



Pupil Premium Strategy Statement 2021-2022

Policy accepted by FGB on:	February 2022
Next review date:	
Statutory policy	
On school website:	

Pupil premium strategy statement

We aspire to break down barriers for disadvantaged children in order to unlock the potential for them to be happy, healthy and achieve their very best in order to be fully prepared for the next stage in their journey.

This statement details our school's use of pupil premium (and recovery premium for the 2021 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 Park Primary School
Number of pupils in school	624
Proportion of pupil premium eligible pupils	PPG 152 Post LAC 4
Academic year/years that our current pupil premium strategy plan covers.	2021-2023.
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	I Mitchell
Pupil premium lead	S. Hall
Governor / Trustee lead	Helen Thompson Joanne Airey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 221,020
Recovery premium funding allocation this academic year	£23,925
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£244,945

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set*
- act early to intervene at the point need is identified*
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

Challenges

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

Challenge number	Detail of challenge
1	Education has been disrupted due to COVID 19 gaps in learning as indicated by baseline assessments.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. Oral language skills in Foundation Stage and Year 1 are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading skills than their peers. This negatively impacts their development as readers.
4	Assessments, observations and discussions with pupils suggest deep understanding of mathematical concepts and ability to problem solve are lacking more in pupils eligible for PP than for other pupils. This can prevent children making progress and reaching age related expectations.
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Social skills, resilience and self-esteem are lacking in children in receipt of PP which is preventing them from becoming self-assured and confident learners.
6	Some PP have limited enhanced learning opportunities and resources as a result of financial strain within some families and household.

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 the progress and attainment of children who are in receipt of Pupil Premium funding.	Disadvantaged pupils make at least good progress with targeted pupils making accelerated progress from their different starting points.
Oral language skills are improved for pupils eligible for PP in KS1 resulting in improved communication skills which narrow the gap between them and their peers. As a result of improved language skills reading and writing attainment is	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny

accelerated.	and Termly Wellcomm Assessments and on-going formative assessment.
Reading and phonics attainment is accelerated.	Pupils eligible for PP in Reception class make good progress by the end of the year in Reading so that the majority of pupils meet age related expectations. Children in Year 1 make rapid progress in reading in order to close the gap further. Pupils in Year 1 PP group reach the expected standards in the phonics check and the gap across KS1 is closed with reading attainment.
Children eligible for PP develop a deeper understanding of mathematical concepts and problem solving.	Pupils eligible for PP throughout school develop a deeper understanding of mathematical concepts and are more confident when faced with mathematical problem. End of year assessments, termly progress meetings and subject leader observations show that PP children are making good progress from their starting points.
Children eligible for PP to develop an understanding of metacognition and acquire a range of strategies to help them understand how to plan, monitor and evaluate their learning. Children also to develop a Growth Mind-set to help them become confident, resilient assessment capable learners. Children have their social and emotional needs met through nurture group and 1-1 learning mentor support and become more confident learners.	The well-being of all children is prioritised, and children are well supported both across the curriculum and with their Social, Emotional and Mental Health (SEMH) development. Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> •qualitative data from student voice, student and parent surveys and teacher observations and formative assessments.
Opportunities for curriculum enrichment are provided in and out of the school environment.	Curriculum enrichment activities take place regularly. Evidence of impact is available.

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

Budgeted cost: £ 74,743

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. This includes personalised and more whole school training opportunities.</p> <p>A comprehensive CPD programme for all staff by English Consultants.</p> <p>CPD Programme to include.</p> <p>Red Rose Phonics Training.</p> <p>Bounce Back Phonics</p> <p>Guided Reading /Early Reading Skills.</p> <p>Better Reading Partners.</p> <p>Whole class hybrid approach to developing reading.</p> <p>Spelling Strategies</p> <p>Weekly support from Speech Therapist including support and training with Wellcomm.</p> <p>(See English SIP for more detail)</p>	<p><u>EEF -Quality First Teaching.</u></p> <p>The best available evidence indicates that great teaching is the most important lever 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” (Barber and Mourshed,2007:13)</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” (Machin and Murphy,2011:5)</p>	<p>1,2,3,4,5.</p>

<p>CPD focused on a Book Study Approach to Quality Assuring the Curriculum. Curriculum Development with a focus on ensuring there are clear teaching sequences and vocabulary development to enable children to learn and remember more.</p> <p>Retrieval practice is developed and identified as part of the learning toolkit in Science and Foundation Stage Subjects. (See Assessment SIP for more detail)</p>	<p>Children’s vocabulary skills are linked to their economic backgrounds. By 3 years of age, there is a 30-million-word gap between children from the wealthiest and poorest families. A recent study shows that the vocabulary gap is evident in toddlers. By 18 months, children in different socio-economic groups display dramatic differences in their vocabularies. By 2 years, the disparity in vocabulary development has grown significantly (<u>Fernald, Marchman, & Weisleder 2013</u>).</p> <p><u>EEF –Impact of oral interventions.</u> The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Retrieval practice is one of the most effective evidenced based learning strategies. It was shown to be effective for all learners of all ages for all subjects. Karpicke, J.D., and Roediger, H.L. (2008). The critical importance of retrieval for learning science,319(5865)966-968.</p>	<p>1,2,3,5</p>
<p><i>Maths-Mastery Project and development throughout school. School to join the Maths Hub Mastering Number Programme. White Rose Jigsaw training for EYFS Training for staff on Number Sense. Additional Maths resources.</i></p>	<p><u>EEF -Quality First Teaching.</u> Improvement for all is required in fluency and reasoning and problem-solving skills together with higher order logical approaches to complex challenges in all areas of Maths to give children abilities to achieve well.</p>	<p>1,3</p>

(See Maths SIP for more detail)		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 151,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver Wellcomm programme in EYFS, Year 1, Year 2 and Year 3 to identified children who are displaying gaps in their assessments. TA 3 responsible for delivery.	Screening children early on in the school year and starting language intervention as soon as possible helps the development of children's language skills. EEF toolkit - evidence of high impact. "The ability to communicate – to say what you want to say and to understand what other people are saying – is fundamental to life chances" Jean Gross, Time to Talk, 2013	1,2,3
Deliver a range of phonics interventions including Fast Track and Bounce Back Phonics. TA 3 and support staff responsible for delivery.	<u>EEF Impact of Phonics</u> Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	3
Nurture group intervention for EYFS and KS1 identified children. Learning Mentor support 1-1 group sessions throughout school.	<u>EEF Improving Social and Emotional Learning in Schools Guidance.</u> There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.	5
Forest school activities in place for each year group that are explicitly	Children develop: Confidence: children have the freedom, time and space to learn and demonstrate independence. Social skills: children gain increased awareness of the consequences of their actions on peers through team activities	5,6

<p>focused on developing specific knowledge and skills, that are relevant to Forest School and to the cohort's specific needs and aim to develop resilience, alongside 'Forest School Experts x 2'.</p>	<p>such as sharing tools and participating in play</p> <p>Communication: language development is prompted by the children's sensory experiences</p> <p>Motivation: the woodland tends to fascinate the children and they develop a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements are characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children develop an interest in the natural surroundings and respect for the environment</p> <p><u>(Key findings NEF research)</u></p>	
<p><i>Engaging with the National Tutoring Pro-gramme 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.</i></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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £ 18,567

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding of trips, visits and visitors to school - in promotion of</p>	<p>"Children from working Class families who are only familiar with the restricted code of their everyday language, may</p>	<p>1,2,3,4,5,6</p>

<p>inspirational events and experiences.</p> <p>A systematic programme of activities to enhance children’s cultural capital is introduced through curriculum delivery so they have the knowledge and experience needed to succeed in life</p>	<p>find it difficult to engage with learning” Black and William (2018)</p> <p>Develop what is called cultural capital. “These children acquire an awareness of the world around them, an understanding of how it works and a language with which to explain it. This cultural capital provides a solid foundation on which to build more knowledge, skills and understanding”</p>	
<p><i>Provide training opportunities</i></p> <p><i>Parent Workshops</i></p> <p><i>Meet the Teacher</i></p> <p><i>Increase community events</i></p> <p><i>Encourage activities that parent, and children can do together.</i></p> <p><i>Provide information about Pupil Premium and help in applying.</i></p>	<p>Positive effects of parental involvement include:</p> <p>Better Behaviour</p> <p>More confidence and greater self-esteem.</p> <p>Higher attendance rates.</p> <p>Lower risks of exclusion.</p> <p>More enthusiasm about learning.</p> <p>Better outcomes.</p> <p><u>Why Parents matter-</u></p> <p><u>Parentkind</u>https://www.parentkind.org.uk</p>	<p>1,2,3,4,5,6</p>
<p><i>Attendance Manager to monitor attendance daily and challenge and support key families.</i></p> <p><i>Termly prizes for 100% attendance and best improved PA children.</i></p> <p><i>Breakfast club to continue and be offered regularly to parents whose children do not attend</i></p>	<p>Regular 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. Students who miss school frequently can fall behind with their work and do less well in exams. Good attendance also shows potential employers that a young person is reliable.</p>	<p>6</p>

Total budgeted cost: £ 244,945

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.

<p>During the last academic year (2020-21), the COVID-19 pandemic meant that schools were partially closed to most pupils. Children with parents / carers that were key workers, and those that were classed as vulnerable, attended school each day. During other parts of the school year there was wider reopening for the majority of pupils. Whilst the majority of pupils did not attend school, there was provision in place for them to access remote learning. There was no end of year statutory assessments in EYFS, Y1 phonics screening check, Y2 phonics screening recheck, end of KS1 assessments, Y4 multiplication tables tests or end of KS2 SATs and teacher assessments. It is because of this that the data throughout this document remains the same as the previous full academic year (2018- 19) as statutory assessment data was available.</p>		
<p>Number of Pupils and Pupil Premium Grant received for the academic year 2020/2021</p>		
<p>Total number of pupils on roll</p>		<p>618</p>
<p>Amount received in 2020/2021</p>		<p>£205,425</p>
<p>Nature of Support</p>		
<p>Outcome</p>	<p>Evaluation of Outcomes</p>	
<p>Improved language skills in Foundation Stage and Year 1</p>	<p>Due to the disruption to education caused by COVID 19 we found children have forgotten some learning along with learning missed due to extended absence from school and QFT.</p> <p>We carried out gap analysis and class assessments to establish what the children had missed and what they had forgotten after lockdown. Teachers amended planning as necessary to focus on key concepts that were not secure.</p>	

	<p>CPD was delivered to support staff with QFT strategies to ensure that there was a consistent approach to teaching and learning.</p> <p>A qualified speech therapist supported and worked closely with staff to develop their knowledge of supporting children with communication and language skills.</p> <p>Wellcomm was introduced in EYFS, however sessions were missed due to COVID, we intend to roll this out into KS1 next year to support lost learning.</p> <p>We also plan to employ a specialist teaching assistant to support communication and language skills and deliver specific interventions.</p>	
<p>Close the learning gap between PP children and their peers for reading, writing and phonics.</p>	<p>We are aware that due to the disruption to education caused by COVID 19 it is expected children will have forgotten some learning along with learning missed due to extended absence from school and QFT.</p> <p>Throughout the lockdown period Spring 2021, remote live teaching continued to teach to the plans originally set out. Some tweaks had to be made to aspects of Science, DT, PE and Art but children have continued to receive the full curriculum offer.</p> <p>We employed a specialist teaching assistant for phonics intervention, this intervention was interrupted by COVID we will continue with this strategy next year. When intervention took place, we saw accelerated progress from individual starting points for all children who took part.</p> <p>CPD was delivered to support staff with QFT strategies to ensure that there was a consistent approach to teaching and learning.</p> <p>It is an expectation that children need to catch up. CPD will continue to be delivered aimed at raising standards in reading, writing and maths. We will</p>	

	implement a COVID catch up strategy which will be in part met by the actions in this strategy.	
Develop mastery in Mathematics for PP children.	<p>We are aware that due to the disruption to education caused by COVID 19 it is expected children will have forgotten some learning along with learning missed due to extended absence from school and QFT. It is an expectation that children need to catch up.</p> <p>We carried out gap analysis and class assessments to establish what the children had missed and what they had forgotten after lockdown. Teachers amended planning as necessary to focus on key concepts that were not secure.</p> <p>CPD was delivered to support staff with QFT strategies to ensure that there was a consistent approach to teaching and learning.</p> <p>CPD will continue to be delivered aimed at raising standards in reading, writing and maths. We will implement a COVID catch up strategy which will be in part met by the actions in this strategy.</p>	
Improve social skills and self-esteem to allow children to become self-assured learners.	<p>During both Lockdowns children with specific SEMH needs were invited into school and accepted the place. The pastoral manager and DSLs liaised with and support parents on a weekly basis who were finding managing the children at home tricky. Over the phone support was offered.</p> <p>The Inclusion Team continued to support children and families during 2020-21 both in school and remotely if needed during COVID disruption and TAFS continued to be held with positive outcomes recorded. Multi-agency working continued to be central to the work we do to support our families. We also continued to facilitate support from specialists (educational and medical), therapists and Early Help organisations. have worked with children directly and in groups.</p>	

	<p>Assessments continued to be used and showed that unmet needs have been met and therefore children's outcomes are improved. Nurture evaluations, Boxall, Forest School Evaluations and CPOMS entries.</p> <p>The risk assessment model and continuum of need continued to be central to our identification of need and further assessment. A vulnerable child list was created, and necessary actions and support evidenced.</p> <p>Wellbeing has been supported using various resources and strategies. This has had impact for individual children as evidenced in reports held in school.</p>	
<p>Increase parental involvement</p>	<p>Due to restrictions of COVID 19 on return to school we were unable to invite parents into school. However, we supported parents very successfully with access to remote learning and daily learning calls home to help support parents that were struggling.</p> <p><u>Lockdown Spring 2021</u></p> <p>Between 190-210 children accessed school on any given day with engagement in remote live learning being between 88% and 97%. Laptops were loaned to families and data uplifts sought. EYFS families were provided with some Home Learning packs and pre-recorded lessons online. Parental feedback from the offer was positive. Approximately 190- 210 pupils attended school and the rest had live lessons either online or remoting into lessons delivered in school.</p> <p>We will ensure that communication with parents is paramount in all we implement moving forwards, and our catch-up priorities and strategies are transparent and fully available to all.</p> <p>Parent voice throughout the lockdown periods has remained positive.</p>	

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
Learning by Questions	
Wellcomm Speech and Language Programme	GL Education
Fast Track Phonics	Lancashire County Council
Bounce Back Phonics	Lancashire County Council

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A