

# Pupil premium strategy statement – Peel Park Primary School Accrington

This statement details our school’s use of pupil 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 outcomes for disadvantaged pupils last academic year

Detail	Data
Number of pupils in school	619
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	H.Thompson
Pupil premium lead	D.Waites
Governor / Trustee lead	H.Thompson J.Airey

  

Detail	Amount
Pupil premium funding allocation this academic year	£265,125
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	£265,125

# Part A: Pupil premium strategy plan

## Statement of intent

- Develop a highly skilled workforce to provide a high quality of education
- Further enhanced progress in all subjects across the school with a specific focus on early reading and phonics through quality first teaching and personalised intervention programmes. This will allow all pupils to quickly address any gaps in their learning.
- Consistently promote the extensive personal development of pupils by continuing to ensure that all pupils have access to a wide rich set of experiences and the opportunities to develop their talents and interests are of high quality.
- Continue to provide high quality pastoral support so that pupils can develop their social and emotional mental health.
- Further increase the rates of progress of all of our learners (with a continued focus on low prior attainment that may be exacerbated by recent lockdowns)

**At Peel Park Primary School we have taken an evidenced informed approach to our pupil premium strategy plan. Using the EEF ‘Guide to the pupil premium’ we have planned a tiered approach to our pupil premium spending to balance our approach to improving teaching, targeted academic support and wider strategies. We identify key factors and trends in need and identify the strategies that we need to put in place. Using the schools IDSR, and other sources of data, we look for trends in progress and attainment across the school. We evaluate our current provision on an annual basis and use the findings to decide our priorities and how we are going to meet them by putting in place clear success criteria.**

## Challenges

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

Challenge number	Detail of challenge
1	Low prior attainment in literacy (gaps evident in data)
2	Low prior attainment in reading (gaps evidence in data)
3	Pupils enterschool with poor oral language skills

4	People struggling with social, emotional and mental health issues
5	Limited enrichment opportunities
6	Attendance – pupils eligible for pupil premium had lower attendance rates than other peoples in the school during academic year 2022- 2023 (2.1%)

## 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 close the reading and writing gap between disadvantage, pupils and other pupils across the school	<ul style="list-style-type: none"> <li>• Accelerated progress of disadvantaged pupils.</li> <li>• Gap between peers closes across the school.</li> <li>• Attainment of age related expectations</li> </ul>
To improve the oracy/language skills in EYFS and key stage one	<ul style="list-style-type: none"> <li>• Use of welcomm assessments will show improved language skills.</li> <li>• Improved performance in phonic screening test</li> </ul>
To develop a love of reading for all children, including those most disadvantaged.	<ul style="list-style-type: none"> <li>• Progress, as shown in internal data, is evident and consistently strong.</li> <li>• Curriculum meets or exceeds the requirements of the Ofsted framework.</li> <li>• Children have access and time to read a variety of quality texts, and these are threaded throughout the entire curriculum.</li> </ul>
To enhance children's resilience, independence, and self-esteem	<ul style="list-style-type: none"> <li>• To improve self-confidence, leading to accelerate progress and gap between peers is narrowed/closed.</li> <li>• Reduction in behaviour incidents.</li> </ul>
To enhance the equality of opportunity for all pupils	<ul style="list-style-type: none"> <li>• All children access every area of the curriculum – creating a love of learning and a thirst to knowledge.</li> <li>• Children have a range of experiences that deepen their knowledge of subject areas.</li> <li>• Disadvantage peoples and their peers is closed.</li> </ul>

<p>To address gaps in LEARNING, so that the lowest 20% of targeted cohorts make accelerated progress from their pixl assessments</p>	<ul style="list-style-type: none"> <li>• Accelerated progress of pupils with low pixl assessment data.</li> <li>• Increased percentage – number of pupils meeting the expected standard by the end of each school year.</li> </ul>
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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: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Experienced, quality teaching and support staff in each class who have access to effective CPD.</p> <p>This includes a personalised CPD approach that is rooted in aspirational appraisal targets.</p>	<p><b>EEF – quality first teaching</b></p> <p>The best available evidence indicates that great teaching, is the most importantly lever that schools have to improve pupil attainment.</p> <p>Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>There is a strong consensus that high performance in education systems is dependent on the quality of teaching</p> <p>“The quality of an education system cannot be exceeded by the quality of its teachers “</p> <p>(Barber and Mousehead 2007)</p> <p>UK research concluded that having a very effective, rather than an average teacher, raises pupil attainment by a third of an examination grade</p> <p>(Machin and Murphy 2011)</p>	<p>1,2,3,4,5</p>

<p>Pixl data assessment</p> <p>CPD for teachers and how to identify gaps in learning using data management.</p>	<p>EEF indicates good evidence for improving teach quality through CPD.</p> <p>EEF suggests that within class attainment groups has a +2 effect.</p> <p>Managing data effectively allows teachers to improve the quality of education received by pupils.</p>	<p>1,2,3</p>
<p>Utilise an experienced and outstanding member of staff to tutor/mentor, all ECTs and ECT 2's across the school</p>	<p>EEF research makes clear that a structured and clear mentor approach when new to the teaching profession will support strong outcomes for children and also support the teacher in their early years within the profession. This is best delivered by aspirational members of staff who understand the needs of teachers, and can team-teach all aspects of the curriculum</p>	<p>1,2,3</p>

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

Budgeted cost: £ 141,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver welcome program in EYFS, year one, year two and year 3 to identified children who are displaying gaps in their assessments.</p> <p><b>TA3 responsible for delivery</b></p>	<p>Screening children early in the school year and starting language intervention as soon as possible helps the development of children's language skills.</p> <p>The EEF toolkit evidence of high impact states "the ability to communicate i.e. to say what you want to say, and to understand what other people are saying" is fundamental to life chances.</p> <p>Jean Gross- Time to Talk 2013</p>	<p>1,2,3</p>

<p>Deliver a range of phonics interventions using specialist resources and delivered by a carefully selected member of staff.</p> <p><b>TA3 responsible for delivery</b></p>	<p>EEF impact phonics.</p> <p>Phonics has a positive impact overall (+5months) Extensive evidence states that it is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds</p>	<p>3</p>
<p>Thrive, one-to-one and group intervention for children across the school.</p> <p>Learning mentor support sessions throughout the school delivered by trained practitioners</p> <p><b>2X Learning Mentors</b></p>	<p>EEF improving social and emotional learning in schools guidance</p> <p>There is extensive evidence, associating, childhood, social and emotional skills with improved outcomes at school and in later life. This is in relation to physical and mental health, school, readiness and academic achievement. This is linked to later crime, employment and income outcomes.</p>	<p>4,5</p>

<p>Forest school activities in place for each year group that are explicitly focused on developing specific knowledge and skills that are relevant. To focus on the specific need and names of the cohort group.</p> <p><b>Forest School practitioners X 2</b></p>	<p>Children develop:</p> <p><b>Confidence:</b> children have the freedom, time and space to learn and demonstrate independence.</p> <p><b>Social skills:</b> children gain increased to awareness of the consequences of their actions, and peers through team activities, such a sharing tools and participating and play.</p> <p><b>Communication:</b> language development is prompted by the children's sensory experiences.</p> <p><b>Motivation:</b> the woodland tends to fascinate the children, and they develop a keen to participate and the ability to concentrate over a long period of time.</p> <p><b>Physical skills:</b> these improvements are characterised by the development of physical stamina and gross and fine motor skills.</p> <p><b>Knowledge and understanding:</b> the children develop an interest in the natural surroundings and respect for the environment.</p> <p>(Key findings- NEF research)</p>	<p>5,6</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 79,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Funding of trips, visits and visitors into school. To promote inspirational events and experiences.</p> <p><b>Contribution to school trips and outings.</b></p>	<p>Children from working class, families, who are only familiar with the restricted code of their everyday language, can find it difficult to engage with learning (Black and William 2018)</p> <p>By developing this within the school, setting, children can acquire an awareness of the world and understanding of how it works, and a language with which to explain it. This investment provides a solid foundation on which to build more knowledge, skills and understanding.</p>	<p>4,5,6</p>
<p>Investments in a school minibus to allow for local visits to support all curriculum, subject areas</p> <p><b>Leasing school minibus</b></p>	<p>Supporting school visits using coaches has become prohibitively expensive. We believe that investing in a school minibus will allow small groups of children to experience the local area and support the children in their learning.</p>	<p>5,6</p>
<p>People enrichment funds for parents to use to further enhance their child experience.</p> <p><b>Each pupil premium children to be able to access £80 per year to contribute towards trips/school uniform. This will be managed by the school and their behalf.</b></p>	<p>John Hattie research suggests families who can access people premium will find it more difficult to access extended experiences.</p> <p>This funding is used to support families and provide students with every enrichment opportunity provided to them by the school.</p>	<p>4,5,6</p>



<p>Provide training opportunities. Parents will workshops. Meet the teacher sessions. Increased community events. Encourage activities that involve parents and children working together</p> <p><b>1X TA 3 to lead on parents workshops</b></p>	<p>This will have positive impacts and parental engagement and may lead to:</p> <ul style="list-style-type: none"> <li>• Better behaviour.</li> <li>• More confidence and great self-esteem.</li> <li>• High attendance rates.</li> <li>• Lower risks of exclusion.</li> <li>• Greater enthusiasm about learning.</li> <li>• Better outcomes.</li> </ul> <p><u>Why Parents matter- <a href="https://www.parentkind.org.uk">parentkindhttps://www.parentkind.org.uk</a></u></p>	<p>1,2,3,4,5,6</p>
<p>Attendance manager to monitor attendance daily and challenging support. Key families. Terminally prices for strong attendance and best improved PA children. Opportunity to access breakfast club and be offered regularly to parents whose children attend less regularly.</p> <p><b>0.4 of attendance manager</b></p>	<p>School attendance is an important part of giving children, the best possible start in life. The aim should be to attend 100% of the time. Who miss school frequently can fall behind with their work and do less well in exams. Good attendance also shows potentially employees that are young person is reliab.</p>	<p>6</p>

**Total budgeted cost: £ 265,125**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

At the end of reception, 2022- 2023 – 65% of disadvantaged pupils achieved GLD, compared with 69% of non-disadvantaged pupils.

In year one 81% of disadvantaged pupils passed the phonics check compared with 82% of non-disadvantaged pupils

By the end of key stage 1, 62% of disadvantaged pupils achieved reading, writing and maths combined, compared to 35% of non-disadvantaged pupils (8 pupils)

By the end of key stage 2, 40% percentage of disadvantaged pupils achieved reading, writing and maths combined, compared to 60% of non-disadvantaged pupils.

By the end of key stage 2, overall progress of the disadvantaged pupils in RWM was -0.10, non-disadvantaged pupils progress in RWM was 0.70

Attendance of the disadvantaged pupils over the school year 2022-2023 was 92.95%, non-disadvantaged pupils was 94.1%