

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Pelton Community Primary School
Number of pupils in school	331
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Wendy Guile Chair of Governors
Pupil premium lead	Karen Telfer Headteacher
Governor lead	David Ward, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,190
Recovery premium funding allocation this academic year	£15,768
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	£171,958

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 National 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

We will provide a pastoral support service for pupils and parents, to increase attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Pelton Community Primary School.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, in order to develop good self-esteem and well-being, which will positively impact on their academic achievement.

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 pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers and some struggle to meet the phonics standard at the end of the year (55% of Year 2 disadvantaged pupils met the expected standard in phonics in 2020). This negatively impacts their development as readers. For our pupils, we have also identified a lack of 'reading for pleasure'
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic.
6	Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	Continuing to 'regulate before we educate' – importance of addressing pupils' behavioural, social and emotional difficulties alongside academic needs. This includes the mental health of our pupils and their families.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate 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.
Improved reading attainment among disadvantaged pupils. Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.	KS2 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.
To ensure eligible pupils access extra-curricular enrichment allowing them to gain exposure to interests, hobbies and talents they hold.	Analysis of extra-curricular enrichment identifies an increasing uptake of disadvantage pupils, year on year.
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"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To build the school's pastoral team to ensure support extends further to the family and community, creating a unique	Disadvantaged pupil attendance data will be in line or better than National non-disadvantage pupil attendance. This includes persistent absence.

<p>relationship based around the social, emotional needs of those closest to the pupil and the child's mental welfare.</p> <p>School & Family Worker employed to work with vulnerable families and improve parental engagement (toddler group, community events etc, family learning projects etc.)</p>	
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>Attendance Officer appointed to work 2 days a week to analyse attendance and contact low attenders. School & Family Worker & Attendance Officer to complete first day call and support families to raise attendance / punctuality.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced. • Increased attendance rates for disadvantaged pupils

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

Budgeted cost: **£58,587**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Oral Language Interventions = + 6 months additional progress (EEF)</p>	<p>1</p>
<p>Purchase of online RWI portal to secure stronger phonics teaching for all pupils.</p> <p>Literacy leads to work closely with the RWI North East Lead to evaluate practice.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Phonics= +5 months progress (EEF)</p>	<p>1 & 2</p>

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>All relevant staff will receive training and follow up support to allow them to deliver/ embed the Maths for Mastery curriculum based on the White Rose scheme of work.</p> <p>We will fund teacher release time to coach and embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training & working closely with the Local Maths Hub.)</p>	<p>Mastery = +5 months progress (EEF)</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
<p>Employ an additional teacher to enable smaller, single age classes resulting in more rapid pupil achievement.</p>	<p>Additional teacher allows 2 smaller single age classes to run in Year 6</p> <p>Reduced class size + 3 months progress (EEF)</p>	<p>2 & 3</p>
<p>Purchase web-based programs to be used in school and at home to support learning.</p> <ul style="list-style-type: none"> • Reading Plus • RWI portal (costed above) • Literacy Shed • Mathletics • TT Rockstars 	<p>Daily reading activities including 1 to 1 reading, small group guided sessions and reading comprehension.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p> <p>Reading Comprehension Strategies = +6 months progress (EEF)</p> <p>Phonics= +4 months progress (EEF)</p>	<p>2 & 3</p>

Targeted academic support Budgeted cost: £47,142

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed Blast Intervention in Nursery and introduce in reception, to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) Oral Language Interventions = + 6 months additional progress (EEF)</p>	<p>1</p>
<p>Additional 1 to 1 and small group phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Feedback = +8 months progress (EEF) Phonics= +4 months progress (EEF) Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>TA to provide Interventions (1st Class @ maths, RWI one to one tutoring & write from the start) and targeted support for individuals and small groups.</p> <p>Teacher to provide 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.</p>	<p>Small group tuition = +4 months progress (EEF) Reading Comprehension Strategies = +6 months progress (EEF) Teacher assistant interventions = +5 months progress (EEF) Reducing class size = +2 months progress (EEF) Feedback = +6 months progress (EEF) 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</p>	<p>2 & 3</p>

Wider strategies Budgeted cost: **£66, 229**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. (including staff and pupils having access to the Early Intervention Behaviour Team)	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) <i>Behaviour Interventions +4 months progress (EEF)</i>	5
One three-hour session per week from occupational therapist (Future Steps) to provide extensive advice and guidance throughout the school, in addition to delivering screening assessments, creating programmes, running treatments for groups and individuals, and implementing effective strategies.	Support & improve the emotional resilience and wellbeing of pupils. Removing barriers to learning. <i>Social and Emotional Learning +3 months progress (EEF)</i>	4 & 7
Teachers to plan and deliver enrichment activities for pupils and lessons focusing on careers	Children will experience a wide range of enrichment activities and this will inspire pupils. <i>Extending School Time +3 months progress (EEF)</i> <i>Outdoor Adventure Learning (EEF)</i>	5
Improve the quality of social and emotional learning (SEL), through Nurture Group/Stepping Stone sessions, counselling sessions, OPAL provision and purchasing sensory equipment and social skill interventions. SEMH approaches (focusing on skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience) will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) <i>Social & Emotional Learning= +4 months progress (EEF)</i>	4,5 & 7

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing an Attendance Officer and School and Family Worker to help improve attendance, support parents with behavior strategies and accessing services.</p>	<p>Parental Engagement= +3 months progress (EEF)</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
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Total budgeted cost: £171,958

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Our internal assessments during 2021 – 2022 continue to show results are very cohort specific impacted by high percentages of SEN/EHCP's across the school. EYFS data shows the impact of COVID on language development, self-regulation and social skills. Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted upon in specific year groups, primarily due to

the long-term effects of COVID-19 related issues. This was particularly acute for disadvantaged pupils. We used funding to provide wellbeing support for all our pupils, and targeted interventions where required. A number of pupils accessed our 'Stepping Stones' provision throughout the year focussing on self-regulation, sensory input and social skills. Our observations and assessments demonstrated that pupil behaviour improved last year and the 'Stepping Stones' provision was successful in supporting pupil's social and emotional needs, improving their readiness for learning. Challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic, we are continuing to support this area with the activities detailed in the plan.

Our School & Family Worker and Attendance Officer continue to play a crucial role over the year, linking in with our vulnerable pupils and offering both practical and emotional support and advice to parents.

Attendance among disadvantaged pupils continues to be lower than their peers in 2021/22, but the gap is closing. In 2020-21 FSM attendance was 91% and non-FSM attendance was 95% compared to FSM attendance at 90% and non-FSM at 93% attendance in 2021-22. This indicates that attendance barriers are being successfully tackled. We recognise that persistent absence is higher for disadvantaged pupils and this area continues to be a focus of our current plan.

These results mean that in some areas we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

