

Pupil premium strategy statement 2023 / 24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	581
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2023 / 24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
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	£306,016
Recovery premium funding allocation this academic year	£30,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£336,176

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: £56,861

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>Wellcomm intervention Nelli intervention Speech and language therapist Speech and language assistant</p> <p>Cost: £29,136</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 - 2023 but are still below the national figures. 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>Phonics and early reading coaching time for identified members of staff.</p> <p>Release time for phonics leader to complete half termly assessments (KC and JT)</p>	<p>Data shows that the attainment and progress gaps between disadvantaged children, throughout school, is still too wide.</p> <p>We are beginning to see improvements in Reading across Key Stage Two over the last academic year, however, the gap to national figures is still significant.</p> <p>Year 2 writing attainment was significantly below national as children are still working on the gaps that they missed during covid disruption. RAP is written to ensure rapid attainment improvement for this academic year for the current year 3 children.</p> <p>Termly gathering of assessment data is analysed and information actioned during regular Pupil Progress meetings.</p>	<p>1,2</p>

<p>Cost: £16,000</p>	<p>Identification of pupils at risk of underachieving and actions put into place to address this. Analysis of interventions to show impact.</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</p> <p>CPD for support staff on de-escalation and team teach</p> <p>Cost of covering for peer coaching (by a HLTA) to improve QFT</p> <p>Zone of regulation training for the year 3 team</p> <p>Second SENCo being trained</p> <p>Cost: £11,725</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>Peer coaching for all staff occurs three times a year. This allows the teachers to plan, develop and evaluate with another teacher in school.</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: £ 104,782

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>LSAs trained to deliver structured interventions</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>1</p>

<p>Cost : £58,225</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>Extra funding for DFE for school led tutoring is funded at 50% of costs up to a maximum of £13,702. Pupil Premium to top this up at 50%.</p> <p>Selecting interventions tool.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Effective educational intervention database - Evidence 4 Impact</p>	
<p>Phonics intervention during the English lessons – taught by trained LSAs and monitored by the phonics lead</p> <p>Cost: £32,855</p>	<p>Children who have not passed the phonic screening in year 1 and year 2 will continue to receive RWI sessions but with children in KS2</p>	<p>1</p>
<p>National Tutoring Programme targets individual readers who have been assessed as working behind ARE in Year 3 to Year 6</p> <p>Fifteen children from each year 3 – year 6 cohort will be identified to receive 15 hours</p> <p>Reading lead to work extra to train support staff for reading interventions. Analysis of reading assessment to identify gaps in learning.</p> <p>Cost: £13,702</p>	<p>Reading throughout Key Stage Two is below expected. Children have been targeted from Year 3 to Year 6 to receive 15 hours of tutoring, with a focus on Reading.</p> <p>There are significant gaps in the children’s knowledge of phonics in year 1 with some children in year 2 showing gaps. Year 3 children to be targeted for the reading NTP</p> <p>NTP funding to be used to pay for 50% of the total cost incurred by school to deliver tutoring (£13,702)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>The National Tutoring Programme will target children in Year 3 for mathematics intervention / tutoring</p> <p>Five children from each year 3 class will be identified to receive 15 hours.</p>	<p>Year 3 cohort continues to show gaps in Maths learning.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>

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

Budgeted cost: £174,533

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance officer to identify children who have persistent absence, to follow the LA guidance to lower the PA figure. YK (0.75) A new attendance strategy developed to ensure procedures are followed by all staff. TD to make attendance calls daily – 1 hour.</p> <p>Cost: £22,501</p>	<p>Persistent absence is high in school. Particular families require this additional support to help them with attendance.</p> <p>Attendance is below the National figures.</p>	<p>4</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 (LC + KMc)</p> <p>LC to support children in school during free HLTA slots</p> <p>1:1 check in with DSL Meetings with DSL ad hoc as child needs</p> <p>Cost: £96,482</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>	<p>5</p>
<p>Parental officer to support families on low income – applying for benefits, uniform etc) YK (0.25)</p> <p>Cost: £11,550</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>School offers a free breakfast club daily that starts at 8.15. Magic Breakfast provides a free breakfast for children to start their day – all children in school are offered a bagel every morning.</p> <p>Rethink Food – a ‘fill a bag’ food stall every Thursday for any families who want to participate.</p> <p>Help with dinner debt is given to struggling families Cost: £18,000</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 – Thursday afternoons.</p> <p>Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p>	<p>4, 5</p>
<p>The contribution to the cost of trips, visitors to school and residential.</p> <p>Contribution to year 6 residential £100 per child.</p> <p>Healthy schools week contribution</p> <p>Cost: £20,000</p>	<p>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.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 4, 5, 6</p>
<p>All disadvantaged pupils to be given the opportunity to engage in a range of extra-curricular activities at school.</p> <p>School offers a wide range of clubs throughout the year.</p> <p>Sports clubs are offered by the LAP</p> <p>£6000</p>	<p>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.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	<p>6</p>

Total budgeted cost: £336,176

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

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

Impact of PP funding on GLD	2021	2022	2023	2024
% GLD - whole cohort	40.8%	61%	63%	
% GLD - National	-	65.2%	67%	
% GLD – Disadvantaged	33.3%	72%	50%	
Summary			The number of children who are classed as disadvantaged has reduced since last year, from 18 to 12 children. EYFS had a focus on UTW and EA+D and evidence shows that the gap between disadvantaged and non-disadvantaged has significantly narrowed as a result.	

Impact of PP funding on Y1 Phonics	2021	2022	2023	2024
% achieving standard - whole cohort	65%	58%	73%	
% achieving standard - National	-	76%	79%	
% achieving standard – Disadvantaged	52%	62%	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	2021			2022			2023			2024		
% achieving standard - whole cohort	No statutory testing due to COVID-19.			88%			75%					
% achieving standard - National				87%			79%					
% achieving standard – Disadvantaged							60%					
Summary				18 out of 27 children achieved the phonic standard			21 out of 43 children achieved the phonics standard					

Impact of PP funding on Y2 Outcomes	2021			2022			2023			2024		
	National	PP children	National	Whole cohort	PP children	National	Whole cohort	PP children	National			
% achieving standard – Reading	47%	41%	-	61%	54%	65%	48%	42%	68%			
% achieving standard – 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	2021			2022			2023			2024		
	Whole cohort	PP children	National	Whole cohort	PP children	National	Whole cohort	PP children	National	Whole cohort	PP children	National
% achieving standard – Reading	76%	63%	No statutory testing due to COVID-19.	64%	55%	79%	57%	55%	73%			
% achieving standard – Writing	72%	56%		67%	70%	79%	67%	58%	71%			
% achieving standard – Maths	67%	52%		66%	62%	78%	63%	52%	73%			

% achieving standard – Combined	63%	48%		50%	47%	77%	49%	39%	59%			
Summary	Progress Measures			Progress Measures			Progress Measures					
	Reading whole = 0.51 children 0.21	PP		Reading whole = -1.0 children -1.7	PP		Reading whole = -2.1 children -2.5	PP				
	Writing whole = 0.96 children 0.57	PP		Writing whole = 1.7 2.1	PP children		Writing whole = 1.1 0.42	PP children				
	Maths whole = -0.05 children 0.85	PP		Maths whole = 0.0 0.3	PP children		Maths whole = -1.2 -2.23	PP children				

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
Nelli	