



Pupil Premium Strategy Statement

Pupil Premium is funding in addition to the school's budget to raise the attainment of disadvantaged pupils to close the gap between them and their peers. It was first introduced in April 2011. Schools will receive funding based on the number of pupils who have been eligible for free school meals at any point in the last 6 years.

Key Principles for using Pupil Premium

- We are committed to raising achievement of pupils who are eligible for Pupil Premium.
- We never confuse eligible pupil with low ability and strive to 'bring out the best' in this group of pupils and support them to achieve the highest levels.
- We create an overall package of support aimed to tackle the range of barriers including; attendance, behaviour, external factors, professional development focussing on improving outcomes for eligible pupils, improving the quality of teaching and learning, language acquisition, parental engagement, opportunities for first hand experiences and development of English and Mathematics skills.
- We use assessment systems to track and enable through the analysis of data to identify pupils that are under achieving and why.
- We direct resources and interventions to accelerate progress of eligible pupils and close the attainment gap compared to their peers.
- We use data to carefully track the impact of targeted spending (interventions, projects or pedagogy) on attainment and progress of eligible pupils.

Summary information					
School	Peel Park Primary School				
Academic Year	2018/19	Total PP budget	£215,820	Date of most recent PP Review	Sept 2018
Total number of pupils	622	Number of pupils eligible for PP	124	Date for next internal review of this strategy	July 2019

Results from 2017/2018				
	<i>Pupils eligible for PP (your school)</i>			
	KS1	KS2	MA KS1	MA KS2
% achieving age related expectations in Reading	80%	81%	40%	30%
% achieving age related expectations in Writing	70%	86%	30%	35%
% achieving age related expectations in Mathematics	80%	81%	30%	38%
% making at least 3 steps progress from Autumn 2 to Summer 2 in Reading	80%	91%		
% making at least 3 steps progress from Autumn 2 to Summer 2 in Writing	70%	91%		
% making at least 3 steps progress from Autumn 2 to Summer 2 in Mathematics	85%	89%		
Progress score in Reading	Awaiting Results			
Progress score in Writing	Awaiting Results			
Progress score in Mathematics	Awaiting Results			

Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	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.
B.	Reading skills in Foundation Stage and Year 1 are lower for pupils eligible for PP than for other pupils. This slows progress in subsequent years.
C.	Pupils eligible for PP enter school at a lower starting point than their peers. This can lead to a gap between them and their peers.
D.	Deep understanding of mathematical concepts is lacking more in pupils eligible for PP than for other pupils. This can prevent children making progress and reaching age related expectations.
E.	High ability pupils who are eligible for PP are not making the same progress as other high ability pupils.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Social skills and self-esteem is lacking in children in receipt of PP which is preventing them from becoming self-assured and confident learners.
G.	Parent's unfamiliar with curriculum and therefore unable to help and move children forward in their learning.

Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Foundation Stage and Year 1. <ul style="list-style-type: none"> • GLD • Phonics Screening • KS1 Reading and Writing SATs 	Pupils eligible for PP in Foundation Stage and Year 1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Improve early reading skills for pupils eligible for PP in Foundation Stage and Year 1. <ul style="list-style-type: none"> • GLD • Phonics • KS1 Reading SATs 	Pupils eligible for PP in Foundation Stage and Year 1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
C.	Close the learning gap between PP children and their peers. <ul style="list-style-type: none"> • Termly tracking on Target Tracker 	Pupils eligible for PP in Foundation Stage and Year 1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
D.	Develop mastery in Mathematics for PP children. <ul style="list-style-type: none"> • GLD • Termly tracking on Target Tracker • Maths SATs 	Pupils eligible for PP make as much progress and achieve equal attainment as other children in Mathematics.
E.	Higher rates of progress for high attaining pupils eligible for PP. <ul style="list-style-type: none"> • Termly tracking on Target Tracker 	Pupils eligible for PP and identified as high ability make as much progress as other children of high ability.
F.	Improve social skills and self-esteem to allow children to become self-assured learners. <ul style="list-style-type: none"> • Boxall Profile • Leuven Scale 	Reduce number of behavioural incidents and increase productivity in class. Reduce the learning gap of pupils eligible for PP and meet age related expectations.
G.	Increase parental involvement and enable assistance in their children's learning. <ul style="list-style-type: none"> • Stay and Play Registers • Best Start Uptake 	Build confidence within parents to aid children's learning. Pupils eligible for PP make as much progress and achieve equal attainment as their peers.

Planned expenditure					
Academic year	2018/19				
Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved language skills in Foundation Stage and Year 1	Deliver individual speech and language programmes as directed by SALT. Daily delivery of Early Talk Boost programme as an intervention. £10,657	Poor oracy levels at baseline. SALT referrals Health professionals advice and involvement Success with target on previous cohort using these interventions.	Liaison between class teacher, Speech and Language TA, SALT and SENCo. TAs trained on Speech and Language interventions and attend relevant courses. TA assigned purely for Speech and Language delivery.	SENCo	July 2019
B. Improve early reading skills for pupils eligible for PP in Foundation Stage and Year 1.	Daily Guided Read, Phonics sessions Targeted reading intervention by learning mentor and within classes EAL intervention £20,342	Poor reading levels at baseline. Lack of reading at home	Liaison between class teacher, TAs, Learning Mentor and EYFS leader. TAs and teachers trained on reading interventions and attend relevant courses. TA assigned purely reading interventions and EAL interventions.	EYFS Leader	July 2019
C. Close the learning gap between PP children and others.	Effective delivery of in class interventions. £49,605	Learning gap evident on entry to school. Without intervention the learning gap can widen further.	Rigorous and regular tracking and monitoring by class teachers. Termly analysis by PP co-ordinator and reported to SLT. Liase with teachers and interventions staff Staff trained on interventions and attend relevant courses.	PP Co-ordinator Interventions Manager	July 2019
D. Develop mastery in Mathematics for PP children.	CPA approach used to teach Maths throughout the school. Bar Model used to solve word problems. On the spot or same day interventions £49,605	Children struggle to choose the most effective method and articulate their working. Struggles with problem solving reflect superficial understanding of mathematical concepts.	Staff trained on interventions and attend relevant courses. CPA and bar model training to be provided within school. Liase with other schools and organisations through the recently joined Maths Hub. Rigorous and regular tracking and monitoring by class teachers.	PP Co-ordinator Maths Co-ordinator	July 2019

E. Improve progress of children eligible for PP and identified as high ability.	Effective delivery of in class interventions. Variety of break time and extra-curricular activities provided. £9,921	Raised attainment and more rapid progress of children eligible for PP and identified as high ability. More independent learning Enjoy and experience a wider range of sports and games.	Staff trained on interventions and attend relevant courses. Rigorous and regular tracking and monitoring by class teachers.	PP Co-ordinator Interventions Manager	July 2019
F. Children develop both social skills and self-esteem enough to be active and enthusiastic learners.	Nurture Group Forest Schools Growth Mindset Breakfast Club Learning Mentors Strengthen Parental Links One Goal £17,995 £40,582 £2,995	Graduates of Forest Schools and Nurture Group show both more enthusiasm and willingness to learn on return to class. Transfer of skills to parents will better help and support their children.	Staff trained for Nurture Group, Forest Schools and Breakfast Club and employed for this purpose. Regular liasons between teachers, TAs and relevant staff. Rigorous and regular tracking and monitoring by class teachers.	Nurture and Forest School Staff Headteacher Learning Mentors	July 2019
G. Increase parental involvement	Provide training opportunities Parent Workshops Meet the Teacher Increase community events Encourage activities that parent and children can do together. Provide information about Pupil Premium and help in applying. £21,606	More awareness of the curriculum allows parents to assist children better. New skills can be transferred to improve lives. Decrease in the number of children in receipt of Pupil Premium	Delivery of courses by outside agencies with accredited qualifications. Staff expertise to deliver workshops Links to opportunities and support in the local community. Children who qualify for Pupil Premium receive their full entitlement.	Headteacher Parental Involvement Co-ordinator	July 2019
Total budgeted cost £220,313					

Evaluation of how Pupil Premium was spent in 2017 – 2018

Number of Pupils and Pupil Premium Grant received for the academic year 2017/2018		
Total number of pupils on roll		618
Amount received in 2017/2018		£225,119
Nature of Support		
Outcome	Evaluation of Outcome	
Improved language skills in Foundation Stage and Year 1	In September 2016 only 8.3% of pupil premium EYFS children reached age related expectations in speaking. This rose to 33.3% by July 2017. Within this group 100% of children made 5 or more steps progress.	
Close the learning gap between PP children and their peers.	In July 2018, the learning gap between PP children and their peers is less in Year 2 than in Year 1 in Writing and Maths. <i>KS2 Data to be added</i>	
Higher rates of progress for high attaining pupils eligible for PP.	From July 2017 to July 2018 all high attaining pupils that are eligible for PP made between 5 and 7 steps progress.	
Improve social skills and self-esteem to allow children to become self-assured learners.	From September 2017 and July 2018 there were no serious incidents that involved any PP children. Many children qualifying for PP represented the school on various sporting teams and were Times Table Rockstar finalists. They have held positions of responsibility such as digital leaders, eco committee members and school council representatives. Forest School won an award – Green Hero Award. There were no exclusions of PP children.	