

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Peafield Lane Academy
Number of pupils in school	298
Proportion (%) of pupil premium eligible pupils	17.5% (52 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 to 2026/27
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Flying High Trust and the Governing Body
Pupil premium lead	Andrew Dallison
Governor / Trustee lead	Diane Wise

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,660
Recovery premium funding allocation this academic year	£7,830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£83,490

Part A: Pupil premium strategy plan

Statement of intent

‘Look back with pride and forward with confidence’, alongside our school core values (Citizenship, Aspiration, Responsibility and Enjoyment – CARE), underpin everything that we do here at Peafield Lane Academy. This ethos helps maximise the potential of all our children to achieve the best that they can in all areas of their learning.

Our Peafield Lane Academy Curriculum Principles are EVER (Empowering, Vocabulary Rich, Experiential and Relevant), is broad and balanced, rich and varied, and offers our pupils a learning journey that ensures they develop the knowledge, skills, experiences, attitudes and beliefs to become confident and passionate future citizens of the world and ‘the chance to choose’ in the future and go toe-to-toe with privately educated children in the job market, if they wish to. Alongside our core values and EVER curriculum principles, we also aim to ensure that ‘cultural capital’ is at the heart everything we do and we strive for our children, particularly our most disadvantaged pupils, to learn from the best of what has come before, in the hope that one day they too can contribute to the best knowledge the world has to offer. This can be the best writing, music, science, literature, art, architecture, speeches etc.

At Peafield Lane Academy, we are dedicated to removing the barriers to the success for all our children and through professional discussion (teachers and/or SENCO), detailed assessments, analysis of data, work/book scrutinies, parent’s evenings and other stakeholder communications we have identified some of challenges faced by some of our most disadvantaged pupils to include: low attendance, poorer emotional and social wellbeing and gaps in academic learning. One of the main priorities for us at Peafield Lane is to ensure we produce citizens who are responsible for contributing positively to society. Therefore, our pupil premium strategy aims to address these challenges faced by our most disadvantaged pupils and provide strategies in which we can use the allocated funding to support and therefore overcome these challenges, maximising their potential aligned with their peers. The Pupil Premium and Recovery Premium funding will be used to break down significant barriers to learning faced by our pupils in receipt of pupil premium funding and to overcome both academic and non-academic challenges.

We work closely with our families to ensure they feel supported in and out of school. We always aim to go that ‘extra mile’ to ensure we can improve attendance, support the social and emotional well-being, increase attainment, and provide a cultural capital that produces citizens who are responsible for providing a positive contribution to society.

We are all ‘champions’ for Pupil Premium and all members of staff and the governing body accept responsibility for ensuring the progress of all of our children and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and we are determined to ensure that all of our children are given every chance to achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Language Acquisition – levels of oracy remain below that expected on entry to early years and exposure to high level vocabulary.
2	Stamina and readiness for writing, spelling and handwriting, particularly in Key Stage One, result in gaps in attainment and progress.
3	Exposure to high quality reading materials and attitudes to home engagement result in gaps in attainment and progress.
4	A number of pupils presenting with increased social and/or emotional needs are impacting upon their readiness to learn, particularly in EYFS and KS1.
5	Attendance figures from the last academic year show that pupils in receipt of pupil premium funding did not attend school regularly enough (94.24%) when compared to other children (95.56%) and the percentage of persistent absentees was also significantly higher in those eligible for PP compared to those who were not eligible.
6	Gaps in multiplication knowledge, evident from our most recent MTC statutory assessment.

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 language and vocabulary acquisition and levels of oracy.	<ul style="list-style-type: none"> - Children have an increased level of spoken language. - Classroom environments will be vocabulary rich with tier 2 and tier 3 words and children will be signposted to them regularly. - Speech and language referrals are made by the school SENCO and/or class teacher where applicable. - Speech and language interventions are performed by teaching support staff to develop language acquisition. - Each class to read a class story (ambitious text) to provide access to a wider range of vocabulary.

<p>To increase the attainment and accelerate the progress of our children in receipt of pupil premium funding, in writing by enabling children to achieve age related expectations or greater depth.</p>	<ul style="list-style-type: none"> - Classroom environments and lesson design support PP pupils to develop confidence in writing and use of vocabulary. - Writing attainment for PP at the end of KS2 is in line with National. - Reading, writing and maths combined attainment for PP pupils is in line with National. - An increased proportion of PP pupils achieve greater depth in writing. - Children are given the opportunity to write cross curricularly, including linked to enquiry. - Consolidation of 'no nonsense' phonics scheme across the school results in improved PSC scores. - Consolidation of 'no nonsense' phonics interventions in KS2 for those children who require it. - Handwriting and spelling are taught at least 3 times per week resulting in improved SPAG outcomes by the end of KS2 - Staff Training to embed planning and delivery of writing sequence. - PP children are seen regularly in assembly achieving the handwriting award.
<p>To increase the attainment and accelerate the progress of our pupils in receipt of pupil premium funding, in reading by enabling children to achieve age related expectations or greater depth.</p>	<ul style="list-style-type: none"> - Consolidation of 'no nonsense' phonics scheme across the school results in improved PSC scores. - Consolidation of 'no nonsense' phonics interventions in KS2 for those children who require it. - PP pupils in KS2 with gaps in phonics are given quality first teaching and targeted intervention to catch up and keep up. - Classroom environments and lesson design support PP pupils to develop confidence in reading and use of vocabulary. - Reading attainment at the end of KS2 is in line with National. - Reading, writing and maths combined attainment for PP pupils is in line with National. - PP pupils are reading a book (one to one) at their correct banding colour at least 5 times a week (home or school). - PP pupils are consistently achieving the Peafield reading treat. - VIPERS lessons give pupils explicit confidence and knowledge of reading comprehension strategies to apply to a range of texts. Pupil interviews show that pupils know and understand these strategies. - Pupils in receipt of pupil premium funding regularly take home 'books for pleasure' to help build a love of reading and a wider, more ambitious vocabulary.

<p>To provide our PP pupils with the strategies to support their social, emotional and mental wellbeing to overcome barriers to learning and achievement.</p>	<ul style="list-style-type: none"> - ELSA sessions are delivered by specially-trained members of staff. - ELSA written reports evidence a positive impact on social, emotional, and mental wellbeing. - Classroom reward schemes to praise positive behaviours include dojo points etc. There is increased evidence of pupils in receipt of pupil premium funding receiving these. - Teachers positively engage with parents to provide support. This is evidenced through Class Dojo communications and high levels of attendance at parents' evenings. - PP Pupils with social, emotional, and mental health issues make good progress and achieve end of year and/or key stage targets in English and maths. - Gold Awards provide children with opportunities to be recognised in line with our school core values (citizenship, aspiration, responsibility, and enjoyment). - Dojo points and certificates provide positive reinforcements.
<p>To improve the attendance of our pupils in receipt of pupil premium funding to be in line with other pupils and national attendance figures.</p>	<ul style="list-style-type: none"> - PP pupils' attendance and levels of PA improves to be at least in line with national expectations. - There is no gap between PP and Non-PP pupils' attendance at Peafield Lane. - PP children arrive punctually in time for the start of the school day. - PP attendance to be monitored and supported by the attendance officer and/or family support worker. - Attendance Management letters are sent out and attendance plans are in place for PP pupils who are persistently absent. - Attendance incentives are in place and are having an impact by increasing the attendance for PP pupils and closing any gap with non-PP pupils.
<p>To increase the attainment and progress of our children in receipt of pupil premium funding, in multiplication by enabling children to achieve age a 'pass' (25/25) in their Year 4 MTC check.</p>	<ul style="list-style-type: none"> - Data shows gap is narrowed between PP and non-PP children achieving a 'pass' (25/25) in their MTC. - Children are receiving regular intervention and records show a clear improvement in retention of multiplication tables. - Children in receipt of of PP are regularly accessing TTRS. - Children in receipt of PP are regularly achieving top scores on TTRS.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £37,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching is a priority and leadership time is given to ensuring high quality approaches across school.	The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed. EEF	1 2 3
Lesson design/model in place to support granular learning and promote learning in the long-term memory.	Rosenshine's Principles of Instruction have influenced our lesson design. As has Sweller's Cognitive Load Theory. https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf	1 2 3 6
No-nonsense phonics is consolidated – including CPD and a specialised practitioner providing the CPD.	The "Letters and Sounds" handbook used to teach phonics in primary schools is "not fit for purpose" and will no longer be a "validated" programme from 2022, the government has said. Last month, the Department for Education said the 2007 handbook had never been a "full" systematic synthetic phonics (SSP) programme. In July 2021, the Phonics International programme was re-validated by the DfE as a full SSP programme, and the No Nonsense Phonics programme was also validated as a full SSP programme.	2 3
Continued strengthening of an enquiry-based, knowledge-rich curriculum that enables pupils to know and remember more over time with a key focus on enquiry and vocabulary.	Why we need a knowledge based curriculum. https://parentsandteachers.org.uk/wp-content/uploads/2019/03/Why_we_need_a_knowledge-based_curriculum.pdf What is a Knowledge Rich Curriculum? https://impact.chartered.college/wp-content/uploads/2018/03/Sherrington-Article.pdf	1 2 3
Continued training of staff to develop expert subject knowledge and subject leadership throughout the curriculum.	Effective Professional Development – EEF. Effective professional development plays a crucial role in improving classroom practice and pupil outcomes	
Spelling Shed is to support staff to deliver to pupils an exciting and engaging platform to improve spelling.	Spelling and word knowledge are key components in the process of learning to read and write. Spelling Shed makes the acquisition of these key skills fun and engaging for pupils and easy to plan for teachers. Designed by a team of teachers, the Spelling Shed scheme aligns with the English National Curriculum and, as the scheme is fully editable, it can be used alongside any existing spelling schemes that schools may be using, ensuring 100% curriculum coverage.	1 2 3 4

Use of TAs to implement smaller working groups in class.	<p>As a one and a half form entry school, the requirement is for mixed year group classes. With a TA support, the groups are more personalised, and the working groups are smaller.</p> <p>Research by the Education Empowerment Foundation (EEF) suggests smaller working groups has an average impact of four months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1 2 3 4
Marking and feedback has been developed through professional discussions and has been designed to move learning forwards and have a positive impact on learning.	<p>Education Endowment Foundation (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	1 2 3 4
Professional CPD including trust-wide network meetings and moderations for staff to stay up to date with current guidance.	<p>CPD has been shown to increase teacher motivation, confidence and commitment to teaching. Learning new skills and applying them in the classroom can lead to a more stimulating and effective teaching environment.</p> <p>https://www.besa.org.uk/insights/importance-continued-professional-development-teachers/</p> <p>https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students/</p>	1 2 3
English Lead to provide CPL and coaching for teachers and TAs	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. We have found CPL and coaching effective in school with an impact on outcomes for pupils.</p>	1 2 3
Classrooms and communal areas of school are language rich environments	<p>Language-rich environments will help ensure our pupils develop high levels of literacy and enable them to use a wide range of ambitious language and vocabulary across the curriculum.</p>	1 2 3 4
Assessment procedures highlight gaps in learning to inform high-quality first teaching	<p>Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. Improving LiteracyEEF</p>	2 3 6
Effective assessment in place across the curriculum to ensure children know more and remember more	<p>What is a 'knowledge-rich' curriculum? written by Tom Sherrington, Consultant, Teacherheadconsulting, UK</p>	2 3 6
FFT aspire targets used to provide ambitious targets for all pupils	<p>Effective Professional Development – EEF. Effective professional development plays a crucial role in improving classroom practice and pupil outcomes.</p>	2 3 6

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

Budgeted cost: £ 18,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:6 core subject interventions.	Research by the Education Empowerment Foundation (EEF) suggests smaller working groups has an average impact of four months' additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 2 3 4
1:15 Phonics Group Teaching	The average impact for reducing class size is around 1 month additional progress over the course of an academic year (EEF – Reducing Class Sizes) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1 2 3 4
1:1 Phonics Interventions	The average impact for reducing class size is around six month additional progress in primary schools over the course of an academic year (EEF – One-to-One tuition). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1 2 3 4
1:1 PP have priority on FFT Reading Interventions with specially trained staff member.	The average impact for reducing class size is around six month additional progress in primary schools over the course of an academic year (EEF – One-to-One tuition). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1 2 3 4
Pre and Post teaching of core subjects to be delivered by TAs	Research by the Education Empowerment Foundation (EEF) suggests smaller working groups has an average impact of four months' additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 2 3 4
First Class at Number Intervention (KS1)	Research by the Education Empowerment Foundation (EEF) suggests smaller working groups has an average impact of four months' additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	6
National Tutoring Program to be implemented across school.	The majority of schools felt the programme had 'helped pupils catch up with their peers' and 'improved pupils' confidence' - nfer.ac.uk	1 2 3 4 6

Booster Support Interventions provided designated support member of staff.	Research by the Education Empowerment Foundation (EEF) suggests smaller working groups has an average impact of four months' additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 2 3 4 6
SALT Interventions	Children in receipt of speech and language therapy improved their understanding of spoken and written vocabulary which supports academic development.	1 2 3

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

Budgeted cost: £18,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance management plans to be implemented where appropriate by the attendance manager.	Attendance and Attainment correlation https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/ Improving Attendance https://www.gov.uk/government/publications/improving-attendance-at-school	1 2 3 4 5 6
Family Support Worker to provide targeted support for children and families	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF)	1 2 3 4 5 6
Use of ELSA Support and ELSA sessions.	EEF – Supporting Pupils Social and Emotional Needs Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1 2 3 4 5
The school subsidises part or all of residentials, trips and visits for PP where necessary.	“One third of school leaders said that they had used the Pupil Premium to subsidise or fully fund educational trips and/or residential visits for specific pupils.” OFSTED ‘The Pupil Premium: How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils’ (published in 2012) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413221/The_Pupil_Premium.doc	4 5
A designated member of staff to complete Mental Health	Prioritise social and emotional learning to avoid “missed opportunity” to improve children’s outcomes – EEF.	1 2 3

Ambassador accreditation.		4 5
Year 6 children to receive subsidised CGP Workbooks for all pupils in reading, writing and maths	“Pupils eligible for free school meals typically receive additional benefits from homework.” – EEF	1 2 3 4
Support to access extra-curricular activities and music tuition, including Rock Steady.	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. EEF	4
Forest Schools Activities	Outdoor Adventure 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 emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. EEF	4

Total budgeted cost: £83,490

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.

The school strengthened the implementation a knowledge based curriculum through an enquiry model of delivery. The Peafield Lesson design structured around 5 key parts: Reactivate; Teach, Facilitate, Model; Learning Together, Independent Practise and Reflection. This lesson design has shown a significant development in pupils retaining 'sticky knowledge' over time. Through monitoring across different subjects, the gap between PP and Non-PP is closing. However, for some year groups, there is still work to be done to ensure academic potential is fully maximised and the retention and retrieval of knowledge is enhanced.

Although language acquisition and levels of oracy remain below that expected on entry to early years, the development of vocabulary rich learning environments had a positive impact on closing the attainment gap.

Key Stage One writing was targeted to develop stamina for writing, spelling and handwriting skills throughout school to ensure improved confidence in this area. The gap between those children who are PP and Non-PP stayed the same and therefore, it is still a high priority for the school to address and therefore has been included in the school's most recent School Improvement Plan (SIP).

The No-nonsense Phonics Scheme has been embedded across EYFS and Key Stage One and this has developed the children's ability to decode words at a faster pace and improve fluency. Targeted support was further developed to older pupils' comprehension skills, with a particular focus on vocabulary, inference, prediction, explanation, retrieval and summarising (VIPERS). This ensured a significantly above National Average pass rate for those children in Year 6 SATs.

There continues to be a number of pupils presenting with increased emotional needs that are impacting upon their readiness to learn across school. ELSA sessions continued to provide PP children with the support they require on managing emotional difficulties and talking about their emotions. Regular ELSA sessions were implemented by a trained member of staff to provided support to children and develop their readiness to learn.

Attendance figures from the last academic year show that some pupils in receipt of pupil premium funding did not attend school regularly enough, however this figure dramatically improved from 92.75% to 94.24%. Although this was an extremely positive increase, this still fell slightly below those children who were not PP and had an attendance figure of 95.56%.

Finally, continued support towards educational visits took place during the last academic year and subsidising of trips was more prevalent.

Targeted support with our PP continued to show a positive increase in academic achievement in Reading, Writing, Maths at the end of KS2, where the gaps were significantly narrowed – particularly in those achieving GDS for writing.

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
Language Links	Speech Link Multimedia Ltd.
Times Tables Rockstars	Maths Circle Ltd.
1 st Class@number	Edge Hill University
No Nonsense Phonics	Phonics International Limited
PM Benchmark	Scholastic
Spelling Shed	The Literacy Shed Ltd.
FFT Aspire	Fischer Family Foundation
NTS Assessments	Hodder Education
Counselling	CASY Counselling

Further information (optional)

Always think about...		
T	Teaching	Consistently high-quality teaching is fundamental to 'diminishing differences'. Do you use the PPG for coaching and mentoring? Which groups get the best teachers? What about CPD?
H	Home engagement	Building relationships and trust with families is vital. It can be really challenging. Take the time to do this and develop strategies that work for individual families. Be proactive and innovative.
E	Evidence based strategies	Don't just do the things you have always done. Use research to challenge that status quo and to learn from others. This is reliant on leaders developing the culture in school for this to happen.
B	Barriers to achieving potential	What are individual disadvantaged pupils disadvantaged of? How do you know? How do these factors impact on their learning? Be clear about external and internal barriers.
E	Effective assessment and tracking	Precise and regular assessment and tracking is important to measure and analyse and question the impact of teaching, interventions, pastoral, behavioural and attendance strategies.
S	School wide understanding	Regular high quality CPD and induction on educational disadvantage is important. All staff need to be involved in this and in the sharing of information about pupils and families.
T	Time to listen	Excellent pastoral care should underpin a school's vision and strategies for tackling educational disadvantage. It should be based on strong relationships and enable pupils to be heard and understood.
T	Transition	Ensure that all disadvantaged pupils, including non-SEND pupils, are a priority at transition. E.g. PP leaders meeting, information on barriers shared, additional visits, dissemination of information.
E	Experiences, opportunities, aspirations	Identify and fill gaps in experiences which effect learning. Passports of experiences work well. Plan opportunities and raise aspirations through mentoring and careers education.
A	Accountability	The vision, values and culture of a school should ensure all staff understand and 'buy into' having a shared responsibility for tackling educational disadvantage. Leaders have to hold people to account.
C	Challenging stereotypical views	There are stereotypical views of disadvantaged pupils related to lack of ability, low aspirations and poor behaviour. This should always be challenged and corrected. School culture is key.
H	High expectations	27% of disadvantaged pupils have identified SEND meaning that 73% do not. So why the gaps? We should teach to the top, identify and nurture individual talent and have high expectations for all.
I	Importance of reading	'Reading is the gateway to knowledge'. Educational disadvantage can result in lack of books and support at home, restricted vocabulary and lack of understanding of the world in which we live.
N	Never label pupils	Labelling a child as disadvantaged or FSM or Pupil Premium can lead to stereotyping, incorrect assumptions and low expectations. Schools should focus on individual needs of the pupils.
G	Great leadership	The role of leadership at all levels including governance is key in developing a school vision, values and culture which focuses on developing and supporting ALL pupils to achieve their potential.