



Peel Hall Primary School Pupil Premium Strategy 2017/18

Context

Peel Hall Primary School is a two form entry Primary School in Little Hulton, Salford. There are 452 children on roll. 53.09% are eligible for the Pupil Premium Grant by means of ever 6, i.e. any child is eligible if they have been in receipt of free school meals over a six year period. The amount of Pupil Premium Grant received for 2017/18 is £324,540

The Pupil Premium is allocated to schools in respect of disadvantaged children from low income families who are currently known to be eligible for Free School Meals (FSM) and children who have been looked after continuously for more than six months. This applies to both mainstream and non-mainstream settings.

Schools are free to spend the Pupil Premium as they see fit to “close the gap” between children from disadvantaged circumstances and those above the low-income threshold – it is not linked to a specific child, but is to be used for overall impact. However, we are held accountable for how we have used the additional funding to support pupils from low income families.

Objectives of Pupil Premium Spending

The key objective of the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have a good track record of ensuring that all pupils make good progress and historically there has not been a significant difference between the attainment of children who are eligible for Pupil Premium and those who are not.

Through targeted interventions we are relentlessly working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach related expectations as they progress through the school.

Decisions regarding the use of Pupil Premium funding are always based on evaluation of the impact of any additional programme.

Main barriers to educational achievement

Some of the barriers that might impact on a child's educational achievement are:

- A. Attendance below 95% and/or poor punctuality
- B. Children start school at a lower starting point and so need to make accelerated progress throughout their time at Peel Hall
- C. Speech and language development
- D. Narrow experiences outside of school such as trips, music lessons and participation in physical activities
- E. Low aspirations
- F. Behaviour – pupils with specific social and emotional needs which affect their learning
- G. Special Educational Needs

Types of provision provided through Pupil Premium Grant

All our work through the pupil premium will be aimed at accelerating progress to move children to at least age related expectations in English and Maths.

The range of provision may include:

- Reducing class sizes to enable more focused support within lessons
- Non class based teachers to provide intervention
- Dedicated teacher for sports
- Providing small group work or individual work with experienced staff members focused on overcoming gaps in learning
- SENCO release two days per week
- Additional learning opportunities provided by Learning Mentor, TAs or external agencies
- Providing additional experiences to enhance the curriculum and so broaden the opportunities available
- Rewards for good attendance and work

How the impact of the Pupil Premium Grant will be measured

The Senior Leadership Team will produce termly reports for the Governing Body including:

- the progress made towards closing the gap, by year group, for socially disadvantaged pupils and their peers
- an outline of the provision that was made since the last meeting
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular intervention

At the end of each academic year the Governors of the school will ensure that their Pupil Premium Strategy is published. The content of this report will fulfil the requirements of the DfE but will include how the funding has been used and its impact on closing the gap for disadvantaged pupils. The strategy will appear on our school website.

Year Group	Barrier being addressed:	Item/Project	Objective	Cost	Impact
Costs in many cases represent a contribution towards the full cost					
Whole School	A	Breakfast Club	Breakfast club run by school staff offering low cost breakfast, supporting both working parents and children who struggle to get to school on time.	£3,500	Gave an opportunity for children to interact/socialise across year groups (Nursery to Yr 6). Breakfast Club well attended.
Whole School	D	Subsidy of Educational Visits	Children demonstrate greater understanding related to 'topic' areas and produce good quality writing.	£4,900	Provided new and stimulating experiences for the children to support the development of knowledge. See blog.
Whole School	D	Experts/ Specialists invited to school to enhance school delivery	To Provide additional experiences to enhance the curriculum and so broaden the opportunities available, e.g. Science shows, history workshops, Mighty Zulu Nation.	£5,000	Hands on practical experiences that motivate and inspired children. See blog.
Whole School	F	Learning Mentor	Provide social and emotional support to specific children Support for families	£18,000	Targeted social and emotional support provided.
Whole School	G	Additional Educational Psychology time	To undertake assessments, provide advice for specific support programmes, to contribute to submissions for Education Health Care Plans	£5,500	6 children were granted with an EHCP; 2 children have had a draft EHCP issued. 2 children received TAF funding.
Whole School	F	Full time TA to provide behaviour support	Provide social and emotional support to specific children during the school day to improve behaviour	£18,000	Behaviour analysis shows the number of behaviour incidents have reduced.
Whole school	G	Non-teaching SENCO	Ensures continued drive for improved outcomes for SEN children Monitoring and supporting staff	£15,920	6 children were granted with an EHCP; 2 children have had a draft EHCP issued. 2 children received TAF funding.
Whole School	D	Teaching Assistants contracts extended by half an hour at lunchtime	To provide better quality provision at lunchtime by means of more staff on duty and more choice of activities. Which in turn results in children being more focussed and ready to work in the afternoon.	£9,540	Improved lunchtime provision
Whole School	E	Children's University Project	Increasing children's self-esteem, confidence and aspirations through new experiences.	£1,500	75 children graduated at Salford University.
Whole School	D	Full time teacher released to provide high quality sport lessons	Provides high quality PE lessons for all children in school	£26,000	See Sports Premium impact report

Whole School	B	Temporary TLR for Sports	A strategic approach to promoting physical activity, extra-curricular competitions and sports participation across school	£1,500	See Sports Premium impact report
Whole School	D	Petrol for mini bus	Improves the ability to take children out of school e.g. for sporting activities	£300	See Sports Premium impact report
Whole School	A and B	Release time for staff to work with PIN (Primary Improvement Network)	<p>Current collaborations include:</p> <ul style="list-style-type: none"> • Reading • Early Years • Attendance • More able <p>All are designed to make improvements in priority areas.</p>	£2,000	<p>The PIN group worked together to improve more able provision, early years, maths, writing moderation, NQT/RQT CPD and attendance</p> <p>See PIN impact report for more details.</p>
Whole School	B	Temporary TLR for Computing	Develop children's computing skills to raise attainment in core subjects. Line managing the computing technician	£1,500	A range of computing resources used to teach the curriculum.
Whole School	B, D, F	Forest school	Adapting/using the school grounds to provide hand on learning experiences in the natural, outdoor environment	£2,500	All year groups have been involved in Forest School activities/events throughout the school year. A storage unit has been adapted near the outdoor area to house children's water proofs and equipment.
Whole School	B	Temporary TLR for Science + additional resources	A strategic approach to improving science across school, including the implementation of the forest school approach	£5,000	Science outdoor learning training. Science days – specialists invited into school for workshops/presentations. All staff have had training on how to use the outdoor environment to teach Science.
Whole School	B	Temporary TLR for More able	A strategic approach to improving the provision for more able children	£1,500	An increase in percentage of children achieving Greater depth at KS1 in Reading and Maths. An increase in percentage of children achieving Greater depth at KS2 in Reading, Writing and Maths.
Early Years	C	Speech and Language	Targeted speech and language support through gap analysis	£ 21,380	Speech and Language has a significant impact on children's language development. See Speech and Language impact report.
Early Years	B and C	Additional TA in EY	Targeted at supporting specific children	£14,000	12% increase in GLD
Year 1	B	Purchase of 'Big Books' used to support reading and writing	High quality 'big books' to be used when teaching writing and reading	£900	7% increase in children working at the expected standard in reading and 14% increase in children working at greater depth

Lower Key Stage 2	B	Non class based teacher to provide small group/1-1 teaching of reading	Improve the number of children who can read fluently	Costed in non- class based teachers	Children reading at the age related expectation in Year 4 has risen from 56% to 72% and the percentage reading at greater depth has risen from 25% to 41%
Years 2 - 6	B	Changes to our 'guided reading' provision to 'Class Comp'	All children to have an individual copy of the quality texts they are studying each half term	£3,000	Years 2,4 5 and 6 show an average increase of 20% on the number of children meeting the age related expectation.
Key Stage 2	B	A purpose built library area for Key Stage 2	Children have access to high quality texts that they can read in a nice environment	£12,000	Key Stage 2 children visit the library on a weekly basis and have the opportunity to read a range of books.
Key Stage 2	B and G	3 non-classed based teachers employed to deliver intervention programmes	To use teacher expertise to deliver high quality intervention programmes in English and Maths.	£98,600	Key Stage 2 Results (All Children) Reading 79% (75% national) Writing 82% (78% national) Maths 86% (76% national) SPAG 82% (78% national) Combined 75% (64% national) Disadvantaged children achieving the expected standard: Reading 76% Writing 79% Maths 82% Key Stage 2 Progress: Reading: 3.7 Writing: 4.3 Maths: 6.6
Key Stage 2	B and G	TAs targeting children who need additional support	To promote accelerated progress in order that children achieve age-related expectations	£15,000	Increases in the percentage of children meeting age related expectations in Years 4, 5 and 6 in Reading, Writing and Maths
Year 5 and 6	B and G	Setting in Maths (3 groups)	Specific and targeted support that challenges all children	Costed in non-class based teachers	Key Stage 2 Results (All Children) Maths 86% (76% national) Key Stage 2 Results (Disadvantaged) Maths 82% Key Stage 2 Progress: Maths: 6.6
Year 5	D and F	Skillforce	Develop teamwork through a range of activities including written work, sport and learning first aid including CPR	£20,000	All Year 5 children achieved the Junior Prince's Award.
Year 6	B and G	Year 6 PiXL intervention resources	Provides resources to use with Year 6 children to develop Maths and English skills.	£2,500	Key Stage 2 Results (All Children) Reading 79% (75% national) Writing 82% (78% national)

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Year 6	B and G	Teaching Assistants assigned to Year 6 classes	Small group support and development of maths and English skills	£15,000	<p>Key Stage 2 Results (All Children) Reading 79% (75% national) Writing 82% (78% national) Maths 86% (76% national) SPAG 82% (78% national) Combined 75% (64% national)</p> <p>Disadvantaged children achieving the expected standard: Reading 76% Writing 79% Maths 82%</p> <p>Key Stage 2 Progress: Reading: 3.7 Writing: 4.3 Maths: 6.6</p>