

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	Peckover Primary School
Number of pupils in school	393
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kate Kendal
Pupil premium lead	Sian Pettitt
Governor / Trustee lead	Chris Black

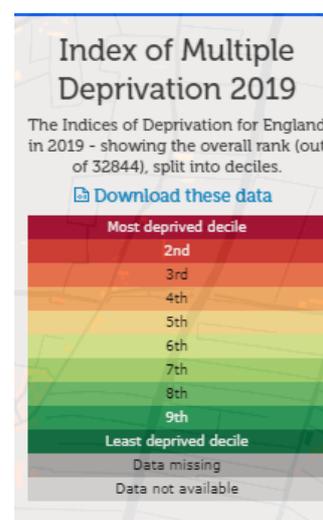
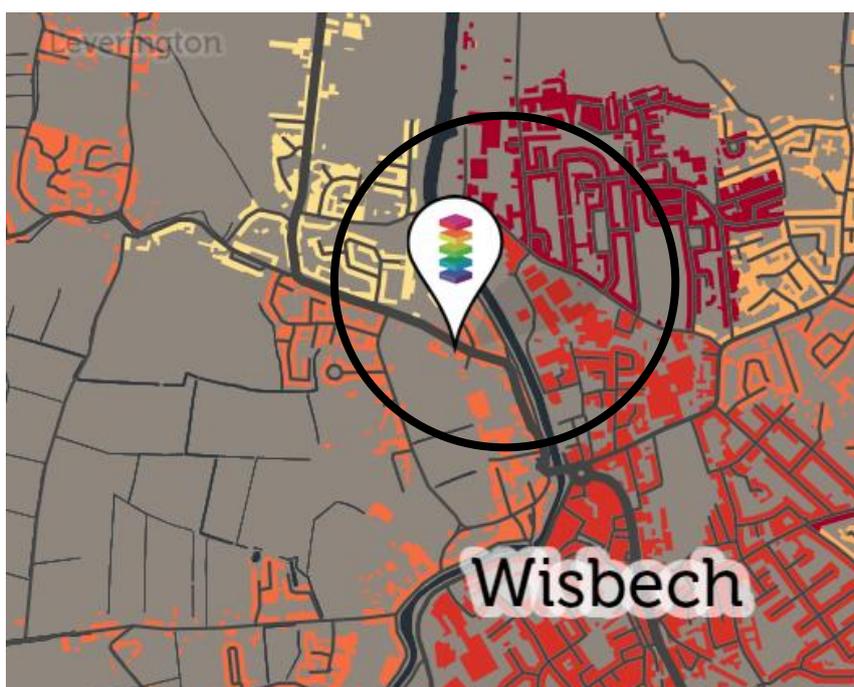
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,465
Recovery premium funding allocation this academic year	£15,805
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£164,270

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using the Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faces. Peckover Primary School is a school located in Wisbech, in the county of Cambridgeshire. We are a 3-11 school, and the below image shows the levels of deprivation for the area of our school.



Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

“It’s not where you’re from, it’s where you’re going...”

At Peckover Primary School, we have high aspirations and ambitions for all of our children, regardless of their backgrounds. The focus of our pupil premium strategy is to provide a quality first education for our pupils, and to ensure children are given the support they need to reach their full potential, as we strongly believe that this is our duty as a school. We ensured that teaching staff were involved in the analysis of data and identification of pupils and their individual barriers to learning, so they are fully aware of the strengths and weaknesses for disadvantaged across the school.

We recognise that some pupils may have barriers to their learning for varying reasons, however we are tenacious in ensuring that we overcome these in order for every child to become successful learners, and members of society.

Quality first teaching is at the heart of our approach, with a close focus on areas in which disadvantaged pupils require the most support. Research shows that this has the greatest impact on closing the disadvantaged attainment gap. It is important that the intended outcomes are sustainable in order to improve progress for our disadvantaged pupils.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

The approach we have at Peckover will be responsive to our current, 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 and intertwine to help pupils excel. To ensure they are effective we will:

- Act early to intervene as soon as support is identified
- Adopt a whole school approach in which all staff take responsibility for, and champion disadvantaged pupils' outcomes and raise expectations of what they can achieve

Disadvantaged pupils are at the heart of all we do and we continue to strive for great provision for our Pupil Premium learners.

Challenges

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

Challenge number	Detail of challenge
1 PHONICS AND READING	<i>Assessments and discussions show that disadvantaged pupils generally have greater difficulties with phonics and reading, than their peers. This negatively impacts their development as readers, and many disadvantaged pupils have low reading fluency and comprehension abilities.</i>
2 SEND	<i>Data, assessments, observations and evidence, indicate that some of our disadvantaged children have multi-vulnerabilities: SEND (32%) EAL (33%). These are in existence from the early stages of school through to the end of Year 6.</i>

3 VOCABULARY	<i>Assessments and observations highlight pupils with under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to the end of KS2 and in most cases, are more prevalent among our disadvantaged pupils.</i>
4 WELLBEING	<i>Our assessments and observations indicate that the wellbeing and mental health for many of our disadvantaged pupils has been impacted by Covid-19 and partial school closures to a greater extent than for other pupils. These findings are supported by national studies. We have also identified pupils and families where social and emotional issues have come to our attention. Teacher referrals for support from our pastoral team have significantly increased during the pandemic.</i>
5 WRITING	<i>Data and discussions with staff prove that many children do not achieve the age related expectation in writing. This may be due to poor English levels, struggles around writing and teacher's confidence with planning and delivering high quality writing lessons.</i>
6 FAMILY ENGAGEMENT	<i>There are often low levels of engagement from disadvantaged parents and families and many of our disadvantaged pupils have chaotic home lives.</i>
7 ATTENDANCE	<i>Our attendance data for the disadvantaged pupils indicates that attendance among disadvantaged pupils has been between 2-3% lower than those who are not disadvantaged. Our data for persistent absence for disadvantaged pupils is approximately 7% higher, than those who are not disadvantaged.</i>
8 EARLY YEARS	<i>Children who start at Peckover in early years often start their education with low starting points.</i>

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 2023/2024 show that more than 60% of disadvantaged pupils meet the expected standard.
Improved provision for disadvantaged pupils with SEND.	Pupils with SEND have specific, individual strategies to use and personalised support is in place so the pupils are making progress in line with their starting points. MAPP assessments are in place and show progress against specific targets.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improve oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, observations and ongoing formative assessment.
To achieve and sustain wellbeing and mental health for all pupils in	There are sustained high levels of wellbeing from 2023/2024 demonstrated by data from student voice,

our school, particularly our disadvantaged pupils.	surveys and teacher observations. There will also be a significant increase in participation in enrichment activities, such as forest schools and after school clubs.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2023/2024 show that more than 60% of disadvantaged pupils meet the expected standard.
Parental engagement is high.	Parent survey and parent voice show that parents feel well supported and engage well with the school.
Achieve and sustain improved attendance for all pupils, particularly for our disadvantaged pupils.	Sustained high attendance from 2023/2024 is evident and there is no gap between the attendance of those who are disadvantaged and those who are not.
Improve progress and attainment amongst disadvantaged pupils in early years by the end of EYFS so the attainment gap is narrow or closed.	EYFS pupils eligible for pupil premium make as much progress in reading, writing and maths as those who are not eligible. Pupils achieve in all areas of the EYFS curriculum.

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: £75,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme (Read, Write, Inc.) to secure stronger phonics teaching for all pupils.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 5
Appoint a Speech and Language	Early identification and intervention is key. Adults have a vital role to play in modelling effective language and communication.	2, 3

<p>Therapist to screen all children on entry and put bespoke programmes in place.</p>	<p>The EEF states ‘Language provides the foundation of thinking and learning and should be prioritised’ and that is why we have chosen to appoint a S&L therapist to ensure the language development of all pupils is in line with age related expectations.</p>	
<p>Develop a writing strategy to be delivered to all teachers to ensure creative writing is taught to a high standard.</p>	<p>See EEF Toolkit: High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</p>	5
<p>Introduce and develop a reading strategy and model for Key Stage 2 which follows on from the Read, Write, Inc. model that encompasses reading and writing.</p>	<p>The EEF guidance for KS2 Improving literacy is based on a range of the best available evidence research and outlines the importance of developing children’s language capabilities and teaching reading comprehension strategies to improve reading.</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	1, 5
<p>Review current SEND provision alongside the guidance: ‘Special Educational Needs in Mainstream,’ for the teaching for SEND pupils.</p>	<p>The EEF guidance states Supporting high quality teaching is pivotal in improving children’s outcomes especially children with SEND</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	2
<p>Embed an Early Years communication strategy, play-based provision and assessment framework.</p>	<p>Play based learning positive outcomes have been identified for a range of early learning outcomes including vocabulary, reasoning and early numeracy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</p>	1, 8

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

Budgeted cost: £30,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 5
Learning mentor to lead interventions for children where Covid has widened the gap academically between those of their peers	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 5

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

Budgeted cost: £42,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free breakfast club spaces offered to all those children who	The DfE guidance has been informed by engagement with schools that have significantly	7

are eligible for Pupil Premium.	reduced levels of absence and persistent absence (DfE).	
Inclusion manager and senior student support officer support with behaviour issues, and lead nurture groups for children in need of pastoral.	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours (EEF).	4
Development of a forest school area	Outdoor learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access Through participation in these challenging physical and emotion activities, outdoor learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes (EEF).	3, 4, 8
School uniform purchased for families who are not able to afford it, ensuring that we have no pupils who are visibly poor.	Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline (EEF).	6

Total budgeted cost: £148,465

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 2020-2021 show that the performance of those pupils who are disadvantaged was lower than those who are not disadvantaged in reading and writing. Data shows that in all year groups, the disadvantaged pupils did not achieve as well as those who are not disadvantaged – all except one year group (Year 3) where there was no gap in attainment in reading. Outcomes show that the gap is starting to close, and in some year groups the gap is closing quicker than in other year groups.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees, but also due to the fact many of our disadvantaged pupils have multi-vulnerabilities. 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 as well as our teachers providing videoed lessons.

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

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?	Our pastoral team dedicated some of their time to support emotional wellbeing for service children.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.