

Pupil Premium Strategy Statement

Park Primary School

September 2023

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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Park Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Emma Grant
Pupil premium lead	Emma Grant
Governor / Trustee lead	Tracy Frackelton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 112,810
Recovery premium funding allocation this academic year	£ 10,875
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	£ 123,685

Part A: Pupil premium strategy plan

Statement of intent

At Park Primary School, we intend to ensure that all pupils make good progress and achieve good outcomes across the curriculum.

The focus of our Pupil Premium (PP) Strategy is to identify additional support for disadvantaged pupils so that we can support them to achieve these outcomes and to develop good learning and social behaviours including high expectations for themselves.

We will consider all aspects of our pupils lives when identify which strategies we will employ. This includes supporting their academic progress and outcomes, ensuring that expectations and targets are ambitious, as well as additional pastoral and wellbeing support that they and their family may need, in order for them to access their education effectively.

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 also includes school plans for education recovery following the Covid pandemic, targeting pupils whose education has been worst affected – this includes all pupils including those not entitled to PP funding.

Our approach will be based on analysis of the children's needs, including the use of school data, monitoring and observations, which will be regularly evaluated and adjusted. Identification of need will be evidence based, not assumption based.

To ensure that strategies and interventions 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

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality rates for pupils eligible for PP are below that for all children. This reduces their school hours or prevents them from accessing the start of lessons and causes them to fall behind on average.
2	Complex family issues involving multiple agencies affect the wellbeing and engagement of some pupils eligible for PP
3	<p>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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
4	<p>Staff observations, discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Staff referrals for pastoral support, and referrals to Children's Services have increased significantly since the start of the pandemic. Approximately 20% of children (18.5% of whom are PP) require additional pastoral support.</p>
5	School data shows that in KS2 there are more children working significantly below ARE than in KS1. School closures and disruption due to Covid have disproportionately impacted PP students
6	School data shows that there are more gaps in learning in maths, where children have more unique objectives to learn in order to reach ARE.
7	Disruptions in early years education prior to starting school have impacted children currently in Year R and Year 1. This has impacted their language and social skills.

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 attendance for PP students	By 2024 there will be no gap between the attendance and punctuality of disadvantaged and non-disadvantaged pupils.
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Accelerated progress in language skills will be evident for targeted Year R children by the end of Year R 2022.</p> <p>By 2024, assessments and observations indicate significantly 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.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>Progress data shows that targeted pupils make accelerated progress in maths by the end of 2022.</p> <p>By the end of 2024, % achieving ARE+ by the end of KS2 is in line with national average, and there is no significant difference between the attainment of disadvantaged and non-disadvantaged pupils.</p>
Improved attainment in literacy for disadvantaged pupils at the end of KS2.	<p>Progress data shows that targeted pupils make accelerated progress in maths by the end of 2022.</p> <p>By the end of 2024, % achieving ARE+ by the end of KS2 is in line with national average, and there is no significant difference between the attainment of disadvantaged and non-disadvantaged pupils.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a sustained reduction in exclusions • pupils are able to self-regulate and identify self-soothing activities as appropriate

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: £ 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing communication and language across the school. 2 x teachers to ELKLAN trained and then shared across the school. Communication and language friendly classrooms and strategies in place.</p> <p>Most costs covered by SEN research bid – additional cover to support development and implementation.</p>	<p>All staff have increased awareness of identify and supporting children with communication and language needs.</p> <p>Communication and language is an identified barrier</p> <p>Oral Language Interventions EEF High impact low cost</p>	<p>3 5 6</p>
<p>Mastery Learning – Maths</p> <p>Additional release time for Maths leader/Specialist maths teacher to work with class teachers and to provide CPD.</p>	<p>Well documented impact of mastery teaching through the use of local maths hub.</p> <p>Mastery Learning EEF – high impact, low cost</p>	<p>5 6</p>

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

Budgeted cost: £68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Teachers in school:</p> <p>Music teacher – time for teachers to review targets</p> <p>2 x additional teachers to support children with high needs (costing not included here)</p> <p>1 x additional teacher in Year 6</p>	<p>Highly trained staff will work will work with children in smaller group settings. Evidence shows that small group tuition has a positive impact on progress and is most effective when:</p> <ul style="list-style-type: none"> -diagnostic tools are use -it is based on children’s needs -highly trained staff are used -feedback is also targeted and used as a strategy <p>Groups will be targeted based on children’s needs, and will focus on building gaps in learning created/ widened over the last 2 years – leading to better progress and attainment over time.</p>	3 5 6
<p>Catch up Tutoring</p> <p>-Small groups of Y6 children with Y6 teachers/ HLTA</p>	<p>-Small group tutoring specific to children’s needs to help them to become secondary ready.</p> <p>This will increase outcomes beyond primary school as they are able to access the curriculum.</p>	3 5 6
<p>Maths Club – developing fluency in calculation</p>	<p>-School evidence has shown that this has had a positive impact on children’s progress and attainment.</p> <p>-Pupils are able to access the curriculum better and increased fluency supports reasoning skills in class.</p>	3 5 6
<p>Promoting language skills in Early Years</p>	<p>-Additional LSA to model and scaffold good language use and develop vocabulary. Able to utilise outdoor classroom more effectively.</p> <p>-NELI training and interventions</p> <p>Pupils typically start reception with low language skills. Developing these in the Early Years has been shown to impact progress and attainment in the future.</p> <p>NELI is a proven and subsidised intervention.</p> <p>Research shows that progress in language is increased in the outside environment for many children.</p> <p>Oral Language Interventions</p> <p>EEF High impact low cost</p>	7
<p>Phonics interventions</p> <p>1:1 catch up</p>	<p>-2 x LSAs conducting 1:1 tuition in the afternoons</p>	3 4

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

Budgeted cost: £ 53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer	Attendance of PP students is lower than other pupils in the school. There is strong evidence that good attendance supports better academic outcomes and life chances.	1
FEIPS Practitioner	Children require support in relation to trauma experienced, dealing with anxiety, confidence and friendships. Providing children with specialist support allows them to have the capacity to focus on their learning and develop life skills.	1 2 4
Additional Nurture Support	Focused interventions allow children to engage better at school. Supporting friendships, self-confidence and emotional literacy allows children to focus on lessons and less learning time is used to problem solve after a negative incident has occurred.	1 2 4
Attachment and Trauma Aware School training	Strong research that developing a whole school approach to trauma and attachment supports all children in schools, and allows pupils who have experienced trauma to be better supported and understood – leading to better academic outcomes, attendance and conduct.	1 2 4
Additional DSL release time	Strong pastoral care and safeguarding support, including developing relationships with children, helps to keep children safe, increasing attendance, ability to focus and overall outcomes.	2 4
My Happy Mind	The scheme helps to develop an understanding of mental health and what pupils can do to support good mental health. Pupils learn about neuroplasticity, increasing their understanding of a growth mind-set. MYH research shows that schools who adopt and follow the scheme have less children needing SEND support and a decrease in exclusions and CAMHs referrals.	2 4
Subsidising School Trips	School supplements the cost of school trips for children receiving FSM.	3 4

Total budgeted cost: £ 128,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2022-2023

(LA Comparison)

At the end of EYFS, there was a significant gap between children entitled to PP achieving GLD (Good Level of Development) compared to children who are not in receipt of PP. This was particularly significant in the specific areas of writing and in maths.

In Year 1 in 2023, 41.1% (63.2%) of PP students passed the phonics screening check, compared to 54.6% (83.3%) of non-PP students. This is a gap of 13.5% (20.1%). In this cohort, 39% of children in receipt of PP have a Special Educational Need.

In this cohort 39% of PP have a Special Educational Need (SEN). 18% of non-PP students have a SEN.

By the end of Year 2 in 2023, 62.5% of PP students passed the phonics screening check, compared to 77.3% of non-PP students. This is a gap of 14.8%

At the end of Year 2 in 2023, 33.3% (66.4%) of children achieved the expected standard in reading, writing and maths. This compares to 68.2% (87.4%) of non-PP students. In this cohort 63% of PP students have a SEN. 27% of non-PP students have a SEN.

At the end of Year 6 in 2023, 36.4% (39.6%) of pupils in receipt of PP achieved the combined expected standard in reading, writing and maths. This compares to 47.4% (66.1%) of non-PP students. In this cohort, 55% of PP students have a SEN. 26% of non-PP students have a SEN.

In 2022-23, the % of children in KS2 in receipt of PP who made accelerated progress during the academic year was:

Reading 80%

Writing 38%

Maths 53%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Funding contributes to TALA practitioner who supports SCE as needed and when children first start at Park Primary. Vulnerability considered when assigning interventions to children e.g. prioritising children for 1:1 phonics tutoring.
What was the impact of that spending on service pupil premium eligible pupils?	In 22-23, of the 7 SCE children in school Reading 71% achieved ARE Writing 43% achieved ARE Maths 57% achieved ARE