

Pupil premium strategy statement 2020/21

School overview

Metric	Data
School name	Peel Hall Primary School
Pupils in school	273
Proportion of disadvantaged pupils	63% (172 children)
Pupil premium allocation this academic year	£189,351
Academic year or years covered by statement	2020-21
Publish date	September 2020
Review date	July 2021
Statement authorised by	
Pupil premium lead	
Governor lead	

Disadvantaged pupil progress scores for last academic year (due to Covid these are 2018/19 results)

Measure	Score
Reading	-1.81
Writing	-3.26
Maths	-4.67

Measure	Score
Meeting expected standard at KS2	47%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 To narrow the attainment gap between disadvantaged and non-disadvantaged pupils	Ensure all staff (including new staff) have received RWI training and support from RWI lead to ensure that disadvantaged pupils obtain the required attainment outcomes against their peers nationally, based on the year 1 phonics screening check.

<p>Priority 2 For all disadvantaged pupils to make at least nationally expected progress</p>	<p>Work with Maths No Problem to further develop the teaching for mastery approach across all year groups, including EYFS.</p>																	
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Ensuring staff use evidence-based whole-class teaching interventions • On entry to Nursery most children have low language and communication skills. • Due to poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' EYFS children have. • In KS1 and KS2, children typically struggle to explain their thinking and are not exposed to a wide range of vocabulary outside of school. • 30% of disadvantaged pupils are on the SEN register. • 2 out of 3 children with EHCs are also disadvantaged. • 27% of our disadvantaged pupils are classed as persistent absentees 																	
<p>Projected spending</p>	<table border="1"> <tr> <td data-bbox="630 1108 1029 1176">RWI Lead released</td> <td data-bbox="1029 1108 1423 1176">£8792.03</td> </tr> <tr> <td data-bbox="630 1176 1029 1288">RWI training and online phonics</td> <td data-bbox="1029 1176 1423 1288">£1810</td> </tr> <tr> <td data-bbox="630 1288 1029 1377">Additional TA for RWI and 1:1 interventions</td> <td data-bbox="1029 1288 1423 1377">£18,648</td> </tr> <tr> <td data-bbox="630 1377 1029 1444">MNP INSETs</td> <td data-bbox="1029 1377 1423 1444">£2388</td> </tr> <tr> <td data-bbox="630 1444 1029 1534">Release of EYFS TA to attend NELI training</td> <td data-bbox="1029 1444 1423 1534">£250.08</td> </tr> <tr> <td data-bbox="630 1534 1029 1624">Educational Psychologist</td> <td data-bbox="1029 1534 1423 1624">£9680</td> </tr> <tr> <td data-bbox="630 1624 1029 1713">TA to support EAL/DLD 0.4 FTE</td> <td data-bbox="1029 1624 1423 1713">£14,148</td> </tr> <tr> <td data-bbox="630 1713 1029 1780">Total</td> <td data-bbox="1029 1713 1423 1780">£55,716.11</td> </tr> </table>		RWI Lead released	£8792.03	RWI training and online phonics	£1810	Additional TA for RWI and 1:1 interventions	£18,648	MNP INSETs	£2388	Release of EYFS TA to attend NELI training	£250.08	Educational Psychologist	£9680	TA to support EAL/DLD 0.4 FTE	£14,148	Total	£55,716.11
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	July 2021
Phonics	Achieve national average expected standard in PSC	July 2021
EYFS	Achieve national average good levels of development (GLD)	July 2021
Other	Improve attendance of disadvantaged pupils to LA average (98.5%)	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1</p> <p>Maths - To ensure summative end of KS2 results are at national expectations for progress</p>	<ul style="list-style-type: none"> • To embed the mastery approach across the school. • To further develop teachers understanding and knowledge of the mastery approach. • To develop and improve our assessment of maths though the purchase of Maths No Problem assessments to ensure that it is in line with the Maths No Problem approach. • To analyse summative assessment data and identify the children that require catch up. • To ensure targeted interventions are in place for those children identified though analysis of assessment data. • To purchase further manipulatives to support the CPA approach. • To purchase TT Rockstars and Numbots to support the teaching of mental maths skills and number facts.

	<ul style="list-style-type: none"> • To monitor the use of TT Rockstars and Numbots to encourage engagement. • To identify a suitable mentor to support identified pupils in years 5 and 6, though engaging with the Academic Mentoring Program (Teach First) 						
<p>Priority 2 English - To ensure summative end of KS2 results are at national expectations for progress</p>	<ul style="list-style-type: none"> • Continue to embed use of accelerated reader across KS2 to increase reading for pleasure. • To ensure that the RWI program is monitored closely and pupils making below expected progress are identified for 1:1 intervention. • To further develop our speaking and listening curriculum. • Ensuring children are given learning time to develop their speaking and listening skills. • To target SEN teacher to provide 1:1 sessions for identified pupils with specific learning needs. • To promote a love of reading across the school through work in place to achieve the Gold Reading Award. • To analyse summative assessment data and identify the children that require catch up. 						
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Pupils returned in September after a 6-month period of school closures due to the pandemic. The remote learning provision was limited during this period of time and there was minimal engagement from families. • Only a small number of key worker pupils were in school during the lockdown. • Pupils basic emotional and social needs may not be currently met due to the pandemic and thus means they are not in a position to make accelerated progress. • Pupils social skills and behaviour at lunchtime may need development due to the long period of lockdown. 						
<p>Projected spending</p>	<table border="1"> <tr> <td data-bbox="647 1839 1031 1928">TT Rockstars and Numbots</td> <td data-bbox="1031 1839 1406 1928">£262.80</td> </tr> <tr> <td data-bbox="647 1928 1031 1984">MNP Assessments</td> <td data-bbox="1031 1928 1406 1984">£1730.04</td> </tr> <tr> <td data-bbox="647 1984 1031 2031">Maths Manipulatives</td> <td data-bbox="1031 1984 1406 2031">£1081.22</td> </tr> </table>	TT Rockstars and Numbots	£262.80	MNP Assessments	£1730.04	Maths Manipulatives	£1081.22
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	Academic Mentor	£1600
	SEN Teacher 0.8 FTE	£28,392
	Accelerated Reader	£1811
	Additional LO	£3398
	TAs for interventions	£59,620
	Total	£97,895.06

Wider strategies for current academic year

Measure	Activity
<p>Priority 1</p> <p>To improve attendance and progress of disadvantaged pupils and ensure that they are in line with national expectations.</p>	<ul style="list-style-type: none"> To identify pupils who are falling behind national and those at risk of being classed as a Persistent Absentee. To provide tailored support for families with poor attendance and engage with LA attendance team. Regular home visits/Team around the child meetings for those families causing concern and who are hard to engage.
<p>Priority 2</p> <p>To support the mental health and wellbeing of our pupils</p>	<ul style="list-style-type: none"> To ensure that our PSHE provision is an important aspect of our curriculum. To ensure that all children are accessing additional PSHE/Wellbeing sessions. To develop teachers behaviour management strategies in terms of managing pupils with SEMH needs. Establish a regulation station in KS2 to support children with SEMH needs to self-regulate.
<p>Priority 3</p> <p>To work reactively with our families in need and provide bespoke support</p>	<ul style="list-style-type: none"> Deputy Safeguarding Lead and family support worker to be flexible in their approach to responding to the needs of our families
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> Poor attendance, including the impact of Covid-19 Pupils basic emotional and social needs may not be currently met due to the pandemic and thus means they are not in a position to make accelerated progress. An increase in the number of pupils who are disadvantaged

Projected spending	Deputy Safeguarding Lead	£27,504
	Family Support Worker (0.2 FTE)	£10,280
	Bridgelea Support	£525
	Total	£38,309

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring sufficient time is given for staff to access high quality CPD	Use of INSET days and twilight sessions Release time for teachers to attend training when necessary
Targeted support	High levels of staff absence affecting the ability for interventions to take place	School to allocate a significant amount to supply costs
Wider strategies	Engaging hard to reach families	Home visits where necessary and virtual meetings. Work closely with other agencies, including local schools.

Total Projected Spend	£191,920.17
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