

Pupil premium strategy statement – Park Road Community Primary School

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	12%
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)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Kathryn Quigley
Pupil premium lead	Kathryn Quigley
Governor / Trustee lead	Michelle Wainwright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	PP £28120 PLAC £10276
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£38396

Part A: Pupil premium strategy plan

Statement of intent

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
- 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 and to develop their confidence, self-esteem and social skills.
- To enable children to participate in other extra- curricular activities such as funding after school clubs.
- Behaviour and nurture support 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	Assessments, observations, and discussions with pupils show underdeveloped oracy skills and vocabulary gaps among disadvantaged pupils. This is evident from Early Years to Key Stage 2. As a result, this impacts on speaking and listening skills and furthermore on reading and writing outcomes for this group of pupils.
2	Attendance and Punctuality issues. Analysis indicates that during the year 2023-24, a higher % of our disadvantaged peers had higher absence than their non-disadvantaged peers, across school but in particular in KS2.
3	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', as well as current economic challenges.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and subsequently writers.

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 oracy skills and vocabulary knowledge for disadvantaged pupils so that they achieve in line with their peers.	Oral and spoken language, including improved vocabulary, as well as communication and understanding will be improved, as measured by a range of assessments, observations, tests and national benchmark outcomes i.e. reading/writing at KS1/2, Communication & Language at EYFS.
Differences in attendance and punctuality between disadvantaged and non-disadvantaged pupils diminished and, as a result, differences in learning.	Gaps in learning between disadvantaged and their non-disadvantaged peers will diminish as a result of improved school attendance. Persistent Absence of disadvantaged pupils will be improved. School's overall good attendance of above national attendance will be sustained for all groups of learners.
Gaps in learning diminished so that disadvantaged pupils perform in line with their non-disadvantaged peers and achieve at least Age Related Expectations at end KS2.	100% of non-SEND pupils achieve ARE in Reading/Writing/Maths. All SEND pupils achieve well and make good progress from their starting points.
Improved phonics attainment among disadvantaged pupils.	100% of pupils without identified SEND need will achieve at least age-related expectations in phonics by the end of Year 1. Pupils identified with SEND will make good progress in phonics from their starting points and almost all will achieve the expected level by the end of year 2.

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: £21,747

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.</p> <p>End of Autumn 2024:</p> <ul style="list-style-type: none"> - LC support within identified year groups. Impact observed in teaching and learning - Whole school CPD planned for Spring 2025, delivered by the LC – focus on adaptive teaching for those working well below their peers. 		4
<p>Deployment of class-based support staff to support the delivery of Quality First Teach in class, in particular in year groups where there are higher numbers of DA pupils and/or identified gaps in learning.</p> <p>End of Autumn 2024:</p> <ul style="list-style-type: none"> - Additional staff deployed for focused QFT intervention/support, overseen by HT and SENDCo. Good practice observed during learning walks and review. 	<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>The reading framework - GOV.UK</p> <p>Oral language interventions EEF</p> <p>Improving Literacy in Key Stage 2 EEF</p>	1 3 4
<p>Increased subject release time for English lead to monitor closely teaching and learning in Reading/Writing, analyse and identify gaps and interventions to narrow these.</p> <p>End of Autumn 2024:</p> <ul style="list-style-type: none"> - 3 weekly release provided. 		1 4
<p>Training for delivery of Helicopter Stories for colleagues in EY and KS1.</p> <p>Training with Royal Opera House, as part of the Cultural Champions Programme, to increase opportunities for speaking and listening across the</p>		1 4

<p>curriculum. Some costs will be incurred by releasing staff to attend training.</p> <p>To develop and extend speaking and listening including story telling vocabulary across the curriculum in all year groups.</p> <p>End of Autumn 2024:</p> <ul style="list-style-type: none"> - Cultural champion programme engaged with and identified staff attending training. - Helicopter story training planned for KS1 staff Spring 2025 		
<p>Purchase and deliver CPD for an SSP – Rocket Phonics. Additional support both through Teacher CPD/Support, additional release of English Lead to review/coach delivery and additional adults to deliver the programme effectively across school.</p> <p>End of Autumn 2024;</p> <ul style="list-style-type: none"> - Programme purchased and implemented. - All staff trained. - Programme reviewed via Trust led FSE in initial stages. 		<p>1 4</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 and Reading 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 at Arithmetic, 1st Class Number, Number Counts, Pre-teach, Number Fluency, 1-3 targeted group with Maths SLE.</p> <p>Timetable of school developed reading intervention programme. 1:1 or small group</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>4</p>

<p>End of Autumn 2024:</p> <ul style="list-style-type: none"> - All children requiring reading intervention accessing this. Impact observed across pupil premium groups - Maths intervention in place for identified children. Tutuoring support taking place. 	<p>One to one tuition EEF</p> <p>Small group tuition EEF</p>	
<p>Additional class-based support from TA/HLTA for identified year groups/groups of pupils and individuals across KS1/2</p>	<p>FFT Reciprocal Reading EEF</p>	<p>3</p> <p>4</p>
<p>TA deliver ELSA programme ½ termly supervision sessions with EP service</p> <p>End of Autumn 2024:</p> <ul style="list-style-type: none"> - ELSA programme implemented and demonstrating impact. 	<p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>2</p> <p>3</p>

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

Budgeted cost: £ 3927

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding of My Happy Mind Programme for Mental Health and Wellbeing.</p> <p>End of Autumn 2024:</p> <ul style="list-style-type: none"> - Effectively embedding into the whole school curriculum - PSHE Lead to work towards My happy Mind Award to support this. 	<p>Research shows that children thrive and learn best when they feel emotionally secure and listened to</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	2
<p>Work with LA attendance officer via SLA to identify pupils either falling below the national attendance expectation of 97% 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>End of Autumn 2024:</p> <ul style="list-style-type: none"> - Half termly meetings taking place. - Support work in place where required. 	<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>Attendance interventions rapid evidence assessment EEF</p> <p>Working together to improve school attendance - GOV.UK</p> <p>Parental engagement EEF</p>	
<p>Training for all in EBSA strategies.</p> <p>L1 for all class based staff</p> <p>L3 for Attendance Officer, senior leaders and inclusion support staff.</p> <p>End of Autumn 2024:</p> <ul style="list-style-type: none"> - All staff trained at the relevant level of EBSA 	<p>Attendance interventions rapid evidence assessment EEF</p> <p>Working together to improve school attendance - GOV.UK</p> <p>Parental engagement EEF</p>	2 3
<p>Support for trips/residentials/snacks funded by school for DA pupils so that all pupils attend these CC/enrichment opportunities.</p> <p>PP children given early access to clubs, funded by school.</p> <p>Enrichment reintroduced for all so that all</p>		3

<p>pupils, including DA, experience a rich and broad range of cultural capital and enrichment opportunities.</p> <p>End of Autumn 2024:</p> <ul style="list-style-type: none"> - Early access in place - Funded support 		
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Total budgeted cost: £ 41815

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

PP 2023-2024 Review 26 pupils who are pupil premium						
Gender	2023/24 Sum2 Reading Main Assessment	2023/24 Sum2 Writing Main Assessment	2023/24 Sum2 Maths Main Assessment	Reading progress from 2023/24 Spr2 to 2023/24 Sum2 Main Assessment	Writing progress from 2023/24 Spr2 to 2023/24 Sum2 Main Assessment	Maths progress from 2023/24 Spr2 to 2023/24 Sum2 Main Assessment
Year 1 — 1 pupil — 4%						
Female	Below	Below	Below	0	0	0
Summary	Below	Below	Below	0.0	0.0	0.0
Year 2 — 5 pupils — 19%						
Female	Below	Below	Below	0	0	0
Female	On-track	On-track	On-track	0	0	0
Female	On-track	On-track	On-track	0	0	0
Male	On-track	On-track	On-track	0	0	0
Male	Just Below	Just Below	On-track	0	0	0
Summary	On-track	On-track	On-track	0.0	0.0	0.0
Year 3 — 7 pupils — 27%						
Female	On-track	On-track	On-track	0	0	0
Female	Just Below	Just Below	Just Below	0	0	+1
Female	Just Below	On-track	Just Below	0	+1	0
Male	On-track	Just Below	On-track	0	0	0
Male	Below	Below	Below	0	0	0
Male	Below	Below	Below	0	0	0
Male	Below	Below	Just Below	0	0	0
Summary	Just Below	Just Below	Just Below	0.0	+0.1	+0.1

Year 4 — 3 pupils — 12%						
Female	Below	Just Below	Just Below	0	0	0
Female	On-track	On-track	On-track	0	0	0
Male	On-track	Just Below	Gr. Depth	+1	0	0
Summary	On-track	Just Below	On-track	+0.3	0.0	0.0
Year 5 — 6 pupils — 23%						
Female	Gr. Depth	Gr. Depth	Gr. Depth	0	0	0
Female	Just Below	On-track	On-track	+1	+1	0
Female	Just Below	Just Below	On-track	+1	0	0
Female	Just Below	Just Below	On-track	+1	0	+1
Male	On-track	On-track	Gr. Depth	0	0	0
Male	Just Below	Below	Below	+1	0	0
Summary	Just Below	On-track	On-track	+0.7	+0.2	+0.2
Year 6 — 4 pupils — 15%						
Female	On-track	On-track	On-track	0	+1	0
Female	On-track	Just Below	Just Below	0	0	0
Male	On-track	On-track	On-track	+1	0	0
Male	On-track	On-track	Gr. Depth	0	0	0
Summary	On-track	On-track	On-track	+0.2	+0.2	0.0

All DA pupils made at least expected progress in all core areas of learning. However, outcomes were still below that of their peers.

Intended Outcomes in the previous strategy:

1. Gaps in language and communication diminished so that children with disadvantage achieve as well as their peers in these areas

Key vocabulary is remembered and used. Quality Assurance by Governors and Trust, which confirms this. S&L in EY remains in high 80%, with all bar one PP child last year achieving.

2. Differences in attendance and punctuality between disadvantaged and non-disadvantaged pupils diminished and, as a result, differences in learning.

Overall attendance at 96.3%. PP attendance slightly lower at 95.1%. This is an improvement on previous years.

22/23 = 96.4% overall and 94.4%pp

21/22 = 95.3% overall and 94.2%pp

Key stage 2 – Pupil Premium remains a focus for next year

3. Gaps in learning diminished so that DA pupils perform in line with their non-DA peers and achieve at least ARE at end KS2.

End of KS2:

DA Children (4chn) R 60%, W 60%, M 80%, RWM 60%

Non-DA Children: R 85% W 82% M 92% RWM 81%

4. All children have access to a range of pathways to support emotional/social needs so that all groups of learners thrive in school.

Waved approach to SEMH in place – reviewed by LA SEND Team (July 2023) to be highly effective. P.A remains very low (2.4%) Only 2 PP children below 90%, (89.9% and 87.5%)

All pupils have attended residential and trips.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Pathway to Write Pathway to Spell	Literacy Company