

Pupil premium strategy statement 2021-22

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	Park Road CP School
Number of pupils in school	210 (197 at point of census funding allocated from)
Proportion (%) of pupil premium eligible pupils	7% - 14 children Nb – however, currently, school has 19 PP eligible pupils, plus one previously in care and one services child, who have joined us since this year's funding was allocated.
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022
Statement authorised by	N Parkinson
Pupil premium lead	N Parkinson
Governor / Trustee lead	D Platt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21005 (+£7035; £2345 x 3 LAC, funds allocated via VSH and PEP process)
Recovery premium funding allocation this academic year	Recovery curriculum: £2175 School led tutoring: £1620 (42 hours tuition)
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	£24800

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding we consider the context of our school and potential challenges faced, alongside research conducted by the EEF.

Common barriers to learning for disadvantaged children can be:

less support at home, poor language and communication skills, lack of confidence, behavioural difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non- disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6.

Achieving these Objectives

The range of provision we consider for this group could include, but is not limited to:

- To allocate a ‘Catch Up’ Teacher/s across school providing small group work with an experienced teacher focussed on overcoming gaps in learning
- Provide targeted support for identified pupils at risk/vulnerable/disadvantaged
- Use of Tutors via the National Tutoring Programme
- Additional teaching and learning opportunities provided through trained HLTA, TAs or external agencies
- Ensuring all our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Providing quality transition from primary to secondary and transition internally and into EYFS/KS2.

- Additional learning support in class, to enhance Quality First Teaching
- Funding activities, educational visits and residentials, ensuring children have first-hand experiences to use in their learning in the classroom.
- To enable children to learn a musical instrument and/or participate in other extra-curricular activities such as funding after school clubs
- Behaviour and nurture support either through small group nurture/social/self-esteem groups, during lunchtimes
- Provide play therapy or 1-1 counselling/mentor support to support mental wellbeing
- Whole staff CPD on key focus areas and priorities, to further develop strong teaching and learning and staff expertise to benefit all, including those deemed to be vulnerable

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Language and Communication skills barriers
2	Lack of vocabulary as a result of limited life experiences during lockdowns and lack of support/reading rich environments during this time affecting reading/writing outcomes
3	Attendance and Punctuality issues.
4	Increased gaps in learning as a result of school closures 2019-20 and 2020-21 leading to children falling further behind and struggling even more to catch up

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
Progress in Reading	Achieve at least national average progress scores in KS2 Reading
Progress in Writing	Achieve at least national average progress scores in KS2 Writing
Progress in Mathematics	Achieve at least national average progress scores in KS2 Maths
Phonics	Achieve above national average expected standard in PSC
Other	Ensure attendance of disadvantaged pupils is above 95%

Strategy aims for disadvantaged pupils 2021/22

Measure	Score
Meeting expected standard at KS2 RWM (5 eligible pupils)	80%
Reading	80%
Writing	80%
Maths	80%
Achieving high standard at KS2 RWM	20%
Reading	40%
Writing	20%
Maths	20%

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: £8433

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Further develop high quality, consistent teaching of phonics and spelling into writing which will impact upon improved outcomes and progress in Re/Wr for all learners at end of KSs, including those disadvantaged. This will be done through:</i></p> <p><i>Whole staff CPD on Phonics/spelling</i></p> <p><i>High quality, focused Inset from the Literacy Company to develop staff knowledge and confidence in the teaching of phonics, spelling and reading into writing across school.</i></p> <p><i>Developing staff who are highly skilled and confident in identifying specific gaps in phonic knowledge that impacts upon children's reading/writing and to plan effectively to eliminate that gap.</i></p>	<p>EEF research outcomes report that 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. Ensuring we have the highest quality phonics provision, leading into high quality, consistent approaches to spelling once children are secure with phonics to ensure all children make positive progress and learn to read and spell fluently is a priority.</p> <p>Ensuring good foundations in phonics are built upon consistently across school to enable pupils to develop secure reading/writing skills and speed in order to</p>	<p>1,2</p> <p>£800</p>

<p><i>Further develop consistency and clear progression in the teaching of spelling across school through introduction of Pathways to Spelling package</i></p>	<p>access all areas of the curriculum is key to successful outcomes in all areas at end KS2; the DfE’s Reading Framework document, July 2021, states that: <i>Phonics gives children the key to unlocking this alphabetic code for their reading and spelling. This is why teaching phonics for reading and spelling is a cornerstone of the programmes of study for English in the national curriculum.</i></p>	<p>£445</p>
<p><i>Additional TA hours to support QFT in classes, to enable re-deployment of HLTA to target support, specifically in UKS2 (see below)</i></p>		<p>£7188</p>

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

Budgeted cost: £ 14,639.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Targeted support in Mathematics 1:3 or 1:1 for identified pupils at risk/ vulnerable/disadvantaged via NTP tuition– continuity of quality assured tutor from phase 1 NTP</i></p>	<p>According to the EEF Teaching and Learning toolkit, small group tuition has an average impact of four months additional progress over the course of a year.</p>	<p>4 £1687.50</p>
<p><i>School led tutoring for identified pupils at risk /vulnerable/disadvantaged in small group or 1-1 through recruitment of specialist teacher (English) to support small group and 1:1 for identified pupils – continuity of quality assured teacher previously funded via 2020-21 catch up funding</i></p>	<p>The evidence indicates that small group and 1-1 interventions can be a powerful tool for supporting these pupils when they are used carefully. Impact of last year’s NTP tuition and school led tuition is evident in pupil outcomes and % of children achieving ARE by year end</p>	<p>1,2,4 £7500</p>
<p><i>Additional class-based support from TA/HLTA for identified year groups/groups of pupils and individuals – with a focus on prioritising Y6</i></p>		<p>£5452.10</p>

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

Budgeted cost: £2000

Activity	Actions/Evidence that supports this approach	Challenge number(s) addressed
To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations	<ul style="list-style-type: none"> • To identify pupils who are falling behind national • To provide tailored support for families with low attendance, working with school's LA Attendance officer and key members of staff (i.e. schools' Early Help lead and pastoral staff). 	3
<i>Support for trips/residentials/snacks</i>	<ul style="list-style-type: none"> • To ensure no child misses out on residential/trips enrichment opportunities due to disadvantage • To allow all pupils to participate in visits, both virtually and in school, which build on Cultural Capital for all 	

Total budgeted cost: £ 25072.00 *-£272 to be supplemented by additional income (staff outreach training)*

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021. The below data is based on teacher assessments.

Year group		Reading				Writing				Maths			
		% Target		Current on track %		% Target		Current on track %		% Target		Current on track %	
		ARE	GD	ARE	GD	ARE	GD	ARE	GD	ARE	GD	ARE	GD
Rec	1 (1G)	GLD								100%		0%	
Y1	1 (1B 1G)	100%	100%	50%	50%	50%	50%	50%	0%	100%	100%	50%	50%
Y2	3 (1G 2B)	66.6%	33.3%	66.6%	33.3%	66.6%	33.3%	33.3%	0%	66.6%	66.6%	66.6%	33.3%
Y3	5 (2G 3B)	80%	60%	60%	40%	80%	60%	60%	20%	80%	60%	40%	20%
Y4	1 (1B)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Y5	5 (5G)	80%	40%	60%	40%	80%	40%	60%	20%	80%	40%	60%	0%
Y6	1 (1G)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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?	
What was the impact of that spending on service pupil premium eligible pupils?	