

## Pupil premium strategy statement

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 Common Primary School ( from January 1 <sup>st</sup> 2025)
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	31% 61 children 32 Disadvantaged 29 Service FSM – 31 LAC – 1 PLAC – 2 SGO - 2
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2026
Date this statement was published	September 2024
Date on which it will be reviewed	July 2024, July 2025, July 2026
Statement authorised by	Mrs Z Dudley, Headteacher
Pupil premium lead	Mrs Z Dudley
Governor	Mrs B Birse, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (24 – 25)	£61,505
Recovery premium funding allocation this academic year	£0

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
	£0

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all children, 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 children to achieve that goal, including progress for those who are already high attainers

The culture and ethos at Peel Common Junior School is positively built around the notion of **every** child being entitled to:

- Access to suitable, high quality provision, which meets diverse need and diminishes barriers to participation and engagement.
- Equity of access and onward life chances; those who need something more or something different in order to realise this ambition do receive something more or different.
- A rounded education; each having access to and benefiting from a breadth of experience and cultural capital.
- An education, which includes early intervention and prevention to tackle, diminish or advert potential barriers to success.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children 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 children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to broader challenges faced as well as individual needs, which will be identified through robust diagnostic assessment, not assumptions about the impact of disadvantage. The range of approaches detailed in the strategy below will support each other to enable success for all children, both disadvantaged and non-disadvantaged.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with children during learning indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. These are evident across

	KS2 and are more prevalent among our disadvantaged children than their peers.
2	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged children have been impacted by partial school closures to a greater extent than for other children. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to children falling further behind age-related expectations.</p>
3	There is a significant number of children who are eligible for Free School Meals and also have been identified as having an SEN need or SEN Support (71% 20/29)). Some of these do not make sufficient progress to meet age related expectation.
4	Our assessments and transition conversations indicate that children in Year 3 have experienced greatest disruption to learning resulting in significant knowledge gaps and underdeveloped social and emotional skills.
5	From assessment and discussions with children and families, the lockdowns, Covid restrictions and ongoing economic pressures over the previous 3 years have meant that they have missed on cultural experiences and opportunities to explore the world around them, particularly within the arts and national heritage. This is evident across all of KS2 and has contributed to gaps in knowledge and skills.
6	Since the amalgamation of Peel Common Junior School and Peel Common Infant school on January 1 <sup>st</sup> 2025, further information is required regarding numbers of children and their needs in order to make accurate provision for the Summer term 2025.

## 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
'Good' teaching and learning to enable all children to make expected or better progress in maths, writing and reading across the key stage.	<p>All teaching to be 'Good' or better in all classes as judged by in-school monitoring, triangulation and moderation.</p> <p>CPD impacts directly on quality of teaching.</p> <p>Children will make at least expected progress or better in lessons and over time.</p>
To improve standards and outcomes in maths, reading and writing so that combined is line with at least the national average.	End of KS2 results will show that children are at least in line with the national average for ARE combined.

To diminish the gap between disadvantaged children and non-disadvantaged children	The number/percentage of disadvantaged children achieving age related expectations or higher will continue to improve therefore narrowing the gap to national outcomes.
To support and improve outcomes for disadvantaged children with SEND and/or SEMH needs.	Following personalised intervention to meet needs, SEND/SEMH children will make small steps progress as seen via SEND small steps tracking and increased standardised scores. Effective deployment of staff (teaching, support and Inclusion team) to support children.
For children to have a range of broad, meaningful and rich experiences that support their developing social and emotional skills and deepen their understanding of the world and the people in it.	Identified gaps in wider knowledge and skills to be significantly improved and evident from ongoing foundation subject assessment. Increase in participation in enrichment activities, particularly among disadvantaged pupils. Assessments and observations show a significant improvement in children's understanding of the world and others, have a deeper understanding of different countries and cultures. This will also be evident when triangulated with other sources of evidences including book scrutiny, pupil conferencing and ongoing formative assessment.
Appropriate provision is in place for the Reception class and KS1 from the Summer term.	Robust Pupil premium figures Clear profile of the needs of Year R, 1 and 2 pupil premium children. YrR and KS1 pupil premium children to be a focus of pupil progress meetings

## 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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding the use of high quality oral and written feedback to improve children's learning and outcomes.</p> <p>Funding of release time for teachers to provide feedback in a range of ways.</p>	<p>There is an extensive evidence that the use of quality written and oral feedback are inexpensive to implement with high impact on learning.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/feedback">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/teacher-feedback-to-improve-pupil-learning">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,3,4
<p>CPD for staff on how to deliver high quality written and oral feedback to improve learning. Monitoring of feedback provided.</p>	<p>There is strong evidence that feedback has the highest impact when delivered by teachers. CPD and monitoring will support all staff to give high quality feedback to identify strengths and move learning forwards and ensure that teaching staff embed this in their practice.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/feedback">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/teacher-feedback-to-improve-pupil-learning">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,3,4
<p>Monitoring and Leadership time to be provided at regular intervals throughout the year to ensure effective implementation and success.</p>	<p>The Education Endowment Foundation state that implementation is a key aspect of what school's do to improve therefore providing time to ensure that it is effective will support the success of the strategy and intended outcomes to be met.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/putting-evidence-to-work-a-schools-guide-to-implementation">Putting Evidence to Work - A School's Guide to Implementation   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4, 5
<p>SEND/PP/SLT joint pupil progress meetings at each assessment point</p>	<p>Holding regular pupil progress meetings has enabled all stakeholders to have a clear understanding of emerging needs, review actions put in place and establish a course of</p>	1, 2, 3, 4

to identify trends, monitor progress and form action plans to address gaps as required.	action/intervention to meet needs. Involving all key leaders and teaching staff at the point of this discussion and analysis will enable all parties to provide timely support to ensure progress.	
Investment of a DfE validated Systematic Synthetic Phonics programme to secure high quality phonics teaching for all children.	There is significant evidence that phonics is an important part in the development of early reading, although not necessarily comprehension, and particularly for disadvantaged children. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2, 4, 5

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £23,571

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to Learning by Questions for Y5/6 children to improve oral language skills and vocabulary.	Oral language interventions have a high impact on children's progress. Use of Learning by Questions in Y5/6 2022-23 showed significant progress over the trial period as well as exceptionally high engagement and motivation. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4
Reading Fluency Project intervention led by qualified staff and regularly quality assured, training and resources to support delivery.	Research has found that fluency is the bridge between effortful decoding and comprehension. Fluency is needed to be proficient readers and have full access to the curriculum. <a href="https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</a>	1, 2, 3, 4

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 35,396

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support provided by the Inclusion team, HSLW and ELSAs. This will include Provision for Young Carers and Forces Clubs to be run regularly and for those to be established with groups of children that are experiencing similar needs. These groups will support the ongoing emotional wellbeing of the children and their families. Working alongside classes to support and promote wellbeing. Completing diagnostic assessments and referrals to create targeted support plans. Working with children to deliver ELSA programmes.</p>	<p>EEF identifies that supporting behaviour, metacognition, self-regulation and social and emotional learning all have significant impact on progress over time.</p> <p>ELSA and HSLW evidence over the previous years has shown that this provision has a significant impact on the wellbeing of children and their families, which supports their lifelong learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/behaviour-interventions/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/metacognition-and-self-regulation/">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/social-and-emotional-learning/">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	2,4,5
<p>Supporting parental choice for use of some PP funding towards an area of enrichment the family identifies as needed.</p>	<p>Previous approaches have not had the sustained impact desired. This approach is used by several schools within the local authority and supports parental engagement as well as allowing individuals to choose the enrichment they would like to be a part of.</p>	2, 5



	<a href="https://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	
Contingency fund for specific, acute issues.	Previous experiences and a time of economic flux has led us to identify the need to reserves a small contingency fund to enable us to quickly respond to new needs that arise.	1,2,3,4,5

**Total budgeted cost: £70,967**

## 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 2022 to 2023 academic year.

Intended outcome	Success criteria	As of July 2024
'Good' teaching and learning to enable all children to make expected or better progress in maths, writing and reading across the key stage.	All teaching to be 'Good' or better in all classes as judged by in-school monitoring, triangulation and moderation. CPD impacts directly on quality of teaching. Children will make at least expected progress or better in lessons and over time. Lowest 20% children are monitored and progress is regularly checked and reviewed.	All teaching is 'Good' or better in all classes as judged by in-school monitoring (monitoring visit by LA March 2024), triangulation and moderation. CPD has impacted directly on quality of teaching (monitoring visit, HIAS reports). Children will make at least expected progress or better in lessons and over time. See analysis of end of year results. Lowest 20% readers make good or better progress over time. See analysis of end of year results.
To improve standards and outcomes in maths, reading and writing so that combined is line with at least the national average.	End of KS2 results will show that children are at least in line with the national average for ARE combined.	See the KS2 results summary below. <b>Year 6 23 – 24 achieved combined national average</b>
To diminish the gap between disadvantaged children and non-disadvantaged children	The number/percentage of disadvantaged children achieving age related expectations or higher will continue to improve therefore narrowing the gap to national outcomes.	See data summaries below. The gap between disadvantaged children and non-disadvantaged children is not closing as fast as we would wish. This remains a focus for all year groups in the following year's School Improvement Plan and PP Strategy document.

<p>To support and improve outcomes for children with SEND and/ or SEMH needs.</p>	<p>Following personalised intervention to meet needs, SEND/SEMH children will make small steps progress as seen via SEND small steps tracking and increased standardised scores.</p> <p>Effective deployment of staff (teaching, support and Inclusion team) to support children.</p>	<p>Following personalised intervention to meet needs, SEND/SEMH children are making small steps progress as seen via SEND small steps tracking, RAP and increased standardised scores.</p> <p>There has been continued effective deployment of staff (teaching, support and Inclusion team) to support children observed when monitoring (LA Monitoring visit March 2024)</p> <p>Extensive PBS support for year groups, staff and individual children has increased the support received by children with SEMH and SEND needs.</p>
<p>For children to have a range of broad, meaningful and rich experiences that support their developing social and emotional skills and deepen their understanding of the world and the people in it.</p>	<p>Identified gaps in wider knowledge and skills to be significantly improved and evident from ongoing foundation subject assessment.</p> <p>Increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Assessments and observations show a significant improvement in children's understanding of the world and others, have a deeper understanding of different countries and cultures. This will also be evident when triangulated with other sources of evidences including book scrutiny, pupil conferencing and ongoing formative assessment.</p>	<p>As a result of a whole school approach to developing broad, rich and meaningful experiences, children have begun be more knowledgeable about the world and different cultures.</p> <p>They demonstrate a wider awareness of different communities as seen in observations, collective worship discussions and pupil conferencing. This is beginning to be evidenced in foundation subjects.</p> <p>Enrichment activities have been provided to all children this year through sporting opportunities such as archery, boxing, Quidditch, tri-golf and street dance. This continues to be a focus as part of the School Improvement plan.</p>

**End of KS2 results:**

Subject	EXS	GDS	National
Reading	77%	26%	74%
Writing (TA only)	72%	10%	72%
Mathematics	72%	15%	73%
Combined	62%	5%	61%

**Pupil Premium****2023**

	Total per year group	Reading	Writing	Maths	Combined
Year 3	9/31	22%/57%	44%/57%	33%/67%	11%/57%
Year 4	5/32	20%/53%	40%/47%	20%/59%	20%/44%
Year 5	6/33	33%/70%	33%/45%	34%/64%	33%/45%
Year 6	11/44	45%/80%	18%/48%	45%/73%	27%/45%

**2024**

	Total per year group	Reading	Writing	Maths	Combined
Year 3	8/34	38%/78%	38%/65%	38%/70%	38%/65%
Year 4	9/28	67%/77%	67%/62%	67%/72%	67%/62%
Year 5	5/32	0%/51%	0%/43%	0%/57%	0%/36%
Year 6	5/39	60%/82%	40%/76%	40%/76%	40%/65%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Forces Club run regularly by ELSA for all children. Targeted support for SEMH needs as they arose through needs-led ELSA and the ELSA programme. Funding support for trips, visits and access to sports clubs and music lessons.
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> <li>Forces club has enabled children to feel part of a community within the school, with children that also have parents within the forces. Children have reported enjoying the club and that their family situation is understood and celebrated.</li> <li>Home School Link Worker; home school link program to support when parents at sea as additional support for families.</li> <li>Attendance at network meetings for the local area with regards to service children.</li> <li>Throughout the year, there have also been opportunities for pastoral support for the service children that have shown a need for this and after liaising with class teachers and ELSA support staff – meeting the emerging needs of these children.</li> <li>Parents and children have come together to celebrate key moments such as Forces Day, Remembrance Day with whole school or Forces club events. Parents have welcomed the opportunity to meet with other Forces families.</li> <li>Individual, targeted support for Forces children through the Forces Club, class teacher support, HSLW and ELSA have</li> </ul>

	<p>enabled children and families to navigate challenging circumstances and deployments.</p> <ul style="list-style-type: none"> <li>• Forces Grant secured for £4000 (22 – 23) for a range of reading materials and lending library for Forces children.</li> </ul>
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**Further information (optional)**