



Peel Hall Primary School Pupil Premium Strategy 2019/20

Context

Peel Hall Primary School is a two form entry Primary School in Little Hulton, Salford. There are 468 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 2019/20 is £320,140

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 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 made.
- 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.	£5,000 (Costed in staff time)	
Whole School	D	Subsidy of Educational Visits	Children demonstrate greater understanding related to 'topic' areas and produce good quality writing.	£4,000	
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	
Whole School	F	Learning Mentor	Provide social and emotional support to specific children Support for families	£24,256	
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	
Whole School	F	TA to provide behaviour support	Provide social and emotional support to specific children during the school day to improve behaviour	£18,743	
Whole school	G	Non-teaching SENCO	Ensures continued drive for improved outcomes for SEN children Monitoring and supporting staff	£16,000	
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	
Whole School	E	Children's University Project	Increasing children's self-esteem, confidence and aspirations through new experiences.	£2,000	

Whole School	D	Petrol for mini buses Tax Service	Allows children to take part in more sporting activities Enables staff to arrange more trips and visits at little or no cost to parents/carers.	£400 £330 £325	
Whole school	D	Trade in of minibus to purchase a bus more staff are able to drive	Allows children to take part in more sporting activities Enables staff to arrange more trips and visits at little or no cost to parents/carers.	£9000	
Whole School	A and B	Release time for staff to work with PIN (Primary Improvement Network)	Current collaborations include: <ul style="list-style-type: none"> • Moderation • CPD Year 4 • Attendance • More able All are designed to make improvements in priority areas.	£2,000	
Whole School	B	Installation of MUGA on rear field	To increase participation in sport and to broaden opportunities relating to range of sports available	£12,000	
Early Years	C	Speech and Language	Targeted speech and language support through gap analysis	£ 21,000	
Early Years	B and C	Additional TA in EY	Targeted at supporting specific children	£14,000	

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	
Key Stage 2	B and G	2 non-classed based teachers employed to deliver intervention programmes	To use teacher expertise to deliver high quality intervention programmes in English and Maths.	£80,000	
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	£30,000	
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	
Year 5	D and F	Commando Joe	Develop teamwork through a range of activities including written work, sport and learning first aid including CPR	£13,000	
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	
Year 6	B and G	Teaching Assistants assigned to Year 6 classes	Small group support and development of maths and English skills	£20,000	

Due to school closures to most children from March 2020, the 2019/20 strategy will continue into the 2020/21 academic year.