

Park Primary School

Pupil Premium Strategy Statement 2023-24



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Primary School
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	128/424 30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021-July 2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	R Gude
Pupil premium lead	D Riley
Governor / Trustee lead	C Round I Collinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,060
Recovery premium funding allocation this academic year	£20,445
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£212,505
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£2,114,810

Part A: Pupil premium strategy plan

Statement of intent

At Park Primary School, we are dedicated to creating an inclusive, empowering, and nurturing environment where every child thrives. We will foster the holistic development of our students, enabling them to excel academically, emotionally, and socially.

Our Mission Statement is: Happy, Confident, Successful. We are the best we can be.

Our school motto is, 'Together we **R.O.A.A.R.R!**'

Resilience

Oppportunity

Aspiration

Achievement

Respect

Responsibility

These life skills are developed throughout the curriculum and via our House Teams to ensure that even our most vulnerable pupils including Pupil Premium and Looked After Pupils (LAC) are supported and given the best possible life chances.

Beginning with quality first teaching, pupil premium funding enables us to be at the forefront of pedagogical approaches, ensuring teachers support all pupils to achieve their potential. Where gaps exist, the pupil premium funding supports a range of high-quality diagnostic assessments. A range of research-based interventions are then delivered and measured by trained staff.

Our inclusive, caring ethos at Park means that every child is supported pastorally. Pupil premium funding allows us to put in a highly trained and effective team of professionals that continually support every child and their family's mental health and well – being.

Challenges

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

Challenge number	Detail of challenge
1	The quality of teaching, learning and assessment required to identify and accelerate the progress of low achieving pupil premium children
2	The number of low achieving pupil premium children who also have SEMH needs across school
3	Higher percentage of pupils eligible for PP enter school (or F1) with very poor communication and language development, compared to non-eligible pupils.
4	Phonics, rapid catch up, reading books for love of reading and age appropriate, diverse and vocabulary rich texts.
5	Providing pupils with the tools to write for sustained periods of time using high level vocabulary
6	SEMH issues across families in the community resulting in a need to develop resilience, confidence and aspiration amongst our lower achieving pupils.

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
<p><u>Challenge 1.</u> Quality first teaching is never less than good in all year groups</p>	<p>Across school, the pupil premium children will make better than expected progress in excess of the non-pupil premium children across reading, writing and maths.</p> <p>All pupils including PP in a variety of contexts, e.g. whole class small group 1:1 will experience QFT in almost all lessons.</p>
<p><u>Challenge 2.</u> Improved engagement in their learning and rapid progress for low achieving pupil premium children with SEMH</p>	<p>Pupil premium children identified to have SEMH issues in each year group will make better than expected progress than their peers.</p> <p>Pupil engagement will be improved across all curriculum areas.</p> <p>These pupils will develop a positive attitude to school and their learning increasing engagement and confidence.</p>
<p><u>Challenge 3</u> Higher percentage of pupils eligible for PP enter school (or F1) with very poor communication and language development, compared to non-eligible pupils.</p>	<p>Decrease the gap between eligible and non-eligible pupils in terms of communication and language development upon entering school (or F1) by at least 20% within two academic years.</p> <p>Implement targeted interventions and support programs to improve communication and language skills for eligible pupils, resulting in a minimum of 50% of them demonstrating significant progress within the first year.</p> <p>Provide professional development opportunities for teachers and staff to enhance their understanding and ability to support pupils with poor communication and language development, resulting in at least 80% of staff reporting increased confidence and competence in addressing these needs.</p> <p>Establish effective partnerships with parents and caregivers of eligible pupils, ensuring their active involvement in supporting and promoting communication and language development at home, with a minimum of 70% participation rate within the first year.</p> <p>Continuously evaluate and refine the effectiveness of interventions and support programs through feedback from teachers, staff, parents, and eligible pupils, resulting in a minimum satisfaction rate of 80% among all stakeholders.</p> <p>Collaborate with external agencies and organizations specializing in communication and language development to access additional resources, expertise, and support for eligible pupils.</p>

<p>Challenge 4</p> <p>Phonics, rapid catch up, reading books for love of reading and age appropriate, diverse and vocabulary rich texts.</p>	<p>Students can demonstrate an understanding of individual sounds (phonemes) and their corresponding letter representations (graphemes) in the English language.</p> <p>Students can apply phonics skills to comprehend and read age-appropriate texts, demonstrating an ability to decode unfamiliar words.</p> <p>Progress Tracking: Consistent monitoring of individual student progress, with regular assessments to identify areas of improvement and areas requiring additional support.</p> <p>Implementing personalized interventions and strategies to address specific reading deficits or gaps in understanding.</p> <p>Demonstrated growth in reading proficiency, measured through benchmarks and assessments, at a rate exceeding the norm for their age or grade level.</p> <p>Continued support and adjustment of interventions as needed to ensure sustained progress and prevent regression.</p> <p>Students display genuine excitement and enthusiasm for reading, both in and out of the classroom.</p> <p>Students express a deep enjoyment of the reading experience, discussing books with peers and recommending titles to others.</p> <p>Students explore a wide variety of genres, topics, and authors, broadening their reading interests.</p> <p>Selection of reading materials that are aligned with the students' age, maturity, and reading abilities.</p> <p>Inclusion of texts that reflect diverse perspectives, cultures, and backgrounds, fostering inclusivity and cultural awareness.</p> <p>Exposure to texts that introduce and reinforce a rich and varied vocabulary, with opportunities for vocabulary</p>
<p>Challenge 5</p> <p>To Design a writing curriculum that incorporates seamlessly into all subjects and uses a high level of rich vocabulary. The curriculum should aim to demonstrate measurable progress in writing skills for every student, regardless of their academic discipline or level.</p>	<p>The writing curriculum is successfully integrated into all subjects, ensuring that writing skills are consistently practiced and applied across various academic disciplines.</p> <p>Measurable progress in writing skills is evident for every student, regardless of their academic discipline or level.</p> <p>The curriculum aligns with relevant educational standards and benchmarks for writing proficiency in each academic subject and level.</p> <p>Robust assessment tools and criteria are developed to effectively evaluate students' writing progress in all subjects.</p> <p>The curriculum incorporates strategies for providing individualized support and interventions to students who may require additional assistance in improving their writing skills.</p> <p>Ongoing professional development opportunities are provided to teachers to ensure they are equipped with the</p>

	<p>knowledge and skills needed to effectively implement the integrated curriculum.</p> <p>Students are engaged and motivated to participate actively in writing activities across subjects, demonstrating a positive attitude toward improving their writing skills.</p> <p>Data is collected and analyzed to continuously refine the curriculum and teaching strategies, ensuring that writing progress is consistently demonstrated.</p> <p>The curriculum promotes equity and inclusion by accommodating diverse learning styles, abilities, and cultural backgrounds, ensuring that every student has an opportunity to excel in writing.</p> <p>students across all subjects, as evidenced by pre-and post-assessment data and performance in subject-specific writing tasks.</p>
<p><u>Challenge 5.</u> The focus for parental engagement is centred around developing a child’s resilience, confidence and engagement in learning thus accelerating progress (to include improvements to attendance for PP children)</p>	<p>% of pupil premium parents attending parent meetings, assemblies, open days, reading sessions, activities held in each class when possible. An increase of an average of 20%.</p> <p>Parents are regularly surveyed regarding the most effective ways to access information, events etc – school to act on outcomes to improve communications.</p> <p>As a result, parents feel welcome in school and attendance at events is good. Parents feel that they know how their child is getting on in school. Parents are familiar with school staff and feel able to seek support, ask questions and engage with staff whenever they need to.</p>

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: £ 97,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school training on the use of a Teaching Assistants across school. Too ensure that all children are being supported and that the needs of the children is a priority.	By improving the quality distribution of Teaching Assistants across school the need of the pupils will be a key priority. TAs will be moved around to match the particular needs of the children during each lesson. Through ensuring all staff have the necessary pedagogical skills and content knowledge to teach effective lessons will increase progress rates.	1,3,4
Investment in Jane Considine writing programme including whole school in person CPD.	By investing in and using the programme that fully support the process used by school, all pupils will learn to write following a cohesive, comprehensive programme used consistently across school.	3,4
Recruitment of additional TA to support language development in Eary years.	High quality additional support put into place in the short term that is targeted to help engage and promote positive attitudes to learning through smaller group intervention does increase progress. Through a tailored curriculum, pupils become more confident learners and make accelerated progress from their starting points.	1,2,4
Purchase equipment and furniture for the new provision.	By purchasing the new equipment, including IT this will allow for the provision to be used as an extension fo the classrooms. This will ensure children with SEMH are accessing good quality provision that will enable them to learn in an environment that is both safe and inviting.	1,2,4,5
Recruitment of a HLTA with KS1 experience to work with current pastoral team to launch the new SEMH provision.	By employing TAs who have a specific skill set to work with targeted PP/LAC pupils with SEMH needs has proven to successfully improve pupil engagement, well-being and ultimately increase progress across all subjects.	2,5
CPD for up lift from TA to HLTA for 2 current members of staff	By providing training for two current experienced Teaching Assistants to complete training to become Higher Level Teaching Assistants we are equipping our teams to have one HLTA in each area of school. They will be responsible for arranging and planning PPA cover. This will ensure that all PPA is made up of good quality teaching.	2,5
Cover for regular CPD for all staff to enhance the curriculum, monitor impact and ensure intervention where necessary is robust and shoeing impact and progress.	By regularly upskilling teachers through CPD, we can track improvements in student achievement. We can also ensure that teachers are fully prepared to lead their subject to a high standard and are able to can answer with confidence all questions regarding their subject. They can track the progress of their subject across school. This demonstrates the effectiveness of	1,2,4,5

	the CPD program in positively impacting the curriculum and student learning.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focused targeted support based on individual SEMH needs to improve readiness for learning by Inclusion and Behaviour Manager /pastoral team.	By improving emotional well-being this group of children are focused and ready to engage in their learning. Regular consistent targeted check ins, 1:1 sessions and small group structured short high impact therapy sessions are proven to successfully improve the confidence and self esteem of vulnerable pupils giving them the resilience and readiness to engage and have a positive attitude to their learning.	2,6
Employment of a full time HLTA to ensure planning with class teacher and coverage of learning for students will be consistent.	By providing a HLTA to coordinate learning with the class teacher we can provide the best experience for the children needing to access the provision. This will ensure the children get QFT as well as access to SEMH provision that is highly needed.	1,3,6
To fully furnish the new provision using top quality furniture that provides a multiple of uses.	By furnishing the provision using good quality furniture we can ensure the unit can be used in a multiple of ways. Children can access learning, therapy, play and more. The furniture is practical, fun, bright and easy to move around.	1,3,6
Targeted intervention in year 1,2,3,4 for writing through Jane Considine.	Catch up programmes that are taught to high standard through quality first teaching to low achieving pupils particularly those who do not have additional support at home, impact the progress of this group of pupils. Robust, timely assessment identifies these pupils early to avoid widening the writing gap and addresses misconception quickly and appropriately.	1,2,4
1-1, small group provision e.g. Spelling Shed, Clicker, Dyslexia Gold, Rainbow Readers. Focused LA vulnerable children (see PP document) to accelerate progress in reading so that all children in this group make accelerated progress over the year.	Reading is a whole school main focus area for improvement and development which includes the Early reading strategy. Improvements to reading will impact on all subjects over time as well as improve communication. Rainbow reading has significantly improved low achievers/PP ability to read with fluency thus improving their ability to comprehend what they are reading. Language development and transference of skills into other subject areas as well as conversational language improved.	1,2,4

	<p>Clicker is a proven programme that significantly improves the writing of low achieving pupils. Although predominately supporting writing, this program develops confidence, reduces support by up to 66% allowing pupils to become more independent learners. This gives them means to read, listen to and develop their writing across arrange of curriculum areas.</p> <p>Dyslexia Gold is a proven program that teaches phonological awareness, eye-control and language understanding. This programme improves the reading and comprehension by up to 12 months as well as significant improves the confidence of reluctant, struggling readers.</p>	
NELI - The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years). The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks. The intervention will be delivered in Reception.	The EEF toolkit research shows 6months further progress, this is high impact targeted intervention and robust evaluations found NELI children made on average 3 months of additional progress in language.	1,3,4
Additional interventions in Year 2/3/4/5/6 in all subjects to accelerate progress for PP children needed.	The use of targeted Intervention with programmes such as Clicker, Rainbow readers, Spelling Shed and Dyslexia Gold, are proven high impact targeted interventions that accelerate progress with more vulnerable pupils. (see above point)	1,4
Set up of the 'Building Family Bond course'	Engaging families in a course that will engage them in examples of healthy eating, routines and communication will provide them with tools to use in the family home.	2,3,5

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

Budgeted cost: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A range of parental interventions to be held e.g. Building Family Bonds, Chatterbooks, (evolved from Imagination Library scheme) Stay and Play, reading meetings, class assembly, parent meetings. Termly show for each KS	Parents feel less threatened by the thought of engaging in their child's learning if they come into school in an informal way but that empowers them to understand the best ways to engage in their child's learning.	5,3

All children in school to be given a book at Christmas to share with their family.	By giving all children a book that is both age appropriate and of interest to them builds confidence and helps share the love of reading outside of school. This encourages all children to transfer the skills of learning to read from school to home extending vocabulary and widening their language acquisition.	4,5
All children starting school in F2 to receive a book bag and book containing a welcome to a love of reading sticker	By investing in providing a book and book bag for all pupils actively encourages general parental engagement from the outset. This gives reading and encouraging a love of books high priority from the start of a child's education. Pupil premium pupils benefit greatly from this is often one of few books they receive.	4,5
ESOL classes to be held at Park to support those parents who do not have English as a first language.	Parents of children with EAL sometimes feel isolated as they get to grips with the language and UK school system. By proactively using school premises to facilitate an access to English course in a non-threatening way, builds trust and understanding behind the importance of learning thus helping pupils to make progress.	4,5
Maths and English basic skills lessons	Parents of children with low basic maths and English can inhibit their ability to support their children in their learning journey. By proactively using school premises to facilitate an access to basic English and Maths course in a non-threatening way, builds trust and understanding behind the importance of learning thus helping pupils to make progress.	4,5
Full time attendance support officer in place to liaise with hard to reach parents to improve attendance for PP group	Where children are attending school regularly their outcomes are better. Children with regular attendance form positive relationships which support learning and development. Early intervention linked to attendance is most effective. Where parents are supported with strategies to help improve attendance, we usually see an improvement quickly.	2,3,4,5
Full time SEMH manager and Parent Support Adviser in place to Support children to be emotionally ready and to feel secure in the routines and structures of learning and lessons.	Supporting children to be emotionally ready and to feel secure in the routines and structures of learning and lessons enables them to engage the working memory more effectively and be ready to learn. Having a highly qualified non-teaching SEMH professional employed fulltime allows for early intervention and timely support that is both effective and efficient to enable all pupils to access the curriculum. Tailored intervention allows for our most disadvantaged pupils, with the right support, learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These social and emotional skills' are essential for children's development, support	2,3,4,5

	<p>effective learning, and are linked to positive outcomes in later life.</p> <p>Parents who attend key meetings personal to their child such as TAF, SEN, meetings help build trust and work more effectively with school to support their child/ren. Staff work with parents to ensure they feel welcome into school but also facilitate remote meetings where this helps parents to be able to attend and engage better.</p>	
<p>To launch the new provision to meet the needs of our children, families and community.</p>	<p>Through the EEF, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.</p> <p>Through the development of a substantial provision that will initially support school but will ultimately create a sustainable facility for families and the community. Our disadvantaged pupils will have access to support and high quality intervention that will allow them to develop and grow the skills they need to access a broad and balanced curriculum and make progress.</p>	<p>1,2,3,6</p>

Total budgeted cost: £ 97,000, £40,000, £75,000 = £212,000

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 2023 to 2024 academic year.

Intended Outcomes	Outcomes
Improved progress and engagement with our most disadvantaged pupils.	
Improved outcomes for Early years	
Improved engagement in their learning and rapid progress for low achieving pupil premium children with SEMH	
Improved outcomes in Phonics	
To improve attainment for all pupils in writing	
To support and sustain positive levels of parental engagement in particular with our most disadvantaged families	

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
Spelling Shed	EdShed
Rainbow readers	
NELI	
Little Wandle	
Dyslexia Gold	
Clicker	
Numbots	
Timestables Rockstars	

Twinkl	
Whiterose	
Grammarsaurus	
Fred's teaching	
Jane Considine	