

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | 599 |
| Proportion (%) of pupil premium eligible pupils | 39% |
| Academic year/years that our current pupil premium strategy plan covers | 2021/ 2022 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Heather Hutchinson |
| Pupil premium lead | Heather Hutchinson |
| Governor / Trustee lead | Tanzila Samun |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £264,150 |
| Recovery premium funding allocation this academic year | £27,840 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £291,990 |

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 |
| 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: £ 101,784

| 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>To screen all children on entry and bespoke programmes are put in place. Cost of AG as full time interventions for Well Comm PA (Y2) x three afternoons per week. 3 staff x 0.5 of a day trained in Well Comm Implementation of NELI. Three x members of staff out of class x 2 days. 1 hour everyday of intervention – 1:1 and small groups per 3 adults. Cost: £31,344</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. 2021 end of FS data shows that the % of disadvantaged pupils achieving ELGs in listening and attention, understanding and speaking was lower than other children. Disadvantaged boys were particularly lower in this area. Focused interventions are required to address this in Year 1.</p> <p>Over 75% of the Reception children have been assessed below on the Well Comm assessments.</p> | 1, 2, |
| <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.</p> <p>Y6 HLTA to work with children identified to support the delivery of Quality First Teaching.</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 and 4 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</p> | 1,2 |

| | | |
|---|--|------------------|
| SLT deliver staff training, teach maths groups. Cost: £22,440 | address this. Analysis of interventions to show impact. | |
| Staff CPD Assistant head for coaching time – 2.5 days a week Coaching/ observations of teachers to improve QFT (Cost of cover) Cost: £48,000 | 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. | 1, 2, 3, 4, 5, 6 |

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

Budgeted cost: £102,890

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Targeted interventions - use of gap analysis and assessment data to target identified pupils in Phonics, Maths, Reading and Writing 0.5 KA 0.5 GB 0.5 MD SI EYPs – BS, RB, MA, TA (0.5) Intervention groups led by Catch Up Teachers Cost: £66,355 | The attainment measure of KS1 and KS2 (percentage of children achieving at least the expected standard in Reading, Writing and Maths) could indicate that COVID related disruption has had a considerable impact on outcomes, especially in 2021. Only 60% of pupils achieved the combined standard this year at the end of KS2, compared to 63% at the end of 2019 and 65% of pupils nationally in 2019. 37% achieved the combined at the end of KS1 in 2021 compares to 51% in 2019 and 65% nationally in 2019. | 1, 3, |
| 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. Cost: £17,000 | 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. | 1, 3, |
| School-led tutoring - Catch up Phonics team to work with individual children in Year 1 Cost: £13,220 | There are significant gaps in the children's knowledge of phonics in year 1 with some children in year 2 showing gaps. | 1, |
| Sumdog Timetable interventions | The children's confidence in timetables is poor. Weekly sumdog tests and use of this both at home and school to increase the | 1 |

| | | |
|--|---|-----|
| Cost: £2315 | number of children knowing and being able to apply their timetable knowledge across all aspect of the Maths curriculum. | |
| EY resourcing to meet the needs of the EY curriculum Reading books for all children as a gift to improve the use of vocabulary and give the children access to books. (Christmas and Easter) Cost: £4000 | Over recent years, 66% of children in the reception cohort have achieved a Good Level of Development by the end of the Foundation Stage. In 2021, there was a huge decline in this number (41%) – showing the impact that Covid had on these children. Foundation stage attainment is well below national (72% in 2019). These figures reflect the fact that most children join Peel Park with very low levels of development. | 1,2 |

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

Budgeted cost: £118,306

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| BCL to support attendance, working with cohorts to improve persistent absence. Cost: £3600 | Persistent absence is high in school. Particular families require this additional support to help them with attendance. | 4 |
| Learning Mentors to support children in school. 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. Cost: £89,049 | Social and emotional difficulties identified by Class Teacher / the DSL. Vulnerable children list – identifying key needs for direct work by Learning Mentors and DSL. | 5 |
| Parental officer to support families on low income – applying for benefits, uniform etc) Cost: £11,657 | 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. | |
| Magic Breakfast provides a free breakfast for children to start their day. Rethink Food – a ‘fill a bag’ food stall every Friday for any | Food deprivation is high at Peel Park. Research shows hungry children do not perform as well. To help families over the weekend so no child goes hungry. | 4, 5 |

| | | |
|---|---|---------------|
| families who want to participate. Cost: £4000 | | |
| 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 been 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. | 1, 3, 4, 5, 6 |
| All disadvantaged pupils to be given the opportunity to engage in a range of extra-curricular activities at school. | 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. | 6 |

Total budgeted cost: £322,980

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 2020 to 2021 academic year. Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Impact of Pupil Premium Funding on Attainment of Disadvantaged Children 2020 / 2021

| Impact of PP funding on GLD | 2019 | 2020 | 2021 |
|-----------------------------|--|---|-------|
| % GLD - whole cohort | 67% | No statutory testing due to COVID-19. Before lockdown – we were on track to get 72%. | 40.8% |
| % GLD - National | 72% | | - |
| % GLD – Disadvantaged | 62% | | 33.3% |
| Summary | Below National and gap from whole cohort | | |

| Impact of PP funding on Y1 Phonics | 2019 | 2020 | 2021 |
|--------------------------------------|----------------|---|------|
| % achieving standard - whole cohort | 84% | No statutory testing due to COVID-19. Before lockdown – we were on track to get 92%. | 65% |
| % achieving standard - National | 82% | | - |
| % achieving standard – Disadvantaged | 83% | | 52% |
| Summary | Above National | | |

| Impact of PP funding on Y2 Phonics | 2019 | 2020 | 2021 |
|--------------------------------------|--|---------------------------------------|------|
| % achieving standard - whole cohort | 91% | No statutory testing due to COVID-19. | 55% |
| % achieving standard - National | 91% | | - |
| % achieving standard – Disadvantaged | 89% | | 60% |
| Summary | Just below National and whole cohort. But significant improvement on the previous year | | |

| Impact of PP funding on Y2 Outcomes | 2019 | | | 2020 | | | 2021 | | |
|-------------------------------------|--|-------------|----------|---|-------------|----------|--------------|-------------|----------|
| | Whole cohort | PP children | National | Whole cohort | PP children | National | Whole cohort | PP children | National |
| % achieving standard – Reading | 63% | 69% | 75% | No statutory testing due to COVID-19. 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. | | | 47% | 41% | - |
| % achieving standard – Writing | 54% | 69% | 69% | | | | 41% | 33% | - |
| % achieving standard – Maths | 69% | 63% | 76% | | | | 49% | 44% | - |
| % achieving standard – Combined | 50% | 56% | 65% | | | | 37% | 31% | - |
| Summary | Reading – below national but above whole cohort, Writing – at national, Maths – below national and gap from all. Much improvement in all areas compared to the previous year | | | | | | | | |

| Impact of PP funding on Y6 Outcomes | 2019 | | | 2020 | | | 2021 | | |
|-------------------------------------|---|-------------|----------|---|-------------|---------------------------------------|--|-------------|---------------------------------------|
| | Whole cohort | PP children | National | Whole cohort | PP children | National | Whole cohort | PP children | National |
| % achieving standard – Reading | 69% | 58% | 73% | 70% | 71% | No statutory testing due to COVID-19. | 76% | 63% | No statutory testing due to COVID-19. |
| % achieving standard – Writing | 75% | 64% | 78% | 73% | 76% | | 72% | 56% | |
| % achieving standard – Maths | 81% | 53% | 79% | 69% | 71% | | 67% | 52% | |
| % achieving standard – Combined | 62% | 38% | 65% | 63% | 65% | | 63% | 48% | |
| Summary | Below national and whole cohort in all three subjects with Maths showing the greatest gap between disadvantaged children and the whole cohort. The combined standard also shows the gap for disadvantaged children. | | | 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. | | | Progress Measures Reading whole = 0.51 PP children 0.21 Writing whole = 0.96 PP children 0.57 Maths whole = -0.05 PP children 0.85 | | |

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 |