

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 Hall Primary School
Number of pupils in school	258
Proportion (%) of pupil premium eligible pupils	51.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Julie Brownlee, Headteacher
Pupil premium lead	Alec Smith, Deputy Headteacher
Governor / Trustee lead	Margaret Bennett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187,114
Recovery premium funding allocation this academic year	£15,592.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£202706.50

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
All pupil premium children, with the exception of those with a cognitive difficulty, to meet age related expectations.	Pupil Premium children meet age related expectations in all year groups Measured by teacher assessments/SATs results/Phonics screening/EYFS Profile and NfER tests
To improve oracy and communication skills for all PP pupils across the school.	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
Improved attendance and punctuality of pupil premium children	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)
Pupil premium with SEN are supported effectively allowing them to access the curriculum	SEN children effectively supported to make progress in all subjects, though 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.
Pupil premium pupils with SEMH difficulties are supported to improve their access to education	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.
All pupil premium are able to access a diverse and relevant curriculum and attend trips and extra-curricular activities.	

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: £56,489.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>KS2 Speaking and Listening curriculum</p> <p>Oracy CPD</p> <p>Introduce Morning Meetings in EYFS and KS1 with a link to WellComm assessments</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Continue with RWI programme (2xTA1s £7779)</p> <p>Continue with release of RWI Lead for an hour, 3 days a week to coach staff (£4584)</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<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 (£630)</p> <p>Maths lead released each morning to teach Y6 maths, and coach in other classes. (£14,763)</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2
<p>Purchase of standardised diagnostic</p>	<p>Standardised tests can provide reliable insights into the specific strengths and</p>	2

<p>assessments from NFER and MNP Assessments (£8000)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly, including teacher assessments.</p> <p>Purchase and train staff to use FFT Aspire to track curriculum coverage and track assessments (£733.45)</p>	<p>weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
<p>Various CPD for staff based on areas of need such as Phonics, Maths No Problem (£20000)</p>		1, 2, 3

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

Budgeted cost: £52,688.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>WellComm assessments used on entry and throughout the year to screen children in EYFS and KS1, plus interventions as recommended (£485 WellComm Primary, Staffing – 2 TAs (TA3 and TA4) - £6300)</p> <p>Continue with NELI and Language and Listening with EYFS and Y1 (Staffing – TA4 - £2760)</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>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2
<p>RWI 1:1 interventions (£7779), but to develop for KS2 for additional interventions (£7590), including Fresh Start (£1080).</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2

<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. (£15,592.50 from DfE + £5197.49 from school budget)</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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Small group maths interventions ran by Maths Lead in 2 afternoon sessions (£5905)</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: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2

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

Budgeted cost: £111,093.84

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. (£1000 + £325)</p> <p>Continue to employ a Counsellor to work with higher level SEMH needs and to support families with complex needs (£9219.84), alongside nurture provision ran by a TA3 (all day) (£27,559) and TA4</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	3, 5

(pm only) (£14,362) + (£400 for resources)		
<p>Increase parental engagement through workshops</p> <p>Continue the role of Family Support Worker through the PIP team (£10,860), as well as in school role (£15,594) 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>Parental Engagement Toolkit Strand Education Endowment Foundation EEF</p> <p>Working with Parents to Support Children's Learning Guidance Reports Education Endowment Foundation EEF</p>	5,6
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice and recommendations from One Education's Attendance Review (£2260).</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. (£15,594)</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p>To further develop extra curricular activities such as football, judo, archery, and booster sessions, as well as staff ran clubs (£500) such as BSL Club, Trombone (£3420)</p> <p>Trips (£10,000)</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p>Physical Activity Toolkit Strand Education Endowment Foundation EEF</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>Extending School Time Toolkit Strand Education Endowment Foundation EEF</p>	2, 7
Contingency fund for acute issues.	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.	All

Total budgeted cost: £220,272.28

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.

Our internal assessments during 2020/21 demonstrates that the gap between our non-pupil premium and pupil premium children is widening. Internal tracking data for last year's Year 6 shows that the attainment and progress of Pupil Premium children was significantly negatively impacted in the last 2 academic years, in comparison to our non-pupil premium children. Therefore suggesting that the impact of Covid-19 has been more detrimental to our more disadvantaged pupils.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. This was the case despite our resolution to maintain a high quality curriculum, including during the 2nd period of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and produced by class teachers.

When analysing attendance data for 2020/21, our non-pupil premium children are broadly in line with national data. However, absence among disadvantaged pupils was significantly higher than non-disadvantaged. This is why attendance is a focus in our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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

Behaviour Support	Jason Bangbala
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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.