

# 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	Peters Hill Primary
Number of pupils in school	838
Proportion (%) of pupil premium eligible pupils	14.8% 125 Pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr S Duncan, Headteacher
Pupil premium leads	Mr S Duncan, HT Mrs K Adams, Yr 2 YGL
Governor / Trustee lead	Mrs J Belcher, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,190
Recovery premium funding allocation this academic year	£17,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£175,170

# 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 already 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 School Led Tutoring Programme for pupils whose education has been worst affected, 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 number	Detail of challenge
1	<p><b><u>Engagement and Participation</u></b></p> <p>Assessments, observations, and discussions with pupils indicate a high number of disadvantaged pupils who are 'quietly disengaged' in learning. Behaviour of these children is good, but some children are demonstrating 'learnt helplessness'. Questioning across lessons is not always routinely directed at disadvantaged pupils resulting in many being able to avoid high order thinking or early challenge. While our teaching at Peters Hill is good, it needs to be great for our disadvantaged children.</p>
2	<p><b><u>Reading</u></b></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Internal and external assessments indicate that Reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils throughout the school (Average -18% Attainment Gap from Disadvantaged Pupils to Non Disadvantaged Pupils).</p>
3	<p><b><u>Wellbeing and Mental Health</u></b></p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities and social interaction during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. 60 pupils currently require additional support with social and emotional needs and are receiving small group interventions.</p>
4	<p><b><u>Attendance</u></b></p> <p>Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been consistently lower than for non-disadvantaged pupils. On average there is a 3.5% difference between the two groups. This has a direct link to the achievement of disadvantaged pupils across the core subject areas.</p>
5	<p><b><u>Speech and Language</u></b></p> <p>Over the last few years, the number of children requiring speech and language support has increased significantly. This is particularly evident in the early years where a significant number of children have needed intervention support on a regular basis in order to then access the curriculum effectively.</p>

## 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
1. Improved engagement and participation across all lessons	Observations and teacher feedback indicate that disadvantaged pupils are routinely engaged in all elements of lessons and are challenged in their thinking. As a result of this the attainment gap that exists across curriculum subject areas no longer exists.
2. Improved reading attainment among disadvantaged pupils.	Reading outcomes (KS2) in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard or that this group are in line with or above non-disadvantaged pupils.
3. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing 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 reduction in the number of children needing to access intervention groups</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Termly attendance monitoring figures demonstrate that the attendance rate for disadvantaged pupils is above 96% on a consistent basis and/or is in line or above the attendance of non-disadvantaged pupils.
5. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. The percentage of children receiving speech and language support into KS2 has significantly reduced.

## Activity in this academic year (21-22)

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

### Teaching

Budgeted cost: £76,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Research Informed Practice</b> The introduction of a professional development library and additional non-contact time for all teaching staff to have regular 'Research Informed Practice' CPD sessions. Teachers will access articles, podcasts and other training materials in order to evaluate these against the work that they do and to identify areas for development within the classroom. This feedback will be formally captured and monitored through evaluation forms, work trawls and observations. Teaching staff continuing to learn through regular feedback and reflection.	<p>There are a number of research articles that demonstrate the impact of specific teaching and learning strategies shared in the CPD Library. These include the effect that Direct Instruction has on progress and attainment – Engelmann 1964 and more recently John Hattie. It also includes Cognitive Processing Strategies of Craik and Lockhart (1972) and Kirschner and Hendrick (2020).</p> <p>The Education Endowment Foundation suggest that feedback has a +6 impact along with Mastery learning that has +5. This strategy combines both of these elements.</p>	1, 2
<b>Curriculum Mastery</b> Development of whole school curriculum and assessment to include opportunities for Mastery. Subject matter is broken into schema/units with predetermined objectives and specified outcomes. Learners demonstrate mastery on unit tests, before moving on to new material. Extra support is provided through a range of teaching strategies such as more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. Learners continue the cycle of studying and testing until the mastery criteria are met. The class moving on to new material when the teacher decides that the majority of pupils have mastered the unit. Curriculum time is varied according to the progress of the class.	<p>The impact of mastery learning approaches is an additional five months progress (+5), on average, over the course of a year.</p> <p>There is a lot of variation behind this average. It seems to be important that a high bar is set for achievement of 'mastery' (usually 80% to 90% on the relevant test). By contrast, the approach appears to be much less effective when pupils work at their own pace (see also Individualised instruction).</p> <p>Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress (see also Collaborative learning and Peer tutoring).</p>	1, 2

<p><b>Phonics</b> Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p>	<p>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:</p> <p>The average impact of the adoption of phonics approaches is about an additional five months' (+5) progress over the course of a year.</p>	2
<p><b>Reading Comprehension Strategies</b> Reading comprehension strategies to focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves. Ongoing staff training and resourcing of this area.</p>	<p>The average impact of reading comprehension strategies is an additional six months' (+6) progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.</p> <p>There are some indications that approaches involving digital technology can be successful in improving reading comprehension (although there are relatively few studies in this area), particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.</p> <p>Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. No particular strategy should be seen as a panacea, and careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies</p>	2

<p><b>Standardised Assessments</b> Purchase and use of standardised diagnostic assessments (Star Assessments in Reading and Maths)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly and that information is used to inform teaching.</p>	<p>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:</p>	<p>1, 2,</p>
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## Targeted academic support

Budgeted cost: £49500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>School Led Tutoring</b></p> <p>Engaging with the School Led Tutoring Fund for small group tuition. 15 one hour sessions delivered by teaching staff.</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>The average impact of the small group tuition is four additional months' (+4) progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	<p>1, 2</p>

<p><b>NELI – Nuffield Early Language Intervention</b></p> <p>NELI is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. A member of school staff (usually a teaching assistant or early years educator) delivers three small group sessions and two individual sessions to a targeted group of around 3-6 pupils for 20 weeks.</p>	<p>NELI is a Nuffield Foundation initiative and was developed by leading academics in the field of language and literacy development. The aim was to design an evidence-based early intervention programme that could be easily delivered by schools to address children's language needs. Several robust evaluations has led to NELI being the most well-evidence early language programme available to schools in England.</p> <p>NELI was developed by Dr Silke Fricke (University of Sheffield), Dr Claudine Bowyer-Crane (NIESR) and Professors Maggie Snowling and Charles Hulme (University of Oxford). They understood that identifying children's language needs early and providing them with targeted language support could ensure they have the fundamental foundations needed for good language and social and emotional development as well as later literacy and numeracy skills. They adapted approaches frequently used by speech and language therapists and developed NELI as a resource that could be used by schools for pupils in Reception class with weak oral language skills.</p> <p>In 2010/11 the Nuffield Foundation funded a randomised controlled trial in 15 early years settings to evaluate NELI. This research involved comparing the progress in language skills made by children who had received NELI to those who had not. The children who received NELI made significantly more progress in their language skills, compared with children who hadn't received the programme.</p> <p>Following this, the Education Endowment Foundation funded two further randomised controlled trials, both independently evaluated. The latest and largest, published in May 2020, involved 193 primary schools. Staff in the intervention schools received face-to-face training using materials designed by the developers but with the training led by Elklan.</p> <p>The trial found that children receiving the NELI programme made the equivalent of +3 additional months' progress in oral language skills compared to children who did not receive NELI.</p> <p>It received 5 out of 5 on the EEF padlock scale.</p> <p>Children receiving the NELI programme also made more progress in early word reading (+2 months) and children with English as an additional language benefited just as much from the programme as native English speakers.</p>	<p>2, 5</p>
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<b>Year Group TA Intervention</b> Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics/Reading approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics/reading interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	2
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## Wider strategies

Budgeted cost: £36,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Wellbeing and Attitudes to Learning Survey and Strategy with Learning Mentor Support</b> All children in KS2 complete the initial survey and data analysis to take place. Groups identified for learning mentor support through group work. Strategies in place to support pupils development in the core areas of the survey (Positivity, Self-Efficacy, Motivation, Resilience and Persistence). Space allocated in school for group work to take place.	<p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so school should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p>	3
<b>Attendance Review</b> Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training and releasing time for staff to develop and implement new procedures including time for the attendance officer, SLT and middle leaders to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

**Total budgeted cost without RADY implementation: £162050**

**Total budgeted cost with RADY implementation (see below): £175170**

## 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 the 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 Covid-19 impact, which disrupted all our 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 and targeted interventions 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 such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding years at 95%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 5% higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil 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.

## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by our whole school adoption of the RADY (Raising Attainment of Disadvantaged Youngsters).

### **Recovery Pupil Premium Budget**

The Recovery Pupil Premium provides additional funding for state-funded schools in the 2021-2022 academic year.

Our allocation is £17,980 for the academic year. £4860 of this will be used to support the 25% cost of school led tutoring. The remaining **£13,120** will be used to fund the whole school approach to RADY (Raising Attainment of Disadvantaged Youngsters).

Guided by the Education Endowment Foundation's extensive research-based approach, our budget allocation and strategy focus first and foremost on effective Teaching and Learning. £13,120 will be initially used to: -cover supply costs for RADY facilitator and other stakeholders and to enable the delivery of a whole school training INSET. This will also supplement the cost of children attending extra-curricular clubs and music lessons.

### **Aims of RADY**

We want all disadvantaged children at Peters Hill to receive an education that supports and helps them flourish. No child is left behind or disadvantaged because of their socio-economic background.

Every child to fulfil their potential by raising attainment and achievement for all disadvantaged pupils, ensuring disadvantaged pupils are challenged in the work that they're set

Continue to raise expectations and standards of learning through quality-first teaching

Adopt a whole school RADY approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Disadvantaged children know that they can give back to society and they have the influence to change the world.

For disadvantaged students to develop their character and ambition through a variety of enrichment opportunities and offered to them.

Act early to intervene at the point when need is identified.

### **Ambition**

For as many staff in as many schools as possible to access quality training in order to ultimately help all disadvantaged learners to attain as highly as their non-disadvantaged peers.

### **Solution**

A Professional Learning Programme (PLP) based around six recorded training modules released half termly throughout the academic year and available to all staff to access at their convenience. Access to a secure forum and additional Q&A session for the lead professional learner (LPL) in each school. Sessions will be delivered by expert trainers (and experienced school leaders) who have a wealth of knowledge on leadership and teaching of disadvantaged youngsters built up over more than six years of supporting schools across all phases in Raising the Attainment of Disadvantaged Youngsters (RADY).