

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	Three Peaks Primary Academy
Number of pupils in school	401
Proportion (%) of pupil premium eligible pupils	18.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Richard Penn-Bourton
Pupil premium lead	Richard Penn-Bourton
Governor / Trustee lead	Nick Blakemore

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£172,160
Recovery premium funding allocation this academic year	£18,560
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	£190,720

Part A: Pupil premium strategy plan

Statement of intent

At Three Peaks Primary Academy, our intention is that our disadvantaged pupils achieve well, make good progress and have the access to opportunities which expand their life chances. We want to narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers so that they are well equipped to move forward to the next stage on their learning journey and thus have a positive impact on future life opportunities. This includes ensuring that those pupils who have been, and continue to be, most affected by learning loss during the pandemic catch-up to their peers.

The key factors influencing the use of our pupil premium funding are :

- Effective use of data and evidence to identify needs and to act early.
- Identification of the individual needs of disadvantaged pupils
- Enhancing home-school partnership to maximise the impact of additional support
- Plan intended impact, implement strategies effectively, review regularly and adjust to have the best possible impact

High quality teaching and the breaking down of barriers to learning are at the heart of our approach. High-quality teaching is proven to have the greatest impact on closing the disadvantaged attainment gap and, at the same time, will also have a positive impact on non-disadvantaged pupils in our school. Implicit in the intended outcomes

detailed in this plan, is the intention that progress made is sustained and has long-term impact.

Our ultimate objectives are to :

- Remove barriers to learning created by poverty, family circumstances and background
- Close the attainment gap between disadvantaged pupils and their non-disadvantaged peers
- Ensure that all pupils are able to read fluently and with a good level of understanding to enable they have access to the breath of the community
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations and discussions with pupils and their families indicate under-developed language skills and vocabulary gaps. These are evident from Reception through to Key Stage 2 and, in general, are more prevalent among our disadvantaged pupils.
2	Internal data analysis shows that some disadvantaged pupils can be achieving better in reading, writing and mathematics.

3	Data identifies that the levels of attendance of disadvantaged pupils falls below that of their non-disadvantaged peers.
4	Observations and discussions with pupils and the peers identifies that disadvantaged pupils have less access to good quality reading materials and other educational opportunities in the home and local environment
5	Internal data, observations and discussions with pupils and their families identifies lower rates of parental engagement for disadvantaged pupils in home / school learning activities.
6	Internal assessment, observation and discussions with pupils and their families indicates that disadvantaged pupils have less access to ICT equipment at home.
7	Internal data, observations and interactions with the families of disadvantaged pupils identifies a greater need for support from external agencies with regard to wellbeing, family support and safeguarding.

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
Sustain and enhance reading attainment among disadvantaged pupils	<p>Key Stage 2 reading outcomes in 2024/25 show that 80% of disadvantaged pupils meet the expected standard.</p> <p>PiXL reading assessment outcomes in 2024/25 across the school show disadvantaged pupils achieve in line with their non-disadvantaged peers.</p>
Improve mathematics attainment among disadvantaged pupils	<p>Key Stage 2 mathematics outcomes in 2024/2025 show that 75% of disadvantaged pupils meet the expected standard.</p> <p>PiXL mathematics assessment outcomes show that the gap between the performance of disadvantaged and non-disadvantaged pupils has narrowed.</p>

	Times tables check results in 2024/25 show that disadvantaged pupils achieve in line with non disadvantaged pupils
Improve writing attainment among disadvantaged pupils	Key Stage 2 writing outcomes in 2024/2025 show that 75% of disadvantaged pupils meet the expected standard. Internal writing assessment outcomes in 2024/2025 across the school show that at least 75% of disadvantaged pupils are working at the expected standard.
Sustain and enhance phonic screening attainment	Year1 phonic outcomes in 2024/2025 show that disadvantaged pupils perform inline with non-disadvantaged peers.
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. Pupil voice demonstrates that children are able to articulate their learning, drawing on the core knowledge learned in lessons. Writing outcomes at the end of 2024/25 show that 75% of disadvantaged pupils meet the expected standard.
Improve access to high quality reading materials for all pupils	Engagement in Accelerated Reading quizzes of disadvantaged pupils matches that of non-disadvantaged pupils. Increased and sustained provision of high quality reading texts in school reading areas and school library. Increased engagement in home-reading activities identified through analysis of home reading diaries
All disadvantaged pupils have access to ICT equipment during non-teaching times with increased support for home access	All pupils complete online home learning activities.
Sustain and enhance access to external agency support for all pupils as required.	Maintain parental support via Pupil Support manager so that referrals for additional support are submitted as required.

<p>Improve attendance among disadvantaged pupils.</p>	<p>Sustained high attendance by 2024/2025 shown by the narrowing of the attendance gap between disadvantaged pupils and the national average.</p> <p>Reduction in the percentage of persistently absent disadvantaged pupils so that the gap is no more than 5% lower than their peers.</p>
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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: £142,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased TA provision, to support the delivery of quality first teaching and interventions support for disadvantaged pupils and their peers. This will lead to raised levels of attainment overall and for disadvantaged pupils to narrow or eliminate the gap between their achievement and that of their non disadvantaged peers.</p>	<p>EEF guidance on the effective use of teaching assistants highlights the value of collaboration of teaching assistants and teachers in supporting pupils. It shows that structured intervention can be an effective deployment of teaching assistants.</p>	<p>1, 2</p>
<p>Providing teachers with release time to allow them to work 1:1 and in small groups on a termly basis to review learning and address areas of misconception and weakness through use of PiXL therapies as well as specific teacher planning.</p>	<p>EEF guidance for improving KS2 literacy identifies the importance of target teaching through the use of accurate assessment of pupil needs and the importance of high quality and structured intervention</p>	<p>1, 2</p>
<p>Enhancement of our Phonics teaching and curriculum to secure stronger phonic teaching and outcomes.</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>1, 2</p>

Enhancement to the teaching of reading through the implementation of Accelerated Reader from Year 2 to Year 6.	EEF guidance for KS2 improving literacy identifies the importance of teaching reading comprehension strategies through modelling and supported practice.	1, 2, 4
Continue subscription to Read Write Inc phonic scheme to further embed systematic synthetic phonics using DfE validated scheme.	Phonics approaches have a strong evidence base that indicates a positive impact of word reading particularly for disadvantaged pupils.	2
Increase access to a wider range of high quality reading materials in class reading areas, home readers and the library.	The Redding Framework : Teaching the foundations of literacy document identifies the importance of high quality books being available for storytime, in book corners and for the children to read at home.	2, 4
Enhance and improve EYFS role play resources to develop oracy through modelled adult talk and play	EEF guidance for EYFS preparing for Literacy is based on educational research and outlines the importance of focussing on early language and vocabulary development	1, 2
Provide pupils with materials to support/reinforce learning at home in upper Key Stage 2	EEF recognise the value of homework in supporting learning	1, 2, 5
Increase access to ICT resources to support learning in lessons, to provide access to ICT resources out of lessons and at home	EEF report on the use of technology to improve learning identifies that well selected digital resources and access to this has an impact on learning EEF recognises that, in some cases, pupils require access to ICT and homework clubs in school as access to appropriate technology and an appropriate environment to work at home can prove to be a barrier to learning.	1, 2, 5, 6

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional intervention in phonics teaching to support pupils word reading in KS1 and lower KS2.	<p>Phonics approaches have a strong evidence base that indicates a positive impact of word reading particularly for disadvantaged pupils.</p> <p>Teaching assistants use RWI resources to deliver intervention. EEF guidance report on Teaching Assistants shows that structured intervention can be an effective deployment of teaching assistants.</p>	1, 2
Provide specific 1:1 support to address communication and language difficulties in disadvantaged pupils with identified needs in these areas through the use of Small Talk provision and Wellcomm resources	Teaching assistants use Wellcomm resources to deliver intervention. EEF guidance report on Teaching Assistants shows that structured intervention can be an effective deployment of teaching assistants.	1, 2
Use of teaching tutors to provide a blend of tuition and mentoring for pupils whose education has been most impacted by the COVID pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged including some of those who are higher attainers.	Tuition targeted at specific needs and knowledge can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. (EEF)	1, 2

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Support Manager employed to work with pupils and their families.:</p> <ul style="list-style-type: none"> • Accessing appropriate support from outside agency to overcome external barriers to learning; • Engaging with 'hard to reach' families ; • Managing procedures outlined in attendance and punctuality policies to improve the attendance of disadvantaged pupils. • Supporting pupils with challenging behaviour and promoting positive behaviour including that of disadvantaged pupils. 	<p>Stress caused by a range of factors outside of school can have a detrimental impact on learning.</p> <p>DfE research shows a link between improved attendance and improved achievement at the end of KS2.</p>	<p>2, 5, 7</p>
<p>Support funding for access to traded support from a range of external providers :</p> <ul style="list-style-type: none"> • Families First • Counsellors (CHOICES, Action for Children, Elements) • Family Support (Malachi) • Emotional and well being support (Malachi, Elements) 	<p>Stress caused by a range of factors outside of school can have a detrimental impact on learning.</p>	<p>1, 2 ,3 ,5 ,7</p>
<p>Purchase uniform for disadvantaged pupils so that they feel treated as equal members of the school leading to better involvement and attitude to school</p>	<p>Research by the Joseph Rowntree Foundation has shown that pupils in primary school are aware of how costs of attending school affect their family. This can affect their experience of school life and outcomes.</p>	<p>1, 2 ,3 ,5, 7</p>

Subsidising extra-curricular clubs for disadvantaged pupils	Ofsted's School Inspection Update (January 2019) identifies that disadvantaged pupils may not have as much access to cultural capital in schools. Research by the Joseph Rowntree Foundation has shown that disadvantaged pupils often have less access to the arts and other extra-curricular activities. EEF toolkit identifies that arts participation can increase academic achievement.	3, 7
Support disadvantaged pupils in the participation of residential experiences	EEF research states that enrichment approaches can directly improve pupils' attainment.	2, 3, 7
Provision of funded wraparound care for identified disadvantaged pupils in form of before and after school club	Government evaluation of breakfast clubs identified that wraparound care can support children with concentration, social skills and attention by having a breakfast/after school meal. Wraparound care has improved identified pupils attendance and punctuality and provided a means to support some parents with means of employment.	1, 2, 3, 5, 6, 7
Provide additional before school breakfast club provision to Y6 pupils in KS2 assessments weeks.	Government evaluation of breakfast clubs identified that wraparound care can support children with concentration, social skills and attention by having a breakfast/after school meal.	2, 3, 7
Improve staff understanding of specific areas of safeguarding and social inequality through CPD in specialist areas of need.	Informed staff enable pupils to receive better support by barriers for learning being addressed more effectively	2, 3, 5, 7
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £190,000

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.

The number of pupils in receipt of the Pupil Premium funding has increased year-on-year. At present we expect this number to increase further as the number of pupils in receipt of free school meal provision has increased. As a school, we recognise the needs of these pupils as disadvantaged as well as those in receipt of the Pupil Premium funding. We will continue to diminish the stigma attached to the pupil premium and support families to ensure that the needs of all disadvantaged pupils are met.

Our internal assessments during 2020/2021 suggested that the performance of disadvantaged pupils improved in reading but declined in Mathematics and Writing. This picture reflects school data on the uptake of remote learning in all areas and pupil and parent voice who reflected the view that engaging in reading based home learning activities was easier than mathematics and writing. The gap between the attainment of disadvantaged and non disadvantaged pupils appeared to narrow in Maths based on internal assessments using the 2019 End of KS assessment papers and the positive gap between disadvantaged and non disadvantaged pupils in reading was maintained. During the closure period, the school ensured that high quality reading material was distributed to all disadvantaged pupils as a priority. Recorded sessions supported by online support was provided for Mathematics on a daily basis.

In 2020/2021, we have observed an increase in issues relating to pupil mental health and wellbeing which has led to increased pupils and their families requiring support

from within school and external agencies. The role our Pupil Support Manager has played in addressing these issues has been invaluable. The support given has ranged from organising counselling and family support to organising and distributing food and toiletry packs. This high degree of support will need to continue, especially for many of our disadvantaged pupils and their families. In addition the need to promote high rates of attendance only increased following the periods of school closure and this will continue to be the case as we face parental and pupil concerns attending school as infections continue.

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
N/A	

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?	

What was the impact of that spending on service pupil premium eligible pupils?	
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.