

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	322
Proportion (%) of pupil premium eligible pupils	56 % - 179 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023, 2023-2024, 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	G.Hughes
Pupil premium lead	H.Gardiner
Governor / Trustee lead	S.Fielder

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£201,640
Recovery premium funding allocation this academic year	£114,382
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£316,022

# 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 non disadvantaged 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 to develop their Cultural Capital.

- 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 identify their pupil premium children and use 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 and 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: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths subject leaders embedding Maths Mastery throughout the school. Maths Mastery approaches (pictorial, concrete, abstract) used to support under achieving pupils.	EEF guide to pupil premium – tiered approach - teaching is the top priority, including CPD.	1 & 5

<p>Concrete resources to be purchased to promote Maths Mastery throughout lessons. Home access to be enabled for three websites to promote and secure mathematical understanding. EducationCity, RMeasimaths and Discovery Education. CPD will also be delivered to staff to ensure the websites are fully accessible.</p>		
<p>Specialist lead in English leading on phonics groups and supporting staff CPD and confidence.</p> <p>Weekly support intervention groups to take place with KS2 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.</p> <p>Read, Write Inc Phonics programme to be rolled out across the school – assessments will identify key pupils to target with specific interventions.</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD</p> <p>EEF stresses that improving literacy improves pupil outcomes overall - increases attainment and thereby life choices.</p> <p>EEF research shows online books and electronic readers increased reading ages and comprehension.</p>	<p>1, 2, 3 &amp; 5</p>
<p>Specialist leads in PSHE rolling out the careers SCARF / Start Profile</p> <p>SRE curriculum reviewed and modified to be delivered throughout the 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>1, 2, 4 &amp; 5</p>

## 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
<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 &amp; 4</p>
<p>Pastoral Interventions – Mentor Role extended and developed. Increase Family Team and Learning 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: £ 80, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Programme of free after school activities both within school year and subsidised Summer Scheme.</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>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, 2, 4</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.</p> <p>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 &amp; 4</p>

<p>Cooking ingredients for Food Technology lessons</p> <p>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 &amp; 5</p>
<p>Residential activities - Personal development</p> <p>The schools residential programme continues to provide pupils throughout the 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>PP pupils are not inhibited by financial constraints, in turn raising their participation and attainment overall.</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>	<p>1, 4, 5</p>

**Total budgeted cost: £ 200,000**



# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

*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.*

### Comparison of key groups of PCA pupils making expected or above expected progress in Maths

	KS1		KS2		KS3		KS4	
Maths	On Track & above	Exceeding	On Track & above	Exceeding	On Track & above	Exceeding	On Track & above	Exceeding
All	100%	28%	95%	39%	97%	18%	92%	42%
Boys	100%	27%	95%	35%	99%	21%	95%	26%
Girls	100%	33%	94%	48%	96%	21%	91%	33%
PP	100%	43%	96%	41%	96%	17%	96%	33%

### Comparison of key groups of PCA pupils making expected or above expected progress in English

	KS1		KS2		KS3		KS4	
English	On Track & above	Exceeding	On Track & above	Exceeding	On Track & above	Exceeding	On Track & above	Exceeding
All	100%	21%	86%	17%	97%	18%	92%	42%
Boys	100%	27%	86%	21%	96%	15%	92%	38%
Girls	100%	33%	86%	9%	96%	21%	91%	48%
PP	100%	43%	89%	17%	97%	14%	91%	48%

32 of our Pupil Premium children who had regressed, worked alongside our English specialist over 2 terms and made the following progress in Reading and Writing.

### **Reading**

- 3 pupils made progress but did not meet end of year target – 9%
- 25 pupils recovered regression and went on to meet expected target – 78%
- 4 pupils made above expected progress – 13%

### **Writing**

- 4 pupils made progress but did not meet end of year target – 9%
- 25 pupils recovered regression and went on to meet expected target – 78%
- 3 pupils made above expected progress – 13%