



### Pupil Premium Strategy Statement 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

#### SCHOOL OVERVIEW

Detail	Data
School name	Peel Hall Primary School
Number of pupils in school	456
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021 - 2024
Date this statement was published	January 2022
Date on which it will be reviewed	July 2022 1 <sup>st</sup> year review
Statement authorised by	Emma Ford
Pupil premium lead	Emma Ford
Chair of Governors	Mark Thornley Chair of Governors

#### FUNDING OVERVIEW

Detail	Amount
Pupil premium funding allocation this academic year	£333,497 (inc £8884 EYFS)
Recovery premium funding allocation this academic year	£33,930
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£367,427</b>

## PART A: PUPIL PREMIUM STRATEGY PLAN

### Statement of Intent

- Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are high attainers.
- We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.
- High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.
- Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.
- Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme, including non-disadvantaged pupils.
- Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.
- To ensure they are effective we will:
  - Ensure disadvantaged pupils are challenged in the work that they're set
  - Act early to intervene at the point need is identified
  - Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### CHALLENGES

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge	Detail of Challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are prevalent among our disadvantaged pupils than their peers.
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than peers. This impacts on their development as readers.
4	Weak Language and Communication skills Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2.
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in both reading and mathematics.
6	Our SDQ (Strength and Difficulties Questionnaires), pupil voice and Early Help Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to absences, and a lack of enrichment opportunities during school closure. Teacher referrals for support to our Learning Mentor have markedly increased since the pandemic to 41.3% of pupils receiving 1-1 and small groups support.
7	Our attendance data over the last 2 years indicates that attendance, including disadvantaged pupils, remains a challenge (20/21 figures below 95%). There has also been a rise in children who are 'persistently absent' from school, for a variety of reasons. Our assessments and observations indicate that absenteeism is negatively impacting pupils' progress as they miss vital teaching.

## INTENDED OUTCOMES

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended Outcome	Success Criteria
Improved reading attainment among disadvantaged pupils.	KS2 Reading outcomes in 2024 show that more disadvantaged pupils met the expected standard and are in line with non-disadvantaged pupils.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 Maths outcomes in 2024 show that more disadvantaged pupils met the expected standard and are in line with non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of well-being from 2024/25 demonstrated by: <ul style="list-style-type: none"><li>• Qualitative data from student voice, student and parent surveys and teacher observations</li><li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li></ul>
To achieve and sustain improved attendance for all pupils, including disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"><li>• Overall absence rate for all pupils being no more than 4%.</li></ul>

## ACTIVITY IN THIS ACADEMIC YEAR

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £215,427**

Activity	Evidence that Supports this Approach	Challenge
<ul style="list-style-type: none"> <li>Purchase of standardised diagnostic assessments.</li> <li>Training for staff to ensure assessments are interpreted and administered correctly.</li> <li>Purchase Costs £3000</li> <li>NTS Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</li> <li><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></li> </ul>	1, 2, 3, 4, 5
<ul style="list-style-type: none"> <li><a href="#">Phonics: Purchase of a DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</li> <li>Little Wandle resources and decodable reading books £20,000</li> <li>Phonic Leadership Role</li> <li>Staff CPD time</li> </ul>	<ul style="list-style-type: none"> <li>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</li> <li><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></li> </ul>	2 3
<ul style="list-style-type: none"> <li>Enhancement of maths teaching and curriculum planning in line with DfE guidance</li> <li>Fund additional teaching staff close gaps and ensure children prepared for KS3</li> <li>3 Full Time teachers – I Hamilton, C Broomfield &amp; R McGibbon +</li> </ul>	<ul style="list-style-type: none"> <li>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</li> <li><a href="#">Maths guidance KS1 and 2.pdf (publishing.service.gov.uk)</a></li> <li>The EEF guidance is based on a range of the best available evidence:</li> <li><a href="#">Improving Mathematics in Key Stages 2 and 3</a></li> </ul>	3 5
<ul style="list-style-type: none"> <li>Improve quality of social and emotional learning (SEL).</li> <li>SEL approaches to be embedded into routine educational practices and supported by staff prof dev</li> <li>Whole school values culture</li> <li>Learning Mentor Role</li> <li>PiXL (Mind to be Kind)</li> </ul>	<ul style="list-style-type: none"> <li>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</li> <li><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></li> </ul>	5 6
<ul style="list-style-type: none"> <li>Targeted small tutoring/teaching groups with a teacher will be identified from data to ensure catch up funding is used to impact on those most affected by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</li> <li>D Taylor – teacher Day and a half a week for Y3</li> </ul>	<ul style="list-style-type: none"> <li>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</li> <li><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></li> <li><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></li> </ul>	4, 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)		
Budgeted cost: £80,000		
Activity	Evidence that Supports this Approach	Challenge
<ul style="list-style-type: none"> <li>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</li> <li>Additional TAs trained to deliver EYFR-Y3</li> </ul>	<ul style="list-style-type: none"> <li>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <ul style="list-style-type: none"> <li><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></li> </ul> </li> </ul>	2, 3
<ul style="list-style-type: none"> <li><b>Embedding dialogic activities</b> across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</li> <li><a href="#">ELKLAN</a>: Resource and fund on-going staff training and release time</li> <li>Full time member of staff &amp; TA for 2 days a week (Michell Godiff &amp; Elaine Sigh)</li> </ul>	<ul style="list-style-type: none"> <li>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussions, are inexpensive to implement with high impacts on reading: <ul style="list-style-type: none"> <li><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></li> </ul> </li> </ul>	1, 2

Wider strategies (for example, related to attendance, behaviour, wellbeing)		
Budgeted cost: £72,000		
Activity	Evidence that Supports this Approach	Challenge
<ul style="list-style-type: none"> <li>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school values and improving behaviour across school.</li> </ul>	<ul style="list-style-type: none"> <li>Rewards, targeted interventions and universal approaches can have positive effects: <ul style="list-style-type: none"> <li><a href="#">Behaviour interventions EEF (educationendowmentfoundation.org.uk)</a></li> </ul> </li> </ul>	5, 6
<ul style="list-style-type: none"> <li>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</li> <li>This will involve training and release time for staff to develop and implement new procedures and work closely with the local authorities Education Welfare Officer. <ul style="list-style-type: none"> <li>EWO (high investment)</li> <li>Headteacher at front of messages</li> <li>LM (LA) for attendance/safeguarding</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</li> </ul>	6, 7
<ul style="list-style-type: none"> <li>Contingency fund for acute issues.</li> </ul>	<ul style="list-style-type: none"> <li>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</li> </ul>	All

**Total budgeted cost: £367,427**

## PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

### Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

- Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.
- Our assessment of the reasons for these outcomes points primarily to the significant detrimental impact Covid-19 had on pupils learning, which disrupted all subject areas to varying degrees.
- As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching, targeted interventions and enrichment activities to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources.
- Overall attendance in 2020/21 was lower than in the preceding year at time of closure although we had a large number of disadvantaged pupils attending school. Since the pandemic school attendance data is consistently below 95%.
- Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### EXTERNALLY PROVIDED PROGRAMMES

Programme	Provider
PiXL	The PiXL Club Ltd
Little Wandle Letters and Sounds	Wandle Learning Trust
IXL	IXL Learning
TT Rockstars	Maths Circle
White Rose Maths	White Rose
Oak National Academy	Oak National Academy
Discovery Espresso & Coding	Discovery Education
Oxford Owl e-library	Oxford University Press
The Literacy Shed	Literacy Shed