



Pupil Premium Strategy Statement 2022-2023

Policy accepted by FGB on:	September 2022
Next review date:	September 2023
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 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	24%
Academic year/years that our current pupil premium strategy plan covers.	2021-2023.
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	I Mitchell
Pupil premium lead	D.Waites
Governor / Trustee lead	H. Thompson J.Airey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 248,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£248,080

Part A: Pupil premium strategy plan

Statement of intent

- Develop a highly skilled workforce to provide a high quality of education.
- Further enhance progress in all subjects across the school with a specific focus on early reading and phonics, through quality first teaching and personalized 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 that 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 our learners (with a continued focus on low prior attainment that may have been exacerbated by the recent lockdowns).

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 evident in data)
3	Pupils enter school with poor oral language skills
4	Pupils 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 pupils at the school during academic year 2021-2022 (1.9%).

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 disadvantaged pupils and other pupils across school	<ul style="list-style-type: none"> • Accelerated progress of disadvantaged pupils • Gap between peers closes across the school • Attainment of Age-Related Expectations
To improve oracy/language skills in EYFS and KS1	<ul style="list-style-type: none"> • Use of Welkomm assessments will show improved language skills • Improved performance in phonics screening
To develop a love of reading for all children, including those most disadvantaged	<ul style="list-style-type: none"> • Progress is evident and consistently strong • Curriculum meets/exceeds the requirements of the new Ofsted framework • Children have access and time to read a variety of quality texts
To enhance children's resilience, independence and self-esteem	<ul style="list-style-type: none"> • Improved self-confidence, leading to accelerated progress and gap between peers narrowed/closed • Reduction in behaviour incidents
To enhance equality of opportunity for all pupils	<ul style="list-style-type: none"> • All children accessed every area of the curriculum – creating a love of learning and thirst for knowledge • Children to have a range of experiences that deepen their knowledge of a subject area • Gap between disadvantaged pupils and their peers is closed
To address gaps in learning so the lowest 20% of targeted cohorts make accelerated progress from their PiXL assessments	<ul style="list-style-type: none"> • Accelerated progress of pupils with low PiXL assessment data • Increased percentage/number of pupils meet the expected standard by the end of the year

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example CPD, recruitment and retention)

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 personalized CPD approach that is rooted in aspirational appraisal targets</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>PiXL data assessment</p> <ul style="list-style-type: none"> • CPD for teachers on how to identify gaps in learning using data management 	<p>EEF identifies good evidence for improving teaching quality through CPD.</p> <p>EEF suggests that within class attainment groups has a +2 effect. Managing data effectively allows teachers to improve the quality of education received by pupils.</p>	<p>1, 2, 3</p>
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Budgeted cost: £ 15,000

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver Wellcomm programme in EYFS, Year 1, Year 2 and Year 3 to identified children who are displaying gaps in their assessments.</p> <p>TA 3 responsible for delivery.</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. 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</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>TA3 responsible for delivery</p>	<p><u>EEF Impact of Phonics</u></p> <p>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.</p>	<p>3</p>

<p>Nurture group intervention for EYFS and KS1 identified children.</p> <p>Learning Mentor support 1-1 group sessions through school.</p> <p>2 X Learning Mentors</p>	<p><u>EEF Improving Social and Emotional Learning in Schools Guidance.</u></p> <p>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.</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 needs and aims of the cohort group.</p> <p>Forest School Experts x 2'.</p>	<p>Children develop:</p> <p>Confidence: children have the freedom, time and space to learn and demonstrate independence.</p> <p>Social skills: children gain increased awareness of the consequences of their actions on peers through team activities 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>5,6</p>

Budgeted cost: £ 147,010

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding of trips, visits and visitors into school. In promotion of inspirational events and experiences.</p> <p>Contribution to school trips and outings</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>Develop what is called cultural capital.</p> <p>“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>	4,5,6
<p>Pupil enrichment fund for parents to use to further enhance their child’s experiences</p> <p>Each PP child to be able to access £80 per year to contribute towards trips/school uniform etc. Managed by school on their behalf</p>	<p>John Hattie research suggests families on welfare has a -0.12 effect size and is likely to have a negative impact on children’s learning and that enrichment programmes have a positive effect size of 0.48. Funding is used to support families and to provide students with enrichment opportunities.</p>	4, 5, 6
<p>Provide training opportunities</p> <p>Parent Workshops</p> <p>Meet the Teacher</p> <p>Increase community events</p>	<p>Positive effects of parental involvement include:</p> <ul style="list-style-type: none"> • Better Behaviour • More confidence and greater self-esteem. • Higher attendance rates. 	1,2,3,4,5,6

<p>Encourage activities that parents, and children can do together.</p> <p>Provide information about Pupil Premium and help in applying.</p> <p>1X TA3 to lead on Parents workshops</p>	<ul style="list-style-type: none"> • Lower risks of exclusion. • More enthusiasm about learning. • Better outcomes. <p><u>Why Parents matter- Parentkind</u>https://www.parentkind.org.uk</p>	
<p>Attendance Manager to monitor attendance daily and challenge and support key families.</p> <p>Termly prizes for 100% attendance and best improved PA children.</p> <p>Breakfast club to continue and be offered regularly to parents whose children do not attend</p> <p>0.2 of Attendance Manager</p>	<p>Regular school attendance is an important part of giving children the best possible start in life.</p> <p>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.</p> <p>Good attendance also shows potential employers that a young person is reliable.</p>	6

Budgeted cost: £ 53,000

Total budgeted cost: £215,000 (33,080)

NOTE: Pupil premium spend will be reviewed in January 2023. Peel Park Primary School strives for excellence and continual improvement therefore, Pupil Premium spend is subject to review and funds distributed during the academic year where appropriate.