

## Pupil premium strategy statement

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 Hall Primary School
Number of pupils in school	244
Proportion (%) of pupil premium eligible pupils	55.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 and 2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2022
Statement authorised by	Alec Smith, Acting Headteacher
Pupil premium lead	Alec Smith, Acting Headteacher
Governor / Trustee lead	Margaret Bennett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,975
Recovery premium funding allocation this academic year	£21,023
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£207998</b>

## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. 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 will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

We ensure that teaching and learning opportunities meet the needs of all the pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

We recognise that not all pupils who receive free school meals will be socially disadvantaged and also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

We ultimately aim to narrow the gap between disadvantaged pupils and non-disadvantaged pupils. We aim for all disadvantaged pupils (with exception of those pupils with a cognitive difficulty) to meet age related expectations or better in all subjects.

## Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills
2	Low attainment on entry to the EYFS in all areas, which continues through school
3	High level of SEMH needs across the school
4	Attendance and punctuality issues
5	Complex family situations
6	Undervaluing education
7	Narrower range of life experiences in comparison to non-pupil premium children and in comparison to pupils from more affluent areas

## 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
Rates of attainment increase in reading, writing and maths for children eligible for Pupil Premium in all year groups.	Children eligible for pupil premium make progress in line with non-pupil premium children. Measured by teacher assessments/SATs results/Phonics screening/EYFS Profile and NFER tests

<p>All pupil premium children, with the exception of those with a cognitive difficulty, to meet age related expectations.</p>	<p>Pupil Premium children meet age related expectations in all year groups Measured by teacher assessments/SATs results/Phonics screening/EYFS Profile and NfER tests</p>
<p>To improve oracy and communication skills for all PP pupils across the school.</p>	<p>Staff are trained to use WellComm EYFS and Primary to assess pupils across the school, identify gaps and provide interventions to close these gaps Measured through WellComm assessments</p>
<p>Improved attendance and punctuality of pupil premium children</p>	<p>A reduction in the number of Pupil Premium children that are classed as persistent absentees. Attendance for all pupils across the school to be closer in line with national figures. Measured through attendance monitoring completed by attendance officer, analysing different groups (PP, SEN, EAL, LAC/CP, gender, year group)</p>
<p>Pupil premium with SEN are supported effectively allowing them to access the curriculum</p>	<p>SEN children effectively supported to make progress in all subjects, through in class support and interventions. SEN effectively tracked to show progress using Access 2 Education. Advice and guidance from external agencies is acted upon. Applications for EHCs made where applicable.</p>
<p>Pupil premium pupils with SEMH difficulties are supported to improve their access to education</p>	<p>The gap between PP children with SEMH needs, and those without SEMH needs, narrows. Earlier identification of children with SEMH needs, and signposted to the correct support.</p>

All pupil premium are able to access a diverse and relevant curriculum and attend trips and extra-curricular activities.	
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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: £56,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS2 Speaking and Listening curriculum  Oracy CPD  Introduce Morning Meetings in EYFS and KS1 with a link to WellComm assessments	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading:  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2

<p>Continue with RWI programme (2xTA3s), however explore other schemes that use a whole class 'Keep up, not catch up' approach and look at purchasing this for the 23/24 academic year.</p> <p>Continue with release of RWI lead to coach staff</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Maths lead released a day each week to coach in other classes, particularly with high need classes such as those with an ECT.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>2</p>

<p>Purchase of standardised diagnostic assessments from NfER</p> <p>Training for staff to ensure assessments are interpreted and administered correctly, including teacher assessments. Enter into SLA with the Schools Data Company to support with analysis of data</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Various CPD for staff based on areas of need such as Phonics, Maths No Problem, WalkThrus based on evidence based research, support from a local school for EYFS and Year 6 and subject leads etc</p>		<p>1, 2, 3</p>

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

**Budgeted cost: £52,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>WellComm assessments used on entry and throughout the year to screen children in EYFS and KS1, plus interventions as recommended</p> <p>Continue with NELI and Language and Listening with EYFS and Y1</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2</p>
<p>RWI 1:1 interventions, to develop for KS2 for additional interventions, this will include a part time TA supporting in year 4 and 5 for these children. Curriculums to be developed for those needing support in year 3 and 4, as well as looking at a new phonics scheme as mentioned above.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>

<p>Engaging with the National Tutoring Programme to provide school led tuition for pupils whose achievement is still behind their peers. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. This will also involve the training and release of two TAs to fulfil this role.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Small group maths interventions ran by TAs as mentioned above</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>

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

**Budgeted cost: £100,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Whole staff training on behaviour management and antibullying approaches, including introducing Peace Mala and re-introducing Rights Respecting Schools</p> <p>TA4 (pm only) to run a drawing and talking intervention across the school for children who require this</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3, 5</p>
<p>Increase parental engagement through workshops, such as stay and play sessions, phonics workshops and show my work days.</p> <p>Continue the role of Family Support Worker in school role to support families with complex needs.</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p><a href="#">Parental Engagement   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Working with Parents to Support Children's Learning   Guidance Reports   Education Endowment Foundation   EEF</a></p>	<p>5,6</p>

<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice and recommendations from One Education's Attendance Review</p> <p>Take part in the local Wythenshawe attendance pilot, as well as the MCC LA Targeted Attendance Pilot</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>
<p>To further develop extra curricular activities such as football, judo, archery, and booster sessions, as well as staff ran clubs</p> <p>Trips</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p><a href="#">Physical Activity   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Additional non-academic activities may also provide free or low-cost alternatives to sport, music, and other enrichment activities that more advantaged families are more likely to be able to pay for outside of school.</p> <p><a href="#">Extending School Time   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 7</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: **£208,000**

## 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.

#### Disadvantaged children.

For disadvantaged children, the IDSR does not compare using colour coding. We have therefore used our own professional judgement when comparing this group. Therefore, below dis nationally will be coded red. In line with or marginally above dis nationally will be pink. Close to all **children nationally** will be white, in line with or above **all children nationally** will be light green. In line with or above **others nationally** will be dark green.

Below Disadvantaged children nationally.	In line with or marginally above disadvantaged children nationally.	Close to or in line with all children nationally	Above all children nationally	In line with or above other children nationally.
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Reading	Year		KS2 Progress	KS2 Attainment		KS1 Attainment		Phonics	EYFS
	2018	All		Expected	GD	Expected	GD		
				PP	ND	71%	0%	61%	17%
		All							83%

	2019	All													77%		
		PP			88%	18%		63%		0%		54%		74%			
	2022		School	National	School	Nat	School	Nat	School	Nat	School	Nat	School	National	School	National	
		All	-4.53	NA	39%	74	12%	27*	69%	67*	0%	15*	74%	76*	WR	70%	73*
		PP	-4.77	NA	30%	66*	10%	18*	59%	53	0%	7*	68%	64*	WR	65%	59*

- The proportion of children reaching the ELG for word reading is falling over time from above average in 2018 to marginally below average in 2022. The proportion of disadvantaged children reaching the ELG was close to that of all children nationally in 2018 and 2019 but has fallen this year to be below. Overall though, from often low starting points, children make clear catch-up progress over EYFS to reach leaves of attainment that are at least close to national averages.
- Phonics attainment has improved in 2022, relative to national averages, from well below average in previous years to close to the national average in 2022. The attainment of disadvantaged children has also improved in 2022 and although above similar children nationally, it remains below that of all children.
- Attainment at the expected standard is improving over time and is now in line with national averages, representing strong progress from often low starting points on entry. Although the attainment of disadvantaged children is below that of all children nationally, it is higher than similar children and evidential of catch-up progress from entry.
- Over KS2, although progress for all and disadvantaged children was close to national averages up to 2019, it has fallen sharply this year and is significantly below the national average. As a result, overall attainment at the expected standard which was at least in line with national averages up to 2019 has fallen sharply and in 2022 is exceptionally low. Less than 1/3<sup>rd</sup> of disadvantaged children reached the expected standard. Attainment at greater depth overall is well below average and for disadvantaged children is below similar children nationally.

Writing	Year		KS2 Progress		KS2 Attainment		KS1 Attainment		EYFS
					Expected	GD	Expected	GD	
	2018	All							78%

		PP	ND		64%		0%		61%		3%		70%	
	2019	All											77%	
		PP			71%		6%		37%		0%		74%	
	2022		School	National	School	NAT	School	NAT	School	Nat	School	Nat	School	National
		All	-2.22		44%	69*	7%	12*	59%	58*	0%	7*	59%	68*
		PP	-2.12		43%	59*	7%	7*	41%	43*	0%	3*	55%	53

The proportion of children reaching the ELG for writing has fallen sharply 2022 to be well below average. The proportion of disadvantaged children reaching the ELG was close to that of all children nationally in 2018 and 2019 but has fallen this year to be in line with similar children. Therefore, the strong progress seen up to 2019 which was leading to children catching up with national averages is not evident this year.

Attainment at the expected standard has improved markedly this year and is now in line with national averages, representing strong progress from often low starting points on entry. The attainment of disadvantaged children is below that of all children nationally and is in line with similar so is not evidential of catch-up progress from entry.

Over KS2, progress for all and disadvantaged children has been consistently significantly below the national average over time. As a result, overall attainment at the expected standard has been significantly below average over time and is exceptionally low currently. Less than 1/2 of disadvantaged children reached the expected standard in 2022. Attainment at greater depth overall is below average and for disadvantaged children is in line with similar children nationally.

Maths	Year		KS2 Progress	KS2 Attainment		MTC	KS1 Attainment		EYFS
				Expected	GD		Expected	GD	
	2018	All				NA			78%
		PP	ND	81%	14%	NA	72%	22%	70%

2019	All							NA						77%		
	PP			84%		6%		NA		68%		0%		74%		
2022		School	National	School	Nat	School	Nat	School	National	School	Nat	School	Nat	School National		
	All	-6.73	NA	37%	71	2%	21*	12.6	Ave Score	19.6*	Ave Score	72%	69*	0%	13*	Num 67% 75*
	PP	-7.53	NA	30%	61*	3%	12*	7%	Full Marks	24.7*	Full Marks	59%	54	0%	7*	Num 65% 62*

The proportion of children reaching the ELG for number has fallen in 2022 from in line with national averages previously to be below average. The proportion of disadvantaged children reaching the ELG was close to that of all children nationally in 2018 and 2019 but has fallen this year to be in line with similar children. Therefore, the strong progress seen up to 2019 which was leading to children catching up with national averages is not as marked this year.

Attainment at the expected standard has been consistently in line with national averages over time, representing strong progress from often low starting points on entry. Although the attainment of disadvantaged children is below that of all children nationally, it is slightly higher than similar children and evidential of catch-up progress from entry.

Over KS2, progress for all and disadvantaged children has been consistently significantly below the national average over time. As a result, overall attainment at the expected standard was significantly below average in 2019 and is exceptionally low currently. Less than 1/3<sup>rd</sup> of disadvantaged children reached the expected standard in 2022. Attainment at greater depth overall is very low and well below average for all and for disadvantaged children.

## 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
Accelerated Reader	Renaissance
TT Rockstars	Maths Circle Ltd
NumBots	Maths Circle Ltd

No More Marking – comparative writing judgement

No More Marking Ltd

## Further information (optional)

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- 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 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.

