

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	Park Community Academy
Number of pupils in school	318
Proportion (%) of pupil premium eligible pupils	49% - 157 pupils
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	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	G.Hughes
Pupil premium lead	H.Gardiner
Governor / Trustee lead	L.Marrs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,895
Recovery premium funding allocation this academic year	£45,530
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	£220,425

Part A: Pupil premium strategy plan

Statement of intent

Our aim: is to ensure that our pupils are not disadvantaged as a result of their socioeconomic context. We believe that with the correct support all pupils can achieve their full potential and prepare them for adult life.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow any attainment gaps between disadvantaged pupils and their nondisadvantaged peers both within school and nationally
- Support pupils to enable them to access the breadth of the curriculum we offer
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Support pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Our Context: Pupils who attend PCA have a wide range of learning needs including moderate to severe learning difficulties, complex learning difficulties associated with Autistic Spectrum Conditions and speech and language difficulties, sensory impairment, some complex medical needs and varying degrees of social, emotional and behavioural needs associated with their Special Educational Needs and Disability. All of the children and young people have an Education, Health and Care Plan. PCA caters for pupils aged between 2 and 19.

Achieving our objectives: In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective, quality teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to Learning Outside the classroom opportunities, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and the Creative Arts.

- Provide appropriate nurture support to support pupils in their emotional and social development.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals: We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	SEN, disengagement, lack of concentration, immaturity, parental support attendance,
2	Speech and language difficulties, auditory difficulties. Memory retention, self esteem.
3	Pupils entering the EYFS with further delay in language and listening skills. A delay of early language skills within the early years impacts on pupils ability to hear sounds when practising blending and segmenting. Thus impacting on the early building blocks of learning.
4	Pupils unable to self-regulate and manage emotions in an age appropriate way - behavioural issues
5	Pupils vocabulary / understanding of number is limited due to a lack of exposure to the wider world, this in turn impacts on their ability to comprehend and read fluently – supporting independence and life 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
Pupils will make at least expected progress in Language and Literacy	Pupil data from the end of the year to show expected or above expect progress.

Pupils will make at least expected progress in Mathematics	Pupil data from the end of the year to show expected or above expect progress.
Pupils will make at least expected progress in PHSE.	Pupil data from the end of the year to show expected or above expect progress.
Targeted support for extracurricular activities including residential visits.	All pupils able to share their experiences and develop social skills that will support them in later life.
Targeted support for pupils mental health and well-being, through our extended curriculum offer and pastoral services.	Improved mental health and well being of PCA pupils, demonstrated through attendance data, CPOMs and general progress.

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: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialist lead in Mathematic rolling out maths Mastery throughout the school.</p> <p>Maths Mastery approaches (pictorial, concrete, abstract) used to support under achieving pupils.</p> <p>Concrete resources to be purchased to promote Maths Mastery throughout lessons.</p> <p>Home access to be enabled for three websites to promote and secure mathematical understanding. EducationCity, RMeasimaths and Discovery Education.</p>	EEF guide to pupil premium – tiered approach - teaching is the top priority, including CPD.	1 & 5
<p>Specialist lead in English leading on phonics targeted groups</p> <p>Weekly support intervention groups to take place with KS2</p>	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD	1, 2, 3 & 5

and KS3 pupils accessing small group/teacher interaction to support their learning and to help them achieve their target that has been set for them in the academic year.	EEF stresses that improving literacy improves pupil outcomes overall - increases attainment and thereby life choices. EEF research shows online books and electronic readers increased reading ages and comprehension.	
Specialist leads in PSHE rolling out the careers SCARF / Start Profile SRE curriculum reviewed and modified to be delivered throughout the school	EEF – social and emotional learning – improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.	1, 2, 4 & 5

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
In house English Tutor support programme	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD EEF stresses that improving literacy improves student outcomes overall - increases attainment and thereby life choices. EEF research shows online books and electronic readers increased reading ages and comprehension.	1, 2, 3 & 5

<p>SRE delivery throughout provided by external provider</p>	<p>EEF – social and emotional learning – improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p>	<p>1 & 4</p>
<p>Pastoral Interventions – Mentor Role extended and developed. Increase mentor roles with a focus on mental health.</p> <p>The PCA Learning Mentors deal with a large number of reactive situations/restorative work on a daily basis as well as supporting pupils on a One to One and group/workshop timetabled activity. Pupils are offered a wide range of workshops and interventions including Friendship and Social Skills, Behaviour/anger management, Self –esteem and confidence building, Relationships, as well as support with any personal family issues which may arise. The Learning Mentors liaise with parents and carers on a regular basis to offer support to them in ensuring barriers to learning are addressed for pupils within school.</p>	<p>EEF – social and emotional learning – improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p> <p>EEF - Raising aspirations is often believed to be an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success.</p>	<p>1, 2, 4</p>

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

Budgeted cost: £ 65, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Programme of after school activities both within school year and Summer Scheme.</p>	<p>EEF – social and emotional learning –</p>	<p>1, 2, 4</p>

<p>PCA currently runs numerous after school clubs and Summer scheme which contribute towards the emotional wellbeing, social skills, confidence and self-esteem of the pupils. It allow social interactions between groups which might not usually interact and enables appropriate peer relationships to develop.</p> <p>This includes free transport home from school following after school clubs. These pupils have also used the fund to allow attendance of school sporting activities. Without this service this pupil premium child would be unable to benefit from the range of after school clubs available at PCA or to represent the school in after school sporting activities.</p>	<p>improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p>	
<p>Provision of training to develop confidence in using public transport.</p>	<p>EEF - Raising aspirations is often believed to be an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success.</p>	<p>1 4, 5</p>
<p>School uniform and PE Kit – uniform allocated to pupils. This includes additional age appropriate needs – waterproofs, swimwear/towel, and work boots/wellies/overalls.</p>	<p>PP pupils are not inhibited by financial constraints, in turn raising their participation and attainment overall.</p>	<p>1 & 4</p>
<p>Cooking ingredients for Food Technology lessons Family Let's Get Cooking workshops</p>	<p>EEF Toolkit - Parental involvement is consistently associated with pupils' success at school. Research shows that students who receive appropriate affective support perform better in school (Deslandes et al., 1997).</p>	<p>1, 2, 4 & 5</p>
<p>Residential activities - Personal development The schools residential programme continues to provide pupils throughout the</p>	<p>PP pupils are not inhibited by financial constraints, in turn raising their participation and attainment overall.</p>	<p>1, 4, 5</p>

<p>school with a range of enriching experiences aimed to improve life skills, independence and knowledge of the world around them.</p> <p>For the residential trip the school subsidised at least half of the final payment for pupils. In some cases the school paid the full amount.</p>	<p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self - confidence.</p>	
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Total budgeted cost: £ 175, 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.

MATHS	PP	NPP	CLA	NLA	BOY	GIRL
2018-19	100%	98%	100%	99%	99%	99%
2019-20	93%	94%	93%	93%	93%	96%
2020-21	91%	88%	100%	90%	90%	90%

English	PP	NPP	CLA	NLA	BOY	GIRL
2018-19	95%	96%	100%	96%	94%	100%
2019-20	90%	90%	93%	89%	86%	96%
2020-21	96%	87%	92%	89%	86%	96%

This data shows that in English and Maths Children Looked After and those in receipt of Pupil Premium are making progress in line with or above other pupils with similar needs at PCA.