

Park Primary School

Pupil Premium Strategy Statement 2021-2022



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 Primary School
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	126/422 29.9%
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 2022
Date on which it will be reviewed	September 2023
Statement authorised by	K Fagg
Pupil premium lead	R Gude
Governor / Trustee lead	I Collinson D Cole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,155
Recovery premium funding allocation this academic year	£14,335
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	£155.490

Part A: Pupil premium strategy plan

Statement of intent

Park is a very special, diverse and inclusive school that provides a happy, caring, and stimulating environment in which all children can blossom, achieve high standards, gain a sense of independence and begin to realise their full potential. Our philosophy on learning is that it should be life-long, life-wide and life-deep.

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	Pupils' ability to read fluently along with the understanding of vocabulary and comprehension skills.
5	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><u>Challenge 4</u> Pupils' ability to read fluently along with the understanding of vocabulary and comprehension skills.</p>	<p>Progress measures show that % of low achieving pupils has improved as more PP and vulnerable pupils are able to read fluently, spell more accurately and can comprehend what they are reading.</p> <p>As a result, pupils become more confident, fluent readers who can articulate their understanding of text. All pupils are able to 'crack the code' of reading and arrive at Year 3 confident in decoding and able to engage meaningfully with text.</p> <p>Fully embed SSP programme is in place along with a fully decodable reading scheme for all pupils to access.</p> <p>A fully decodable separate reading resource is in place to support the teaching of phonics to reading through the SSP.</p> <p>Robust Vocabulary Instruction - RVI is taught explicitly across all years and all staff including TAs are fully trained in the implementation of this programme.</p> <p>A clear skills progression is in place across school from FS1 to year 6. There is clear planning within the skills progression documentation so that staff know the subject specific</p>

	<p>vocabulary to be taught in their year group, and subject and evidence shows pupils are using this effectively.</p> <p>Evidence across all curriculum areas of an increase in confident readers particularly PP/LAC.</p> <p>Home reading books are well matched to each pupil. They are changed weekly and allow pupils to practice and read repeatedly in order to develop their confidence and skill as a reader.</p>
<p><u>Challenge 5.</u></p> <p>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 meetings, assemblies, open days, reading sessions, 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>

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: £ 145,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school training on Little Wandle SSP to support and improve the teaching of phonics in FS2 and year 1	By improving the quality of the SSP already in place and building on successful strategies, this will embed and enhance phonics teaching across the school and will improve outcomes for all pupils especially those who find reading a challenge. 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 phonically decodable reading books that support Little Wandle SSP.	By investing in and using the reading books that fully support the SSP used by school, all pupils will learn to read following a cohesive, comprehensive programme used consistently across school.	3,4
Recruitment of additional TA to support Low achievers in Upper Key Stage two to help close the gaps and increase progress.	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
Investment in a phonically decodable reading scheme that fully matches all phases of phonics.	Home reading books are well matched to pupils needs phonically. They are changed weekly and allow pupils to practice and read repeatedly in order to develop their confidence and skill as a fluent reader.	1,2,4
Retention of two pastoral TAs to work with specific SEND pupils who are also PP/LAC.	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

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focused targeted support based on individual SEMH needs to	By improving emotional well-being this group of children are focused and ready to engage in their	2,5

improve readiness for learning by Inclusion and Behaviour Manager /pastoral team.	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 then the resilience and readiness to engage and have a positive attitude to their learning.	
Targeted intervention in year 1,2,3,4 for phonics and reading through Little Wandle	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 reading 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.	<p>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.</p> <p>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.</p> <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>	1,2,4
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
Y6 tutoring programme To increase the number of pupils achieving ARE in all at the end of KS2.	To ensure that all pupils achieve at least ARE and Many additional interventions are led by teaching staff so that they experience additional high-quality teaching – focusing on quality first. These interventions are monitored robustly and are short, timely and designed for maximum impact.	1,4

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

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A range of parental interventions to be held e.g. Chatterbooks, (evolved from Imagination Library scheme) Stay and Play, Booknic, class assembly, parent meetings.	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	4,5

	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.	
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.	<p>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.</p> <p>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 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>	2,3,4,5
The potential of a New SEMH provision to support and extend provision for our vulnerable pupils, their families and the community in which they live.	<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</p>	2,3,4,5

	access a broad and balanced curriculum and make progress.	
All books in school to be re-banded to meet expectations of phonics programmes. A further £6000 to be spent on books across school both for home/classroom and reading for pleasure purposes.		

Total budgeted cost: £ 145,000, £20,000, £16,000 = £181,000

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Quality first teaching is never less than good in all year groups

Improved engagement and progress for low achieving pupil premium children with SEMH

Gaps close between LA pupil premium children and their peers

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)

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	Timestable Rockstars
NELI	
Little Wandle	

Dyslexia Gold	
Clicker	
Nessy	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.