



## Peel Hall Primary School Pupil Premium Strategy 2018/19

### Context

Peel Hall Primary School is a two form entry Primary School in Little Hulton, Salford. There are 458 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 2018/19 is £330,194

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
<b>Costs in many cases represent a contribution towards the full cost</b>					
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)	Children from Nursery through to Year 6 are able to access breakfast club (without booking) giving pupils the opportunity to interact/socialise with other children, helping to reduce any anti-social behavior on the playground before school starts. School records show that Breakfast Club is well attended.
Whole School	D	Subsidy of Educational Visits	Children demonstrate greater understanding related to 'topic' areas and produce good quality writing.	£4,500	A wide range of visits have been undertaken to boost children's knowledge of the world beyond Little Hulton and to provide new and stimulating experiences. 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	A range of curriculum enrichment activities have been undertaken during the academic year to promote pupil involvement in all aspects of pupil life - support academic studies, others enable pupils to benefit from new challenges and to engage in teamwork and other life skills.
Whole School	F	Learning Mentor	Provide social and emotional support to specific children Support for families	£24,256	There has been an investment in raising pupil's self-esteem and resilience by using a range of therapies/programmes, delivered in small groups to allow the opportunity for children to socially interact and speak. The work has been extended to support parent/carers with managing behaviours, anger management and general advice on establishing boundaries and routines in the home in response to parents' requests for help.
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	10 children were granted with an EHCP; 1 child had a draft EHCP issued.
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	£18,743	Behaviour data shows the number of low level behaviour incidents have reduced. Fixed

					term exclusions have fallen from 5 in 2017/18 (15 sessions) to 2 in 2018/19 (7 sessions).
Whole school	G	Non-teaching SENCO	Ensures continued drive for improved outcomes for SEN children Monitoring and supporting staff	£16,000	10 children were granted with an EHCP; 1 child had a draft EHCP issued.
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 provision in the dining room, on the playground and the daily use of the Multi-Use Games Area (M.U.G.A.) at lunchtime.
Whole School	E	Children's University Project	Increasing children's self-esteem, confidence and aspirations through new experiences.	£2,000	83 children graduated at Salford University (Summer 2019)
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 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	See Sports Premium impact report
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"> <li>• Moderation</li> <li>• CPD Year 4</li> <li>• Attendance</li> <li>• More able</li> </ul> All are designed to make improvements in priority areas.	£2,000	Various groups collaborated together to improve the provision for early years, maths, writing moderation, Y4 NQT/RQT CPD and attendance.
Whole School	B, D, F	Forest school – further tree planting to improve environment	Adapting/using the school grounds to provide hand on learning experiences in the natural, outdoor environment	£5,000	63 trees (different varieties) planted in the Forest School area to develop woodland and green spaces within the school grounds encouraging insects/wildlife habitation, understanding of seasonal changes and
Whole School	B	Hideout House to facilitate outdoor learning in Forest School area.	A strategic approach to improving science across school, including the implementation of the forest school approach	£12,000	Provide a base for groups or classes to use when working in the outdoor environment when solving problems, holding discussions or working quietly on a project.
Early Years	C	Speech and Language	Targeted speech and language support through gap analysis	£ 21,000	Assessment data indicates children have made good progress
Early Years	B and C	Additional TA in EY	Targeted at supporting specific children	£14,000	More one to one and small group work has been possible.

Years 2 - 6	B	Consolidation of changes to our 'guided reading' provision to a whole class approach	All children to have an individual copy of the quality texts they are studying each half term	£3,000	End of Key stage 1 and 2 data shows the percentage of children meeting age related expectations in Years 2 and 6 is in line with National Expectations. Those achieving greater depth in Y6 was 17% (6% higher than national).
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 73% (73% national) Writing 81% (78% national) Maths 92% (79% national) SPAG 81% (78% national) Combined 69% (65% national)  Disadvantaged children achieving the expected standard: Reading 66% (62% National) Writing 79% (68% National) Maths 92% (67% National)  Key Stage 2 Progress: Reading: 1:0 Writing: 0.7 Maths: 4.2
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	£20,000	End of KS2 progress: Reading: 1:0 (LA 0:0) Writing: 0.7 (LA 0:0) Maths: 4.2 (LA 0:0)
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	92% of pupils achieved ARE in mathematics in Y6 SATS. 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	£13,000	All Year 5 children achieved the PWA 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 73% (73% national) Writing 81% (78% national) Maths 92% (79% national) SPAG 81% (78% national) Combined 69% (65% national)
Year 6	B and G	Teaching Assistants assigned to Year 6 classes	Small group support and development of maths and English skills	£20,000	Key Stage 2 Results (All children) Reading 73% (73% national) Writing 81% (78% national) Maths 92% (79% national) SPAG 81% (78% national) Combined 69% (65% national)

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