

Pupil premium strategy statement 2021-24

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	205
Proportion (%) of pupil premium eligible pupils	14% - 28 children
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 this statement was updated to reflect revised annual figures	September 2023
Date on which it will be next reviewed	January 2024
Statement authorised by	K Quigley
Pupil premium lead	K Quigley
Governor / Trustee lead	D Platt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27645 Post LAC: £10116
Recovery premium funding allocation this academic year	Recovery curriculum: tbc School led tutoring: Tbc
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	£37,661

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.

We aim for high quality teaching to be excellent so that all our pupils succeed, irrespective of whether they are disadvantaged or not.

However, we have a range of pathways to support in place where this is required, including for disadvantaged pupils.

Common barriers to learning for disadvantaged children can be: 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 residential, ensuring children have first-hand experiences to use in their learning in the classroom and to develop their confidence, self esteem and social skills.
- 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. Evidence from observation, monitoring, pupil voice, assessments and tests indicate that limited language and communication skills, including limited vocabulary and oral literacy, compounded as a result of COVID-19, is more prevalent amongst our disadvantaged pupils and impacts upon their wider learning and access to the curriculum. This is the case from EYFS to KS2.
2	Attendance and Punctuality issues. Analysis indicates that during the year 2021-22, a higher % of our disadvantaged peers had higher absence than their non disadvantaged peers, across school but in particular in KS2.
3	Increased gaps in learning exacerbated as a result of school closures 2019-20 and 2020-21 leading to children falling further behind and struggling even more to catch up.
4	Increased social and emotional needs I.e increased anxiety and changing behaviours I.e. challenging behaviours or withdrawn behaviour, in part through lack of social/enrichment opportunities and 'life experiences', compounded by COVID-19 as well as current economic challenges.

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
Gaps in language and communication diminished so that children with disadvantage achieve as well as their	Oral and spoken language, including improved vocabulary, as well as communication and

peers in these areas	<p>understanding will be improved, as measured by a range of assessments, observations, tests and national benchmark outcomes i.e. reading/writing at KS1/2, C&L at EYFS.</p> <p>Children will remember key vocabulary and achieve well across the curriculum, including reading and writing, as a result.</p>
Differences in attendance and punctuality between disadvantaged and non-disadvantaged pupils diminished and, as a result, differences in learning.	<p>Gaps in learning between DA and their non-DA peers will diminish as a result of improved school attendance.</p> <p>PA of disadvantaged pupils will be improved.</p> <p>School's overall good attendance of above national attendance i.e.96%+ will be sustained for all groups of learners.</p>
Gaps in learning diminished so that DA pupils perform in line with their non-DA peers and achieve at least ARE at end KS2.	<p>100% of non-SEND pupils achieve ARE in Re/Wr/Ma.</p> <p>All SEND pupils achieve well and make good progress from their starting points.</p>
All children have access to a range of pathways to support emotional/social needs so that all groups of learners thrive in school.	<p>Observations, assessments and outcomes evidence that pupils achieve well in their learning.</p> <p>Attendance is high and improved for DA pupils in relation to their non-DA peers</p> <p>DA pupils attend at least 1 enrichment opportunity after school (funded by school).</p> <p>All pupils including DA attend curriculum enhancement trips and residential.</p> <p>Behaviour continues to be a strength of school and is consistently displayed by all pupils including DA.</p> <p>Referrals for additional support – both internal and external- remain low.</p>

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: £18085

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff new to school/year groups in Reading/Writing from school's known English external specialists, Literacy Company, to support consistency and high standards of learning and teaching approaches to Reading/Writing; Lit Co Reading for Y3/4, Reading for Y5/6, Writing for Y3/4 and Writing, Y5/6.</p>	<p>Evidence shows that good readers become good writers and are more able to access the wider curriculum and achieve well in all areas; pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching.</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>£600</p> <p>1,3</p>

<p>Literacy Company whole school training – modelled writing session on developing vocabulary and extending lowest 20% writers to develop consistent approaches in the teaching of writing across school and in particular progress for our lowest attaining pupils.</p>		<p>1, 3 £445</p>
<p>Purchase of Helicopter Stories To develop and extend speaking and listening including story telling vocabulary.</p>		<p>£500</p>
<p>Deployment of class-based support staff to support the delivery of QFT in class, in particular in year groups where there are higher numbers of DA pupils and/or identified gaps in learning.</p>		<p>£11540</p>
<p>Increased subject release time for En lead to monitor closely teaching and learning in Re/Wr, analyse and identify gaps and interventions to narrow these Increased subject release time for MA lead to monitor closely T and L of targeted support as well as QFT in class to ensure gaps are identified and addressed.</p>		<p>£5000</p>

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

Budgeted cost: £ 16141

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support in Mathematics 1:3 or 1:1 for identified pupils at risk/vulnerable/disadvantaged</p> <p>Timetable of a range of intervention programmes in place across KS1/2 for identified pupils i.e. Success@Arithmetic, 1st Class Number, Number Counts, 1-3 targeted group with Maths SLE.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber</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>The evidence indicates that small group and 1-1 interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p>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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>4</p> <p>£1687</p> <hr/> <p>1,2,4</p> <p>£7500</p>
<p>Additional class-based support from TA/HLTA for identified year groups/groups of pupils and individuals across KS1/2</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>£5452</p>
<p>TA deliver ELSA programme ½ termly supervision sessions with EP service</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	<p>£90 per year supervision.</p> <p>£1412 delivery costs per year</p>

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

Budgeted cost: £3500

Activity	Actions/Evidence that supports this approach	Challenge number(s) addressed
<p>My Happy Minds</p> <p>Introduction of whole school approach to mental health understanding.</p>	<p>Research shows that children thrive and learn best when they feel emotionally secure and listened to</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotion_Learning.pdf</p>	<p>£500</p> <p>2,3,4</p>
<p>Work with LA attendance officer via SLA to identify pupils either falling below the national attendance expectation of 95% or the persistent absence measure of 90%, working closely with families through:</p> <p>Early identification letters and communication</p> <p>Meetings with families</p> <p>Home visits</p> <p>Devising plans to improve attendance</p> <p>Triangulated approach including work with EH lead, in school pathways to wellbeing support, direct work with families and EH referrals as needed</p> <p>Half termly analysis of attendance with AO to ensure families are identified early and timely work is in place to support improved attendance, working with the families to establish strong relationships and trust to improve attendance.</p>	<p>There are well evidenced links between good school attendance and good progress/attainment. Children thrive both academically but also socially and emotionally if they attend school regularly.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>2, 3, 4</p>

Support for trips/residentials/snacks funded by school for DA pupils so that all pupils attend these CC/enrichment opportunities. PP children given early access to clubs, funded by school. Enrichment reintroduced for all so that all pupils, including DA, experience a rich and broad range of cultural capital and enrichment opportunities.		£3000
--	--	-------

Total budgeted cost: £ 37726

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 203 academic year.

		Reading		Writing		Maths	
		ARE	GDS	ARE	GDS	ARE	GDS
Rec	3 (1G/2B)	GLD 100					
Y1	4 (3G/1B)	25	0	25	0	25	0
Y2	3 (2G/1B)	33	0	33	0	33	0
Y3	3 (3G)	33	33	33	0	33	0
Y4	5 (2G/3B)	100	0	66	0	66	0
Y5	3 (3B)	66	0	66	0	66	0
Y6	1B	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
Pathways to spelling.	The Literacy Company