

# Pupil premium strategy statement - Parklands Community Primary and Nursery School

This statement details our school's use of pupil premium (and recovery 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	205
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2022 - 2025
Date this statement was published	5 <sup>th</sup> November 2023
Date on which it will be reviewed	27 <sup>th</sup> September 2024
Statement authorised by	Kim Cairns, Headteacher
Pupil premium lead	Laura Hughes, Deputy Headteacher
Governor / Trustee lead	Anthony Dybacz, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,955
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£15,950
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£162,905

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and, given the high proportion of pupil's eligible for pupil premium, at the same time, will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Attainment for disadvantaged pupils is below that of their non-disadvantaged peers, There is a trend of disadvantaged pupils not achieving the higher standard in line with non-disadvantaged peers.
2	Some of our children have had events in their lives which mean that they are not always ready to focus on learning. These can occur over time or in some cases may have been a historic incident which has had a significant impact. Disadvantaged pupils' social and emotional well-being needs improvement to ensure they thrive.
3	Due to their cultural capital, some of our children have not had a variety of rich experiences from which they can draw upon when learning.
4	A number of our disadvantaged pupils also have additional needs (SEND) and have specific learning difficulties.
5	Internal/External assessments carried out upon entry into school indicate that a high proportion of our children are unable to communicate effectively due to speech and language needs. A language rich environment is not always a typical experience for our pupils.
6	Parental confidence/skills to support pupil learning at home varies.
7	Disadvantaged pupils attend less and are not always punctual.

## 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
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. To ensure summative end of KS2 results (Reading, Writing, Mathematics, Grammar) are in line with national average	<ul style="list-style-type: none"> <li>At least 65% of disadvantaged pupils achieve the expected standard in KS2 Reading, Writing and Mathematics.</li> <li>Achievement at the higher standard will increase and there will be disadvantaged pupils working at the higher standard across all subjects.</li> <li>Pupils achieve in line with non-disadvantaged pupils</li> </ul>
Pupils are taught by staff who have had access to high quality CPD and moderation/assessment opportunities which enable them to ensure that quality first teaching of Maths & English is embedded in their everyday practice	<ul style="list-style-type: none"> <li>All staff receive/access CPD for best practice/high quality teaching of English and Mathematics</li> </ul>

<p>For all disadvantaged pupils in school to attain end of unit outcomes across all foundation subjects</p> <p>Support for all staff in establishing and delivering a progressive &amp; coherent curriculum.</p>	<ul style="list-style-type: none"> <li>• At least 65% of disadvantaged pupils achieve the expected standard in science and foundation subjects.</li> <li>• Disadvantaged pupils attain in line with their peers.</li> </ul>
<p>For all disadvantaged pupils in school to make or exceed national average attainment in Phonics/Reading.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils in year 1 attain in line with non-disadvantaged pupils.</li> </ul>
<p>Improve oral language and vocabulary skills among disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils being no more than 3%</li> <li>• the percentage of all pupils (including disadvantaged) who are persistently absent being below 16%</li> </ul>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a maintained isolated/rare incidents of bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> <p>For all disadvantaged pupils to be showing high levels of self-regulation, self-esteem and self-confidence.</p>
<p>To enhance the cultural capital of disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• All disadvantaged pupils will have been offered opportunities to engage in: <ul style="list-style-type: none"> <li>-sports/arts or creativity based activities</li> <li>-representing the school externally eg as part of a sports team, public speaking/choir performance</li> </ul> </li> <li>• Pupils attend clubs regularly (at least two a year)</li> <li>• Pupils in y4 learn how to play an instrument.</li> <li>• Visits and visitors are planned and carried out for all pupils</li> <li>• Specialist teachers (including sport, drama and art) are sourced for pupils</li> <li>• Pupils access a subsidised residential</li> <li>• Pupils access forest school</li> <li>• Y6 pupils access the Queensbury project</li> </ul>
<p>To increase parental engagement</p>	<ul style="list-style-type: none"> <li>• Parent surveys show an increase of confidence in supporting their child.</li> <li>• Parents attend school events well (over 75%)</li> <li>• Parents attend well at parents' evenings and subject learning workshops (over 75%)</li> </ul>

## 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: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sustain strong implementation of RWI (<a href="#">DfE validated Systematic Synthetic Phonics programme</a>) to secure stronger phonics teaching for all pupils</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	1,5
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a> <a href="#">Early Language Development</a> <a href="#">Arts Participation to improve oracy</a></p>	1,5
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. -Power Maths We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Mathematics guidance: key stages 1 and 2</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1,3,5
<p>Enhancement of our English (reading and writing) teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The EEF guidance has been produced based on a range of the best available evidence: <a href="#">Improving Literacy in KS2</a> <a href="#">Improving Literacy in KS1</a></p>	1,3,5

(Buying of the new Ready Steady Write scheme of work) We will fund teacher release time to embed key elements of guidance in school and to access English training and CPD.		
Providing CPD to staff based on quality first teaching across the curriculum. Funding release time for subject leaders and teachers.	The EEF guidance has been produced based on a range of the best available evidence. <a href="#">High Quality Teaching</a> <a href="#">Effective Professional Development</a>  <a href="#">National College Training</a>	1,2,3,5
Recruitment and retention of staff – providing cover time to undertake professional development: NPQTL, NPQH, RWI lead	The EEF has provided guidance on teacher CPD <a href="#">Effective professional development</a> The DFE has provided guidance on practical resources for schools to help reduce workload. <a href="#">Reducing school workload</a>	1,5
Sourcing technology and other resources to support high quality teaching and learning. Buying of Chromebooks and iPad apps.	<a href="#">Using digital technology to improve learning</a>	1,2,3,4,5

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

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured 1-1 or small group interventions using up-to-date assessment information and responsive to the changing emotional needs of pupils to meet the needs of disadvantaged pupils with SEND.	The EEF guidance: <a href="#">Selecting interventions</a> <a href="#">Teaching Assistant Interventions</a> <a href="#">Special Educational Needs in Mainstream Schools</a> <a href="#">5 a day principle to benefit pupils with SEND</a>	1,2,4,5,
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils who are attaining below the expected	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	

standard. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a> And in small groups: <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	
Additional 1-1 and small group phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	1,5
Providing small group tutoring for disadvantaged pupils, new to the country pupils and those with English as an additional language to support language development and literacy skills.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a> And in small groups: <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1,5

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Readiness to learn: effective pastoral & safeguarding support provided by Pastoral support and safeguarding lead and specific interventions delivered. -Butterfly Room available for children to access at break and lunchtimes for drop in sessions; mental health and well-being support; friendship support. Sensory circuits and nurture groups, support	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. <a href="#">Improving Social and Emotional Learning in Primary Schools</a>	2,6,7

provide time for children to settle at key parts of the day.	<a href="#">Improving Behaviour in Schools social and emotional learning</a>	
Provide a range of rich experiences including trips, visitors and residential stays to broaden children’s cultural capital. Offering a wide range of extra-curricular activities Disadvantaged pupils will be encouraged and supported to participate. Subsidising year 2 and year 5/6 residential.	Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes. <a href="#">Physical Activity</a> <a href="#">Arts Participation</a> <a href="#">Outdoor Adventure Learning</a>	5
An attendance champion to be responsible for engaging with families whose children are persistently absent, monitor attendance and punctuality and oversee paperwork to track attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="#">working together to improve school attendance.</a>	7
Wrap around care, breakfast club and meal provision.	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance. <a href="#">Breakfast for all pupils</a>	2
Communicating with, and supporting parents to engage in their child’s education and support family well-being.	The EEF Teaching and Learning Toolkit has a strand on <a href="#">Parental Engagement</a> <a href="#">Working with parents to support Children’s learning</a>	6

**Total budgeted cost: £ 190,000**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The End of KS2 data for 2022-2023:

	Pupils in receipt of PP who achieved EXS compared the national average	Pupils in receipt of PP who achieved the higher standard compared the national average	Non-disadvantaged pupils achieving the expected standard	Non-disadvantaged pupils achieving the higher standard.
Reading	74% (NA 60%)	16% (NA 29%)	88% (NA 78%)	13%
Writing	68% (NA 58%)	8% (NA ?%)	76% (NA 77%)	13%
Mathematics	58% (NA 59%)	5% (NA 24%)	63% (NA 79%)	25%
Grammar	79%	16%	88%	13%
RWM Combined	58% (NA 44%)	0% (NA 3%)	63% (NA 66%)	13% (10%)

<https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment#data-Block-d864e9b0-79b5-426c-bf92-10a495ea691e-tables>

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level and to results achieved by our non-disadvantaged pupils.

The data demonstrates that disadvantaged pupils attain in line with the national average but continue to attain below that of their non-disadvantaged peers. Reading is a particular school strength and pupils are performing well above national in that subject. The same can be said for writing, as the data is above the national average.

Mathematics will be a whole school priority and mathematics interventions have been reviewed and changes have been implemented so that gaps pupils have are being addressed. There is a focus on arithmetic, fluency and number recall practice which will support disadvantaged pupils in particular.

We have allocated more funding to high quality CPD to enhance teaching and learning provided by teachers across the school – taking a quality first teaching approach in line with EEF guidance. This is across core and foundation subjects.

Attendance is an area to continue to improve across the school.

	Attendance PP	Attendance non-PP	Unauthorised absences PP	Unauthorised absences non-PP	Persistent absence PP	Persistent absence non-PP
22-23	90.36%	93.88%	4.46%	1.6%	24%	16%

Funding has been allocated to an attendance champion for the 23/24 academic year to support this.

Our evaluation of the approaches delivered last academic year indicates that the following were particular strengths:

- breakfast for our pupils supported well-being and readiness to learn
- subsidising residential visits and trips to raise cultural capital was well attended across years 2, 3/4 and 5/6.

Areas that were less effective include the following:

- Clubs were not well attended. More needs to be done to encourage disadvantaged pupils to attend well.
- Staff were unable to be released to attend CPD/have subject leader and take part in research to further improve/enhance teaching and learning

## Externally provided programmes

Programme	Provider
Music curriculum	Charanga ltd
Writing Scheme – Ready Steady Write	Literacy Counts
Power Maths	Pearson
Accelerated Reader	Renaissance