



Peel Hall Primary School Pupil Premium Strategy 2020/2021

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 2020/21 is £329,440. 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.

Objective 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	£5,000 (Costed in staff time)	

			working parents and children who struggle to get to school on 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, author, BMX, Circus Day etc.	£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	£9,540	

			more focussed and ready to work in the afternoon.		
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	B	Curriculum Resources – to enable high quality remote learning	To enable pupils to access IXL at home and undertake maths and English work which gives instant feedback and rewards to pupils.	£2500	
Whole School	B	Curriculum Resources to support children with return to full time school education	PIXL Social and Emotional Resources for teaching PSHE	£2000	
Whole School	D	Development of school grounds for recreation times.	“Tangled Huntsmann” wooden climbing structure and rubber surface for use at playtimes and lunchtimes. Artificial grass areas to widen play areas.	£30,000	
Whole School	B	More staff employed to meet the needs of the pupils.	To close gaps in basic knowledge (English & Maths), allow smaller group teaching and support children with social and emotional needs on returning to school following lockdown.	5 TAs - £14, 000 = £70 000 2 HLTAS £23,400 = £46,800 2 additional Teachers = £90,000	
KS1 / KS2	D	Visit by author for World Book Day	James Campbell storyteller	£1000	
Year 6	D	Festival Day	Photographer to record and create video of the day with the children.	£250	
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	