

Pupil premium strategy statement 2021-2024

Park End Primary School



This statement details Park End Primary Schools 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 End Primary School
Number of pupils in school	511 +100 nursery and 2-year-old provision
Proportion (%) of pupil premium eligible pupils	65.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 22 nd 2021
Date on which it will be reviewed	October 22 nd 2022
Statement authorised by	Julia Rodwell (Head teacher)
Pupil premium lead	Lianne Richardson
Governor / Trustee lead	David Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£457,300
Recovery premium funding allocation this academic year	£25,297.21
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£482,597.21

Part A: Pupil premium strategy plan

Statement of intent

Park End Primary School's main objective is to ensure that all disadvantaged children have the same opportunities, experiences, access to a high-quality outstanding education and that all barriers are removed.

The pupil premium strategy plan works to ensure that there is a level playing field for all disadvantaged children. This plan identified the barriers that disadvantaged children experience and seeks to overcome them.

Through careful evaluation of the academic and pastoral needs of disadvantaged children, this pupil premium strategy looks to ensure that we break down any barriers to disadvantaged children thriving in school and achieving their potential.

The key principles of this policy are;

- To ensure that all disadvantaged children at Park End Primary School should reach their potential
- To raise the aspirations of all disadvantaged children
- To ensure that all children reach the attainment levels of non-disadvantaged children
- To develop the life chances of all disadvantaged children
- To further develop the understanding of vulnerable children of the educational opportunities available to them
- To enrich the lives of disadvantaged children by developing their cultural capital and wider curriculum experiences

Challenges

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

Challenge number	Detail of challenge
1	The level of attainment of disadvantaged children in core subjects
2	Early reading and phonics
3	Attendance and punctuality of disadvantaged pupils
4	Wider curriculum experiences
5	Social, emotional and mental health of disadvantaged 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.

Area of challenge addressed	Intended outcome	Success criteria
1	Disadvantaged children will have the same level of attainment as non-Pupil Premium children at the end of Key Stage Two	<ul style="list-style-type: none"> ✓ Overall attainment of disadvantaged children is in line with national figures ✓ The gap between Pupil Premium and non-Pupil Premium is closed ✓ Pupils make rapid and sustained progress
2	Disadvantaged children will have the same level of attainment as non-Pupil Premium children in their KS1 phonics screening assessments	<ul style="list-style-type: none"> ✓ Overall attainment of disadvantaged children is in line or above national figures for the phonics screening check ✓ The gap between disadvantaged and non-disadvantaged is diminished

		<ul style="list-style-type: none"> ✓ Disadvantaged pupils who do not pass the phonics screening in Year 1 make rapid and sustained progress and pass in Year 2
3	The attendance of disadvantaged children increases	<ul style="list-style-type: none"> ✓ Gap in attendance between Pupil Premium and non-Pupil Premium children will be in line with national average
4	Disadvantaged children have the opportunity to have a range of extracurricular experience	<ul style="list-style-type: none"> ✓ Disadvantaged children are given wider curriculum experiences that they have engaged with ✓ Financial disadvantage will not be a barrier to children accessing wider curriculum experiences ✓ Disadvantaged children are given equal opportunity to attend after school provision as non-pupil premium children
5	Parental engagement of disadvantaged children will support the development of children	<ul style="list-style-type: none"> ✓ Increased parental engagement to support disadvantaged children ✓ Parenting support offered to parents of disadvantaged children via school care team e.g. The Incredible Years parenting programme ✓ Early help identified and early intervention offered via on site Early Help and Social worker
6	Disadvantaged children will have access to high quality mental health support in school	<ul style="list-style-type: none"> ✓ Disadvantaged pupils will be rapidly supported if a mental health difficulty is identified

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: £ 390,162

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reduce class sizes to secure rapid progress towards the expected standard.</p>	<ul style="list-style-type: none"> • Evidence gathered by the EEF shows that reduced class sizes allow children to gain two months progress. • A report released by the EEF, in June, 2019, identifies support and mentoring during the early careers of teachers as a top priority. The report finds: <ul style="list-style-type: none"> - By developing the classroom structures that support vulnerable pupils in school, class sizes can be reduced to facilitate the rapid progress towards the expected standard. - Through providing extended-release time of staff alongside the development of national qualifications, coaching and mentoring can further support staff in developing small group and intervention groups. <p>Additional teachers – 4.6 EYITT staff - 3</p>	<p>1</p>
<p>Offer an extensive CPD package for staff to help tackle some of the specific learning challenges.</p>	<p>The 2019 EEF report says: ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.’</p>	<p>1</p>

	<p>A report released by the EEF in June 2019, identifies professional development, training and support of teachers as a top priority to ensure the recruitment and retention of quality teachers. As a school, we have:</p> <ul style="list-style-type: none"> - Shared upcoming external CPD opportunities with staff - Offered an extensive CPD package to all staff - School Development plan will highlight areas to be focussed upon and matched the identified school needs - Enrolled all staff in high quality, on-line training (Educare) <p>Whole School CPD allocation</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 58,715

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase reading resources to support the increasing number of vulnerable children across school, including those at risk of underachieving	<p>The development of reading strategies supports disadvantaged children in their attainment in reading and accessing the wider curriculum.</p> <p>3 x 0.5 TA support KS1</p> <p>Reading resources extended across KS2 to extended accelerated reader to Y3/4 pupils</p>	1,2
Focussed Early years intervention to develop Early phonics and reading	Early reading and phonics are an essential element of the academic attainment of all children including disadvantaged children and EEF research highlights the impact of phonics and early years interventions on the progress of children.	1,2

Maths mastery programme to develop understanding of the key maths information	The maths mastery approach to the delivery of the maths curriculum provides significant progress to children and the EEF research highlights that this can add 5 months onto the progress of children's attainment.	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 224,027

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide experiences for children that enrich the curriculum.	<p>Evidence gathered by the EEF show that sports participation and arts participation allow children to gain two months.</p> <p>Evidence gathered by the EEF shows that outdoor adventure learning allows children to gain four months</p> <p>The EEF recognise the impact non-academic strategies have on attainment: including improving attendance and behaviour.</p>	4
Provide experiences for children that enrich the curriculum.	<p>Pupils to work alongside ambassadors to learn about careers in the STEM field.</p> <p>Pupils are responsible for mentoring other pupils within the school, increasing awareness and developing a passion for subjects.</p> <p>Enhancing pupils' personal development through accessing extra-curricular opportunities linked to music and Spanish.</p>	4
Development of outdoor school resources to enhance curriculum provision	Subject leads to enhance learning through embedding outdoor activities into teaching and learning. School is investing in:	4,5

	<ul style="list-style-type: none"> • An Outdoor classroom • Creating outdoor reading libraries • Developing an amphitheatre and stage • Providing additional outdoor play equipment for foundation stage 	
Social, Emotional and Mental Health provision	<p>Development of 'The Bungalow' to provide purpose built spaced for specialist intervention for pupils with social and emotional needs</p> <p>Significant spend on specialist therapeutic intervention for pupils across school.</p>	5
Parental engagement enhanced through using Parent Support Advisor and Safeguarding Officer	<p>The EEF has evidenced the importance of parental engagement in school and this can add up to 4 months attainment for all children including vulnerable children</p> <p>1 x Parent Support Advisor</p>	1,3,5
Support for pupils emotional and social well being	<p>UK study published by the Department for Education (DfE) found that pupil wellbeing predicted their later academic progression and engagement in school. For example, pupils with better emotional wellbeing at age seven made more than one term's progress compared to those poorer emotional wellbeing</p> <p>Creation of Olive class to support pupils daily. Additional adults x 5</p>	3,5

<p>To improve attendance through strategic attendance lead, pastoral support and employment of EWO</p>	<p>For children to thrive at school, the positive interventions in terms of attendance and achievement can have a significant impact on the attainment of all disadvantaged children. The EEF has researched that it can add up to 4 months onto the progress of children.</p> <p>1 x Safeguarding and Pastoral Officer 1 x Designated Safeguarding Lead x 38 days</p>	<p>3</p>
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Total budgeted cost: £ 672,904

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?

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
Early Years Apprenticeship Programme	Best Practice
Power Maths	Pearson

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?	<ul style="list-style-type: none">• Support provided by parent support adviser to help to improve school attendance.• Supervision provided before start of breakfast club to support service pupil family.• Focussed early years and KS1 phonics interventions.
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none">• All absence authorised and due to illness. Overall improvement in attendance for service children.• Service children are making at least expected progress in reading, writing and maths and have passed the phonics screening test.

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.