

Pupil premium strategy statement – Edward Peake Church of England (VC) School

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

School overview

Detail	Data
Number of pupils in school	417
Proportion (%) of pupil premium eligible students	28%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2021/2022 – 2024/2025
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Z J Linington - Headteacher
Pupil premium lead	K Dell
Governor / Trustee lead	H Learoyd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175,430.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£26,500.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£201,930.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our student premium strategy is to support disadvantaged students to achieve their goals, including progress for those who are already high attainers. At Edward Peake our intention is to offer all our students a broad, balanced and enriching curriculum where all students can reach their full potential.

Our disadvantaged students can also be our most vulnerable students. At Edward Peake School, we consider the challenges faced by our vulnerable students, such as those who have a social worker or who are young carers. Our Safeguarding and Pastoral Manager, pastoral workers, support staff and other agencies work to overcome these challenges so that our students can feel happy and safe while at our school.

High-quality teaching is at the heart of our approach (TIER 1), with our school ethos of 'Live, Love, Learn'. Our intention is to continue to invest in our CPD opportunities for all staff working with students to ensure that they are teaching best practice within a given subject. This will develop all our students' knowledge and skills so that they can achieve high attainment across all subject areas. High-quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school.

A further intention at Edward Peake School is to ensure that all students have a constructive learning environment with our behaviour expectations of 'Safe, Caring, Learning' (TIER 2). We have some families and students who benefit from additional support through our safeguarding and pastoral team and through pastoral interventions. Interventions such as this help to create a calm and effective learning environment for all students, regardless of whether they are disadvantaged or not. Supporting this learning environment can create an atmosphere for high-quality teaching.

Finally, our intention is to raise the attendance of disadvantaged students. Students who do not regularly attend school do not have access to the high-quality teaching provided by Edward Peake staff. Therefore, this has an impact on their skills and knowledge acquisition leading to greater gap between students.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with teachers and students suggests that disadvantaged students are performing lower than their peers in reading, writing and maths.
2	<p>The impact of COVID-19 and lockdowns continue to have a disproportionate effect on disadvantaged students. The education and wellbeing of many of our disadvantaged students have been impacted by the partial school closures. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to students falling further behind age-related expectations, this is noticeable within the English curriculum</p>
3	The pastoral team has seen an increase of referrals for behavioural and mental health interventions. This is a result of COVID -19 where more students need emotional support. As a school we need to ensure these students are receiving the support they need to continue to create a safe, caring and learning environment for all of our students.
4	Attendance data shows that disadvantaged students are below the national and school average.
5	<p>To provide cultural capital opportunities for our disadvantaged students.</p> <p>For example:</p> <ul style="list-style-type: none"> - Trips: Students can visit places of interest, such as museums and libraries, and learn about the services they offer. They can also visit local theatres or professional venues. - Curriculum: Students can learn about different cultures and languages through the curriculum, such as by studying the beliefs and lifestyles of different religions. - Enrichment activities: Students can participate in enrichment activities, such as working groups and events. - Partnerships: Schools can partner with cultural organisations. - Materials: Schools can incorporate materials that represent different cultures and languages into their setting, such as dual-language books, recorded music and instruments. - Exhibitions: Schools can plan exhibitions to celebrate children's creative work.

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 and English attainment among disadvantaged students.	<ul style="list-style-type: none"> -The attainment gap between disadvantaged and non-disadvantaged students will decrease (group based targets need to be set) - With support from the RADY uplift, students will have aspirations of achievement in line with their peers. 																				
Improved maths attainment among disadvantaged students.	<ul style="list-style-type: none"> -The attainment gap between disadvantaged and non-disadvantaged students will decrease (booster groups based on Yr6 format, intervention groups, QFT) -With support from the RADY uplift, students will have aspirations of achievement in line with their peers. 																				
To achieve and sustain improved wellbeing for all students in our school, particularly our disadvantaged students.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations - a significant increase in participation in enrichment activities, particularly among disadvantaged students (Well-Being Day, Values Day etc) 																				
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p> <table border="1" data-bbox="167 1366 646 1780"> <thead> <tr> <th>Pupils</th> <th>Not PP</th> <th>PP</th> <th>PP%</th> </tr> </thead> <tbody> <tr> <td>Year 6 (118)</td> <td>89</td> <td>29</td> <td>24%</td> </tr> <tr> <td>Year 7 (106)</td> <td>73</td> <td>33</td> <td>31%</td> </tr> <tr> <td>Year 8 (122)</td> <td>91</td> <td>31</td> <td>25%</td> </tr> <tr> <td>Year 9 (80)</td> <td>61</td> <td>19</td> <td>23%</td> </tr> </tbody> </table>	Pupils	Not PP	PP	PP%	Year 6 (118)	89	29	24%	Year 7 (106)	73	33	31%	Year 8 (122)	91	31	25%	Year 9 (80)	61	19	23%	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> -Our four year trend on attendance will show sustained improvement. (when Study Bugs up and running figures can be verified) -The gap between the disadvantaged students and the whole school attendance target of 97% should decrease.
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To achieve and sustain pastoral support for our disadvantaged students.	<p>Sustained high level of pastoral support from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> -Low level disruption data within classrooms is decreasing. -Fewer incidents during break and lunchtimes through restorative practice intervention - helping children to make the right choices and self-regulate. 																				

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchasing phonics training for Year 6 staff to support students who require additional support. (Sounds Write training)</p>	<p>This is supported through the Education Endowment fund, which states:</p> <p>“Phonics approaches aim to quickly develop students’ word recognition and spelling through developing students’ ability to hear, identify and manipulate phonemes (the smallest unit of spoken language), and to teach them the relationship between phonemes and the graphemes (written letters or combinations of letters) that represent them. Successfully implementing a phonics might involve: Training staff to ensure they have the necessary linguistic knowledge and understanding.”</p>	<p>1,2</p>
<p>Providing CPD opportunities for all staff for maths and English. (liaise with maths and English Leads)</p>	<p>Supported by the EEF - Effective Pupil Premium Spending:</p> <p>“Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.”</p>	<p>1,2</p>
<p>Pupil Premium Leader allocation</p>	<p>To champion disadvantaged students within the school. (Observe, discuss with tutors, liaise with parents/carers).</p>	<p>1</p>
<p>Coaching and Mentoring Program to support teachers with equity and quality of teaching. To support colleagues with lesson structure.</p>	<p>Supported through evidence based research of RADY project. Giving staff teaching time to observe and mentor other colleagues when implementing lesson structure and equity of teaching strategies. (Observations, positive feedback sessions, liaise with other schools)</p>	<p>1,2,3.</p>

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

Budgeted cost: £56,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics interventions for disadvantaged students to support a catch up programme. (Interventions to be set up with trained staff – liaise with English lead)</p>	<p>This is supported by the Education Endowment Foundation which states: “Studies in England have shown that students eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged students may not develop phonological awareness at the same rate as other students, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for students who have experienced these barriers to learning.”</p>	1,2.
<p>Dyslexia Gold Intervention - Supporting students with dyslexia needs in school. (Review of trained staff needed)</p>	<p>Supported by the Education Endowment Foundation which states: “Well-evidenced teaching assistant interventions can be targeted at students that require additional support and can help previously low attaining students overcome barriers to learning and ‘catch-up’ with previously higher attaining students. Schools should carefully monitor teaching assistant interventions to ensure they are well-delivered, so that students receive the large benefits of structured interventions and not the limited impact of general deployment.”</p>	1,2.
<p>Pastoral Team to provide behavioural and wellbeing support to students through interventions to minimise low level disruption. (Training needs to be identified and staff to be put on courses to enhance their skills)</p>	<p>This is supported by the Education Endowment Foundation which states: “According to figures from the Department for Education, students who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches.</p>	1,2,3

	<p>Some students will require more specialist support to help manage their self-regulation or social and emotional skills.”</p> <p>This evidence is also supported through the school’s exclusion figures.</p> <p>The Endowment foundation continues to state that:</p> <p>“Behaviour interventions have an impact through increasing the time that students have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove students from school for periods of time.”</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £82,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral and Safeguarding Manager	Supported by our RADY project, where we need to know our learners and families to best support their attainment journey. (Training for Safeguarding/Pastoral staff where needed)	3
Purchasing of phonics books and resources to support their comprehension.	Supported through the Education Endowment Fund which states: “It is important to identify the appropriate level of text difficulty, to provide appropriate context to practise the skills, desire to engage with the text and enough challenge to improve reading comprehension.” “Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.”	1,2
Purchasing of new library books to support students at the lower levels of Accelerated Reader. To also provide more non-fiction resources matched at	Supported through the Education Endowment Fund which states: “ It is important to identify the appropriate level of text difficulty, to provide appropriate context to practise the skills, desire to engage with the text and enough challenge to improve reading comprehension.”	1,2

the children's reading ability.		
Providing opportunities for students to be inspired to read - through author visits, reading programs and trips.	Supported through the Education Endowment Fund which states: "Reading comprehension strategies involve the teaching of explicit approaches and techniques a student can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts."	1,2
Supporting Families with uniform and equipment cost.	Research from the Education Endowment Foundation states that: "Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms." We believe that this is true for equipment also.	5
Educational Trips, including day and residential. As well as visitors to the school.	Outdoor education is of vital importance to all children. It builds self-confidence and esteem. Educational trips and residential can be expensive, so it is important to us to allow children to access these opportunities. The Pupil Premium funding will support 50% of day trips and 50% of residential trips.	5
Wellbeing Support for students - spend allocation for the wellbeing day.	Due to the pandemic, it is important to ensure we support students' health and well-being. This funding is to support our wellbeing day in school to provide a number of outside agencies to support our disadvantaged and pupil premium children.	3
Other educational activities, such as music tuition.	Edward Peake school also supports other opportunities within school such as clubs and music tuition.	5

Total budgeted cost: £155,000.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on students in the 2022 to 2023 academic year.

Teaching

Provision/ Strategy	Impact
Purchasing Phonics training (SoundsWrite) for Year 5/6 staff to support students who require this.	We have a number of staff across the school who are now trained in the SoundsWrite program.
Providing CPD opportunities for all staff for Maths and English.	We continue to fund CPD opportunities to develop staff knowledge across English and Maths. This impacts students' learning by staff being up to date with current initiatives.

Targeted academic support

Provision/ Strategy	Impact
Phonics interventions for disadvantaged students to support a catch up programme.	Interventions have taken place for pupils in Year 5. Impact has been tracked in the interventions and progress has been made.
Early Maths intervention with additional physical maths resources.	Maths resources have been purchased to support Early maths interventions. Such as White Rose workbooks and more physical resources to support pupils. These are being used within lessons to support learning. Year 6 Booster Sessions after school.
Dyslexia Gold Intervention - Supporting pupils with dyslexia needs in school.	Purchased for another year to support pupils within the SEND department.
Play Therapy Intervention	Ongoing.
Pastoral Team to provide behavioural and wellbeing support to pupils through interventions to minimise low level disruption.	PP continues to fund the pastoral team to support interventions for pupils with different needs.

Wider strategies

Provision/ Strategy	Impact
Family Support Worker to provide support to families.	Family support role ended. PP now supports the spend of Safeguarding and Pastoral Manager. Both roles work with families to build relationships and support.
Purchasing of phonics books and resources to support their comprehension.	Books purchased for the library. These also link with the Sounds Write program to support phonics interventions and classroom reading. They also link to AR so that pupils can also complete phonics assessments. Pupils have been able to complete AR assessments at their level. These have also supported the students completing phonics interventions.
Purchasing of new library books to support students at the lower levels of Accelerated Reader. To also provide more non-fiction resources matched at the children's reading ability.	New books have been purchased for the library. This was following a student survey. More non-fiction books have been purchased to give a wide range of options to students. These all link to AR so that students can test their comprehension knowledge.
Providing opportunities for students to be inspired to read - through author visits, reading programs and trips.	Many visits have inspired reading across the year. We have had an author visit in Year 5 and 6. Our Year 7 and 8 students have participated in Book Buzz.
Supporting Families with uniform and equipment cost.	We continue to support families with uniform costs.
Educational Trips, including day and residential. As well as visitors to the school.	We continue to support families with educational trips and activities.
Wellbeing Support for students - Spend allocation for the wellbeing day.	Wellbeing Day was a great success. Pupils were able to participate in a number of different activities, such as: Meeting birds of prey, meeting exotic animals, trying out circus skills and beat boxing and a 'CSI' style science experiment.
Other educational activities, such as music tuition.	Tuition lessons are still actively encouraged. The Leader of Music promotes this within letters and conversations with parents.