

# Pupil Premium Strategy Update for Peel Park Primary School 2021-2022

1. Summary Information					
<b>School</b>	Peel Park Primary School, Alice St Street, Accrington, BB5 6QR				
<b>Academic Year</b>	2021-22	<b>Total PPG budget</b>	PPG £213,820  PPG plus £ 7,200 Total £221,020	<b>Date of most recent PP Review</b>	July 2021
<b>Total number of pupils</b>		<b>Number of pupils eligible for PPG 152 Post LAC 4</b>		<b>Date for next internal review of this strategy</b>	December 2021

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-school barriers (issues to be addressed in school, such as poor oral language skills)

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| <b>A.</b> | 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>B.</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. This includes phonics acquisition.                                       |
| <b>C.</b> | 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. |

### External barriers (issues which also require action outside school, such as low attendance rates)

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| <b>D.</b> | 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. |
| <b>E.</b> | Some PP have limited enhanced learning opportunities and resources as a result of financial strain within some families and household.                         |

**F.** Parent's unfamiliar with curriculum and therefore unable to help and move children forward in their learning.

### 3. Desired outcomes

	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
<b>A.</b>	<p>Oral language skills are improved for pupils eligible for PP in KS1 resulting in improved communication skills which narrows the gap between them and their peers. As a result of improved language skills reading and writing attainment is accelerated.</p>	<p>Pupils eligible for PP in Reception class make good progress by the end of the year in CLL so that the majority of pupils meet age related expectations. Children in Year 1 make rapid progress in reading and writing 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 and writing attainment.</p>
<b>B.</b>	<p>Reading and phonics attainment is accelerated.</p>	<p>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.</p>
<b>C.</b>	<p>Children develop a deeper understanding of mathematical concepts and mathematical fluency. They also develop resilience when faced with problem solving.</p>	<p>Intervention and provision is successful which results in pupil premium making good progress throughout the year. More PP children reaching expected levels of attainment in maths.</p>
<b>D.</b>	<p>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.</p>	<p>Children demonstrate an understanding of how the brain helps them to learn and can utilise metacognitive strategies on a daily basis when learning. They can self-regulate and confidently talk about their learning and how to improve.</p>
<b>E.</b>	<p>Children experience a wide and varied curriculum which is enriched by essential learning experiences and widened horizons based on new curriculum. All children access wider opportunities in learning.</p>	<p>All children's aspirations are widened. Children understand the wider world and are able to apply personal experiences to learning. Embedded new curriculum is more creative and meaningful as a result.</p>

<b>F.</b>	Parents attend key workshops to support Reading, Phonics and Writing. Maths workshops promote mastery approach Key parents for various reasons including SEND attend extended supportive appointments with the Inclusion team	Outcomes for PPG children improved due to parental confidence to support homework through improved knowledge and understanding of literacy. Key children feel supported and happy with a deeper relationship between school and parents thereby impacting on outcomes. Needs of key children met through regular, successful support for families where needs identified.
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#### 4. Planned expenditure

<b>Academic year</b>	<b>2021-22</b>
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### i. 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?
Oral language skills are improved for pupils eligible for PP in KS1 resulting in improved communication skills which narrows the gap between them and their peers. Reading, Writing and Phonics Attainment Improved.	Experienced, quality teaching and support staff in each class  CPD for all staff with support from English Consultants for phonics delivery, communication friendly classroom approaches and effective reading and writing approaches.  Support from Speech Therapist.	EEF -Quality First Teaching. The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.  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. Poor oracy and reading levels dramatically effect life chances .	Support Staff in each class Monitoring and evaluation of systems over the year. Quality CPD Training in Wellcom, Pre-teach, Red Rose Phonics, Reading and Writing.	English Subject Leads. SK and TA 3 Sp & L specialist. Class teachers with support staff .	Termly in pupil progress meetings

<p>Children develop a deeper understanding of mathematical concepts and mathematical fluency. They also develop resilience when faced with problem solving.</p>	<p>Maths-Mastery Project and development throughout school.</p> <p>Join the Maths Hub Mastering Number Programme. White Rose Jigsaw training for EYFS</p> <p>Training for staff on Number Sense.</p> <p>Additional Maths resources</p>	<p>EEF -Quality First Teaching. 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>Monitoring of T&amp;L Support staff in all classes trained and skilled in approaches Class teachers support project</p>	<p>Maths Subject Leads Class Teachers Support staff</p>	<p>Termly in monitoring cycle and data drops with pupil progress meetings.</p>
<p>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 to develop a Growth Mind-set to help them become confident, resilient assessment capable learners.</p>	<p>Experienced, quality teaching and support staff in each class</p> <p>CPD for all staff.</p>	<p>EEF -Quality First Teaching. Staff to teach metacognitive strategies to children to improve their ability to self-regulate their learning.</p> <p>Self –regulated learners are more likely to be confident successful learners.</p>	<p>Monitoring of T&amp;L Support staff in all classes trained and skilled in approaches Class teachers support project.</p>	<p>Assessment Subject Leads.</p>	<p>Termly in monitoring cycle and data drops with pupil progress meetings.</p>
<p><b>Anticipated Spend 21-22</b></p>	<p>£10,000 Speech Therapist £12,000 CPD £2,000 Supply Cover £ 35, 743 TA Support in class</p>				

<b>Total budgeted cost</b>					<b>£ 59,743</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well? Costing</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Intervention Support for Communication and Language Development.</p> <p>Intervention Support for Phonic Development.</p>	<p>TA 3 X2 Communication and Language staff complete targeted assessments and interventions to support accelerated progress</p> <p>Intervention programmes, e.g. English, Wellcom, Fast Track –Bounce Back Phonics together with S&amp;L programmes with specialist input from SK.</p>	<p>EEF -Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals.</p> <p>Programmes have successfully illustrated progress for identified key children and will help others to catch up to ARE.</p>	<p>Key identified staff to complete programmes over the term and report outcomes to class teachers.</p> <p>Termly outcomes for English for key identified children – completion of set programmes with experienced support staff to measure impact. Overseen by Class teachers with support staff.</p>	<p>TA3 X2. S Khan. JT/FD</p>	<p>Termly in Pupil Progress Meetings</p> <p>Termly in Pupil Progress Meetings</p>
<p>Emotional wellbeing improved children more confident in learning.</p>	<p>Nurture group intervention for EYFS and KS1 identified children. Learning Mentor support 1-1 group</p>	<p>Emotional and behavioural Problems are a problem for some of the pupil premium children which acts as a barrier to learning. If children are emotionally secure then they will be able to</p>	<p>Key identified staff to complete programmes over the term and report outcomes to class teachers and pastoral lead.</p>	<p>Pastoral Lead/SH</p>	<p>Termly in Pupil Progress Meetings</p>

Social skills developed and improved	sessions throughout school.  Forest School Programme.	concentrate on their learning. Some of our children have difficulties in controlling their emotions and behaviour. Programmes have successfully illustrated progress for identified key children (Boxhall Test)  Programmes have successfully illustrated progress for identified key children. 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.	Vulnerable children monitored and PP access monitored throughout the year.  Key identified staff to complete programmes over the term and report outcomes/evaluations to class teachers and pastoral lead.	Pastoral Lead	
<b>Anticipated Spend 21-22</b>	£ 49,554 x 2 TA 3 Salaries £ 39,546 x 2 Forest School Staff £ 53,610 x 3 Learning Mentor and Nurture staff				
				<b>Total budgeted cost</b>	<b>£ 142,710</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well? Costing</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
PP children experience a wide and varied curriculum which is enriched by essential learning experiences and widened horizons	Funding of trips, visits and visitors to school - in promotion of inspirational events and experiences.	Children who have access to a broad balanced curriculum develop a love of learning and are able to make more connections within their learning.	Monitored throughout the year and pupil premium children access extracurricular through subsidised costs.	KG/SH	Jan 2021 April 2021 July 2021

<p>based on new curriculum. All children access wider opportunities in learning. Ensure all pupils can access inspirational events and experiences on offer without negative impacts on other needs. To improve children's 'cultural capital'.</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>Families cannot afford to pay for activities offered. Children to take part in a variety of enrichment experiences to enhance learning and skill development .</p>	<p>Monitor visitors and opportunities for all year groups to ensure a broad and balanced experiences across the year.</p>		
<p>Parents attend key workshops to support Reading, Phonics and Writing. Maths workshops promote mastery approach. Parents to develop a deeper understanding of how their children learn and are abler to support their children. Key parents for various reasons including SEND attend extended supportive appointments with the Inclusion team.</p> <p>Key families are challenged and supported to ensure attendance levels are high.</p>	<p>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.</p> <p>Attendance Manager to monitor attendance daily and challenge and support key families.</p>	<p>More awareness of the curriculum allows parents to assist children better. New skills can be transferred to improve lives and aspiration improved.</p> <p>We can't improve attainment for children if they aren't actually attending school.</p>	<p>Monitored throughout the year and pupil premium children parents access training opportunities.</p> <p>Monitor numbers of parents who attend workshops and events.</p> <p>Keep the profile of our breakfast club high priority (especially for PP pupils who are not currently accessing it).</p>	<p>ER/SH</p> <p>Attendance Manager and Head teacher.</p>	<p>Jan 2021 April 2021 July 2021</p> <p>Weekly Meetings</p>

<p>To improve attendance rates (95%+) for pupils eligible for PP. No persistent absent PP children on census.</p>	<p>Termly prizes for 100% attendance and best improved PA children. Breakfast club to continue and be offered regularly to parents whose children do not attend</p>	<p>Our attendance figures have identified a number of children and their families as needing the support</p>	<p>Record first day calling to monitor reasons for absence. Weekly reports of classes to be generated and analysed. Findings to be actioned promptly. Weekly monitoring of pupils with below 90% attendance. Continue with the attendance assemblies and termly prizes to continue to raise the profile of attendance to the children.</p>		
<p><b>Anticipated Spend 21-22</b></p>	<p>£12,567 Attendance Manager Salary £1,000 Breakfast Club £5,000 Enrichment</p>				
<p><b>Total budgeted cost</b></p>					<p><b>£ 18,567</b></p>



## **Evaluation of how Pupil Premium was spent in 2020 – 2021**

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.

<b>Number of Pupils and Pupil Premium Grant received for the academic year 2020/2021</b>		
Total number of pupils on roll		618
Amount received in 2020/2021		£205,425
<b>Nature of Support</b>		
Outcome	Evaluation of Outcome	
Improved language skills in Foundation Stage and Year 1	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. We found the support of a qualified speech therapist invaluable, and this will continue for next year. She worked closely with staff to develop their knowledge of supporting children with communication and language skills. Wellcom 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. We also plan to employ a specialist teaching assistant to support communication and language skills and deliver specific interventions.	
Close the learning gap between PP children and their peers for reading, writing and phonics.	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. 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. 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 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.	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. 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.	
Improve social skills and self- esteem to allow children to become self-assured learners.	The Inclusion Team have worked with children directly and in groups. Plans show that unmet needs have been met and therefore children's outcomes are improved. Nurture evaluations, Forest School Evaluations and CPOMS entries. Wellbeing has been supported using various resources and strategies. This has had impact for individual children as evidenced in reports held in school.	
Increase parental involvement	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. 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.	

<b>2018-19 attainment (Disadvantaged children)</b>		
	<i>KS1</i>	<i>KS2</i>
<b>% Achieving age related expectations in Reading</b>	50%	85%
<b>% Achieving age related expectations in Writing</b>	45%	81%
<b>% Achieving age related expectations in Mathematics</b>	55%	93%
<b>KS2 Progress score in Reading</b>	2.43	
<b>KS2 Progress score in Writing</b>	2.34	
<b>KS2 Progress score in Mathematics</b>	3.55	
<b>Phonics Year 1</b>	77%	