

# Peel Park Primary School - Pupil premium strategy statement 2024 / 25

This statement details our school's use of pupil premium (and recovery premium) 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	547
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2024 / 25
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Andrea Grist
Pupil premium lead	Heather Hutchinson
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£309,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£309,320</b>

## 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.
- To give our children opportunities that they may not experience out of school.

#### 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 and pupil liaison officer 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.
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	Pupils have a range of social and emotional needs and some have experienced a range of traumatic experiences, which can hinder their learning.
7	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. Rates of progress are maximised and individual progress data shows enhanced rates of progress.	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. Ambitious PP target setting to ensure progress rates are maximised. Any gaps in learning are quickly identified and gaps taught.
Children to make good or better progress in their communication and language development in comparison to non PP children. (For children in EYFS and KS1)	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. Pupil Premium children to achieve the phonic standard in line with their peers in Year 1 and Year 2.
To provide mental health and wellbeing support for our children	Pupils will be resilient learners who persevere when they find things challenging. Pupils will be able to concentrate on their learning and this will be reflected in the progress they make. A safe and engaging outdoor environment that supports children's wellbeing through structured play activities is in place. Playtime routines are refreshed and as a result there is an increased in mental wellbeing and positive play experiences for children, impacting on rates of progress. Evidence of successful interventions. Referrals to other agencies result in positive support being provided.
To provide pupils with opportunities to take part in extra-curricular activities and cultural and enrichment opportunities	PP children to attend residential Support for families to attend holiday clubs, ensuring ongoing contact with school during holidays Support for pupils to attend breakfast club and after school clubs – to support attendance and personal / family circumstances.
Attendance of PP children to be in line with our non PP children and positively comparable to National Attendance figures of 96%.	All PP children will attend school regularly Regular contact with non-attenders Work closely with families on the importance of attendance 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: £69,259

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 – EYFS Speech and language therapist Speech and language assistant (these are taken from the SEN budget) Language Bridge Provision (LR)</p> <p>Cost: £42,524</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.</p> <p>Focused interventions are required to address this in EYFS and KS1.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/oracy-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/communication-and-language-approaches">Communication and language approaches   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3</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)</p> <p>The use of the 'Shine' resources to close the gap in learning (£735)</p> <p>Cost: £16,735</p>	<p>Data shows that the attainment and progress gaps between disadvantaged children, throughout school, is still significant.</p> <p>Writing is our core subject focus – whole school development for 2024 2025. A focus will be on the Pupil Premium children and the gaps in their learning for writing progress.</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><a href="https://www.educationendowmentfoundation.org.uk/high-quality-teaching">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/Selecting_interventions_tool.pdf">Selecting interventions tool.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="#">Sutton Trust's 2011 report revealed that the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds.</a></p>	<p>1, 2, 3</p>
<p>Staff CPD</p> <p>CPD for support staff on school development priorities</p> <p>Cost of covering for peer coaching (by a HLTA) to improve QFT</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 throughout the 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>1, 2, 3, 4, 5, 6, 7</p>

Cost: £10,000	<a href="https://d2tic4wvo1iusb.cloudfront.net/EEF-Effective-Professional-Development-Guidance-Report.pdf">EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £78,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>LSAs trained to deliver structured interventions</p> <p>SENCO to deliver CPD to relative staff.</p> <p>Cost: £40,000</p>	<p>The attainment measure of KS2 children (percentage of children achieving at least the expected standard in Reading, Writing and Maths) still shows that previous related disruption in the children's learning is still having some impact on outcomes.</p> <p>43% of pupils achieved the combined standard this year at the end of KS2, compared to 65% of pupils nationally in 2019.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/Selecting_interventions_tool.pdf">Selecting interventions tool.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="#">Effective educational intervention database - Evidence 4 Impact</a></p>	1, 2, 3
<p>1:1 / 1:2 targeted tutoring for phonics   year 1 and year 2 and multiplications in year 4</p> <p>Staff from Tutor Trust</p> <p>Cost: £16,170</p>	<p>2023/24 academic year saw the tutoring grant used to carry out these interventions. These were very successful interventions and will be repeated this academic year. Funding for this is no longer available to school has to pay the full amount. Tutor Trust to provide tutors.</p> <p><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Phonics intervention during the English lessons – taught by trained LSAs and monitored by the phonics lead</p> <p>Cost: £22,500</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>	1, 2, 3

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

Budgeted cost: £162,071

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TD to work with LA attendance team to monitor children who are identified as persistent absences.</p> <p>A new attendance strategy developed to ensure procedures are followed by all staff.</p> <p>Costing TR(0.5) and LA attendance team</p> <p>Cost: £18,618</p>	<p><a href="#">Supporting attendance   EEF</a></p>	<p>4</p>
<p>Raise children's aspirations by completing careers / stem work</p> <p>Children's University (£100)</p> <p>Cost: £1500</p>	<p><a href="#">Aspiration interventions   EEF</a></p>	<p>1, 2, 3, 4, 5, 6, 7</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 FaPLO ( Family and Pupil Liaison officer)</p> <p>Meetings with DSL ad hoc as child needs</p> <p>Cost: £90,248</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><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 4, 5, 6,</p>
<p>FaPLO to support families – applying for benefits, uniform, applying for secondary schools etc)</p> <p>Cost: Already included above</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>4, 5, 6</p>
<p>Breakfast Club and Food Pantry School offers a free breakfast club daily that starts at 8.15.</p> <p>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>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><a href="#">Magic Breakfast   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4, 5, 6, 7</p>

<p>Help with dinner debt is given to struggling families Cost: £10,505</p>	<p>EEF – toolkit – parental engagement</p>	
<p>Milk Cost: £10,000</p>	<p>Children in Nursery and Reception receive free milk. School to pay for any PP children who would like milk</p>	7
<p>Uniform Vouchers We provide a uniform voucher of £?? For each child in receipt of FSM to cover some of the costs of school uniform Cost: £5200</p>		7
<p>The contribution to the cost of trips, visitors to school and residential.  Contribution to year 6 residential £100 per child.  Healthy schools week contribution  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.  <a href="http://educationendowmentfoundation.org.uk">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 3, 4, 5, 6, 7
<p>All disadvantaged pupils to be given the opportunity to engage in a range of extra- curricular activities at school.  School offers a wide range of clubs throughout the year.  Sports clubs are offered by the LAP Mini Bus SLA and up keep  £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.  <a href="http://educationendowmentfoundation.org.uk">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a></p>	6, 7

**Total budgeted cost: £310,000**

# Outcomes for disadvantaged pupils

## Impact of Pupil Premium Funding on Attainment of Disadvantaged Children 2021 - 2024

Impact of PP funding on GLD	2021	2022	2023	2024
% GLD - whole cohort	40.8%	61%	63%	47%
% GLD - National	-	65.2%	67%	68%
% GLD – Disadvantaged	33.3%	72%	50%	50%
<b>Summary</b>			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%	66%
% achieving standard - National	-	76%	79%	80%
% achieving standard – Disadvantaged	52%	62%	83%	58%
<b>Summary</b>		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.	Tutoring was targeted to children who were PP in the first instance.



<b>Impact of PP funding on Y2 Phonics</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>% achieving standard - whole cohort</b>	No statutory testing due to COVID-19.	88%	75%	82%
<b>% achieving standard - National</b>		87%	79%	89%
<b>% achieving standard – Disadvantaged</b>			53%	38%
<b>Summary</b>		18 out of 27 children achieved the phonic standard	21 out of 43 children achieved the phonics standard	11 out of 24 children achieved the phonics standard

<b>Impact of PP funding on Y2 Outcomes</b>	<b>2021</b>			<b>2022</b>			<b>2023</b>			<b>2024</b>		
	<b>National</b>	<b>PP children</b>	<b>National</b>	<b>Whole cohort</b>	<b>PP children</b>	<b>National</b>	<b>Whole cohort</b>	<b>PP children</b>	<b>National</b>			
<b>% achieving standard – Reading</b>	47%	41%	-	61%	54%	65%	48%	42%	68%	63%		68%
<b>% achieving standard – Writing</b>	41%	33%	-	55%	54%	64%	33%	21%	60%	46%		60%
<b>% achieving standard – Maths</b>	49%	44%	-	60%	58%	68%	48%	36%	70%	60%		71%
<b>% achieving standard – Combined</b>	37%	31%	-									
<b>Summary</b>												

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%	60%	55%	74%
% achieving standard – Writing	72%	56%		67%	70%	79%	67%	58%	71%	59%	53%	72%
% achieving standard – Maths	67%	52%		66%	62%	78%	63%	52%	73%	60%	48%	73%
% achieving standard – Combined	63%	48%		50%	47%	77%	49%	39%	59%	43%	28%	61%
<b>Summary</b>	<b>Progress Measures</b>			<b>Progress Measures</b>			<b>Progress Measures</b>			<b>None reported due to Covid</b>		
	Reading whole = 0.51 PP children 0.21 Writing whole = 0.96 PP children 0.57 Maths whole = -0.05 PP children 0.85			Reading whole = -1.0 PP children -1.7 Writing whole = 1.7 PP children 2.1 Maths whole = 0.0 PP children 0.3			Reading whole = -2.1 PP children -2.5 Writing whole = 1.1 PP children 0.42 Maths whole = -1.2 PP children -2.23					

## 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
Shine	Hodder Education