of Covid
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	Addressing weak language and communication skills
4	Addressing attendance and punctuality issues
5	Unsettled family lives and Social Service involvement. Supporting pupils with complex family situations that may prevent them from flourishing due to less support being in place at home
6	Life experiences as the children have limited experiences at home. These financial barriers often also prevent pupils being able to take part in extra-curricular activities that enhance the curriculum

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
To improve attainment and progress in English and Maths for pupils entitled to the Pupil Premium. To ensure any gaps in learning, due to time out of school because of COVID, are quickly identified and gaps taught	The % of pupils working at ARE in Reading, Writing and Maths will increase. The attainment gap between pupils in receipt of Pupil Premium and others will close and the difference to national standards will diminish.
To provide early language intervention and support for disadvantaged pupils in Foundation Stage and Key Stage 1	The % of pupils in receipt of the Pupil Premium achieving ARE in Communication and Language at the end of EYFS will increase. The attainment gap between pupils in receipt of Pupil Premium and others will close and the difference to National standards will diminish.
To provide pupils with opportunities to take part in extra-curricular activities and cultural and enrichment opportunities	All pupils are socially equal within school and enjoy a variety of additional, inspirational first-hand experiences.
To work closely with families to improve attendance and punctuality	Attendance improves, the difference between the attendance of pupils in receipt of Pupil Premium and others will close and the difference to National standards will diminish. % persistent absence decreases.

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: £ 78,638

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide early language intervention and support for PP children in the Foundation Stage and Key Stage 1</p> <p>Support staff in Year 1 TS(0.4), PA (0.4)</p> <p>Cost: £14,325</p>	<p>Baseline data has shown that pupils come into school with a limited understanding of the English language; therefore, the development of oracy and language are a key focus within both EYFS and KS1. The percentage of children achieving ELGs in listening and attention, understanding and speaking saw an improvement during 2021/22 but are still below the national figures.</p> <p>Focused interventions are required to address this in Year 1 and to continue the rising trend in EYFS.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2,</p>
<p>To improve attainment and progress in core subjects for pupils entitled to the Pupil Premium through quality first teaching.</p> <p>Y2 HLTA to work with groups of children in phonics, maths and writing to support the delivery of Quality First Teaching. (0.2)</p> <p>Y6 HLTA to work with children identified to support the delivery of Quality First Teaching. (0.2)</p>	<p>Data shows that the attainment and progress gaps between disadvantaged children, throughout school, has widened during the last 18 months.</p> <p>Maths and writing have seen the greater impact through the covid disruptions. Years 2, 3, 4 and 5 have the greatest gaps.</p> <p>The additional teaching staff sees progress accelerated in KS2.</p> <p>Termly gathering of assessment data is analysed and information actioned during regular Pupil Progress meetings. Identification of pupils at risk of underachieving and actions put into place to address this. Analysis of interventions to show impact.</p>	<p>1,2</p>

<p>SLT to teach maths groups for Year 3, 4 5 and 6 for the Autumn term</p> <p>Cost: £24,666</p>	<p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Selecting_interventions_tool.pdf">Selecting interventions tool.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Sutton Trust's 2011 report revealed that the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds.</p>	
<p>Staff CPD Assistant head for coaching time – 2.5 days a week</p> <p>Coaching/ observations of teachers to improve QFT (Cost of cover) BP to train LSAs in reading HH / KN to train all support staff in ACEs. Cost: £39,647</p>	<p>Teachers are involved in coaching programme to share good practice. High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.</p> <p>Support staff are trained up to ensure the quality of provision is consistently high</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 2, 3, 4, 5, 6</p>

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

Budgeted cost: £114,478

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions - use of gap analysis and assessment data to target identified pupils in Phonics, Maths, Reading and Writing</p> <p>1.0 KA 0.5 EB</p> <p>Intervention groups led by Catch Up staff (0.2) (ZM, EB, SA, PB, LR, RK,)</p> <p>Cost: £53,532</p>	<p>The attainment measure of KS1 and KS2 (percentage of children achieving at least the expected standard in Reading, Writing and Maths) still shows that COVID related disruption is still having some impact on outcomes.</p> <p>50% of pupils achieved the combined standard this year at the end of KS2, compared to 65% of pupils nationally in 2019.</p> <p>Selecting_interventions_tool.pdf">Selecting interventions tool.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Effective educational intervention database - Evidence 4 Impact</p>	<p>1</p>

<p>Gaps in Year 6 knowledge have been identified using the PIXL assessment system. This indicates the intervention that is required to narrow the gap for these children. KM, LC, DB (0.2) Cost: £17,386</p>	<p>There are significant gaps in the children's attainment with regards to Reading, Writing and mathematics. Previous intervention using the PIXL assessment system has supported children's attainment and progress well. Selecting interventions tool.pdf (d2tic4wvo1iusb.cloudfront.net) Effective educational intervention database - Evidence 4 Impact</p>	<p>1</p>
<p>School-led tutoring - Catch up Phonics team to work with individual children in Year 1 and Year 2 and work with targeted children in Year 3 who did not pass the screening. Cost: £22,333</p>	<p>There are significant gaps in the children's knowledge of phonics in year 1 with some children in year 2 showing gaps. Extra funding for DFE for school led tutoring is funded at 60% of costs up to a maximum of £33,500. Pupil Premium to top this up at 40%. One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Covid Recovery - National Tutoring Programme targets individual readers who have been assessed as working behind ARE in Year 5. Reading lead to work extra to train support staff for reading interventions. Analysis of reading assessment to identify gaps in learning. Cost: £12,212</p>	<p>Approx 50% of the current year 5 cohort are working below ARE in reading. Targeted children are receiving interventions. This uses covid recovery which is funded at 60% of the total cost. Pupil Premium is use to top this up at 40%. One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Sumdog time tables interventions Time tables club once a week from Autumn term – Led by a teacher SA every afternoon Cost: £5015</p>	<p>The children's confidence in timetables is poor. Weekly sumdog tests and use of this both at home and school to increase the number of children knowing and being able to apply their timetable knowledge across all aspect of the Maths curriculum.</p>	<p>1</p>
<p>EY resourcing to meet the needs of the EY curriculum</p>	<p>Over recent years, we have been better on in line with the achievement within the local authority. In 2021, there was a huge decline in this number – showing the impact that</p>	<p>1,2</p>

<p>Reading books for all children as a gift to improve the use of vocabulary and give the children access to books. (Christmas and Easter)</p> <p>Cost: £4000</p>	<p>Covid had on these children. Foundation stage attainment is well below national (72% in 2019). In 2022 this figure had improved but was still below the national figures.</p> <p>These figures reflect the fact that most children join Peel Park with very low levels of development.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £148,801

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>BCL to support attendance, working with cohorts to improve persistent absence.</p> <p>Cost: £3600</p>	<p>Persistent absence is high in school. Particular families require this additional support to help them with attendance.</p>	4
<p>Learning Mentors to support children in school.</p> <p>DSL working closely with families, individual children and groups of children – especially those on a CP, CIN, CLA plan and those with Early Help involvement.</p> <p>Targeted pupils with attachment and trauma issue attend afternoon sessions in The Grove (HH / KN / TB)</p> <p>Cost: £114,157</p>	<p>Social and emotional difficulties identified by Class Teacher / the DSL.</p> <p>Vulnerable children list – identifying key needs for direct work by Learning Mentors and DS</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Parental officer to support families on low income – applying for benefits, uniform etc)</p> <p>Cost: £10,044</p>	<p>Some of our families do not have the technology to apply for additional financial help. Families also struggle with the understanding of English, (reading and writing), and are unable to apply themselves.</p>	
<p>Magic Breakfast provides a free breakfast for children to start their day.</p> <p>Rethink Food – a ‘fill a bag’ food stall every Friday for any families who want to participate.</p>	<p>Food deprivation is high at Peel Park. Research shows hungry children do not perform as well.</p> <p>To help families over the weekend so no child goes hungry.</p> <p>Peel Park Pantry – Friday afternoons.</p>	4, 5

Cost: £5000	Magic Breakfast EEF (educationendowmentfoundation.org.uk)	
The contribution to the cost of trips, visitors to school and residential. Cost: £10,000	For a large percentage of our pupils the only time away they will have is through school residential. Limited life experiences for many of our pupils makes writing in topic work very limited. Experiences both in and out of school helps to remove this barrier. Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	1, 3, 4, 5, 6
All disadvantaged pupils to be given the opportunity to engage in a range of extra-curricular activities at school. £6000	Many of our pupils do not have the opportunities to join organised sports clubs. Children need to be encouraged to engage in active learning and sports to reduce the risk of obesity and lead a healthier lifestyle. Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	6

Total budgeted cost: £341,917

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

The number of children who are disadvantaged in the EYFS is small. In 2022 there were 11 children who were classed as disadvantaged. This academic year we have focused on Understanding the world and art and design. The difference between disadvantaged and non disadvantaged has improved significantly – UTW improved by 15% and A&D 17%.

Children in year 1 and year 2 received extra phonic tutoring and this alongside quality first teaching has improved the results in Phonics, especially in Year 1. The 22 children who did not pass the phonics screening in Year 2 had other SEND needs.

Disadvantaged children in KS1 2022 / 2023

The results for the children in year 2 in 2023 were significantly below national results in all areas. This cohort of children [missed significant chunks of their Early Years Education due to the Pandemic. There are high numbers of pupils with SEND and very high numbers of pupils with an EHCP. There are high numbers of pupils with vulnerabilities stemming from adverse childhood experiences. High numbers of pupils](#) have ~~a range of~~ Social, Emotional needs [and all of these factors had an impact on the progress made in year 2.](#) ~~The~~ ~~the~~ provision that the children will receive in 2023 2024 has been changed to reflect the children's changing needs.

Disadvantaged children in KS2 2022 / 2023

There were 34 disadvantaged children in Year 6. The percentage of children who achieved the KS2 standard in Reading was in line with the local authority, above in writing (+1.8%) and below in Maths (-3.7%). The percentage of children who achieved combined was in line with the local authority.

The progress the children achieved was similar in writing, below in reading and significantly below in maths for these =disadvantaged children.

The children received tutoring for reading during this academic year. This tutoring along with qualify first teaching did see improvements in the children knowledge and skills of reading. However, the results were disappointing. It was felt that the content of the tests was extremely difficult for the children to understand due to their limited experiences.

Impact of Pupil Premium Funding on Attainment of Disadvantaged Children 2022 / 2023

Impact of PP funding on GLD	2020	2021	2022	2023
% GLD - whole cohort	No statutory testing due to COVID-19.	40.8%	61%	63%
% GLD - National		-	65.2%	67%
% GLD – Disadvantaged	Before lockdown – we were on track to get 72%.	33.3%	72%	55%
Summary				

Impact of PP funding on Y1 Phonics	2020	2021	2022	2023
% achieving standard - whole cohort	No statutory testing due to COVID-19.	65%	58%	73%
% achieving standard - National		-	76%	79%
% achieving standard – Disadvantaged		52%		83%
Summary			Significantly below	The % of disadvantaged children who have achieved the standard has significantly improved by 26%. These children were targeted for the school led tutoring grant.

Impact of PP funding on Y2 Phonics	2020	2021	2022	2023
% achieving standard - whole cohort	No statutory testing due to COVID-19.	55%	88%	75%
% achieving standard - National		-	87%	79%
% achieving standard – Disadvantaged		60%	60%	60%
Summary			In line with National 18 out of 27 children achieved the phonics standard	21 out of 43 children achieved the phonics standard

Impact of PP funding on Y2 Outcomes	2020			2021			2022			2023			
	Whole cohort	PP children	National	Whole cohort	PP children	National	Whole cohort	PP children	National	Whole cohort	PP children	National	
% achieving standard – Reading	No statutory testing due to COVID-19.			47%	41%	-	61%	54%	65%	48%	42%	68%	
% achieving standard – Writing	Tracking before COVID 19 and lockdown indicated that the children were expected to reach the 2019 National figures in Reading and would be a couple of percentage away in Maths and Writing.			41%	33%	-	55%	54%	64%	33%	21%	60%	
% achieving standard – Maths				49%	44%	-	60%	58%	68%	48%	36%	70%	
% achieving standard – Combined				37%	31%	-							
Summary													

Impact of PP funding on Y6 Outcomes	2020			2021			2022			2023		
	Whole cohort	PP children	National	Whole cohort	PP children	National	Whole cohort	PP children	National	Whole cohort	PP children	National
% achieving standard – Reading	70%	71%	No statutory testing due to COVID-19.	76%	63%	No statutory testing due to COVID-19.	64%	55%	79%	57%	55%	73%
% achieving standard – Writing	5	76%		72%	56%		67%	70%	79%	67%	58%	71%
% achieving standard – Maths	69%	71%		67%	52%		66%	62%	78%	63%	52%	73%
% achieving standard – Combined	63%	65%		63%	48%		50%	47%	77%	49%	39%	59%
Summary	<p>Teacher assessments were submitted. Pupil premium children achieved just above the whole cohort in all areas. These are still below the national figures from 2019 except combined which is in line nationally.</p>			<p>Progress Measures</p> <p>Reading whole = 0.51 PP children 0.21 Writing whole = 0.96 PP children 0.57 Maths whole = -0.05 PP children 0.85</p>			<p>Progress Measures</p> <p>Reading whole = -1.0 PP children -1.7 Writing whole = 1.7 PP children 2.1 Maths whole = 0.0 PP children 0.3</p>			<p>Progress Measures</p> <p>Reading whole = -2.1 PP children -2.5 Writing whole = 1.1 PP children 0.42 Maths whole = -1.2 PP children -2.23</p>		

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

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
Well Comm	GL Assessments
Pixl Interventions	PIXL