



# Pupil Premium Strategy 2021-22

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## 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	Parkdale Primary School
Number of pupils in school	PAN 420
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	3 (in its 3 <sup>rd</sup> Year)
Date this statement was published	15/10/2021
Date on which it will be reviewed	October 2022
Statement authorised by	Peter Hillier
Pupil premium lead	Alex Taylor
Governor / Trustee lead	Lee Noble

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,390
Recovery premium funding allocation this academic year	£10,440
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	£93,830

# Part A: Pupil premium strategy plan

## Statement of intent

## Challenges

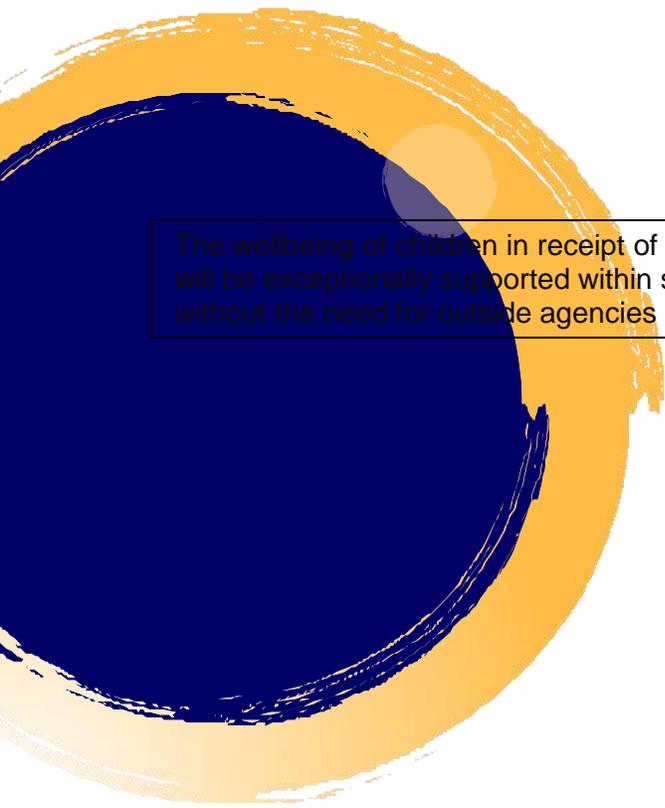
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Very few children in receipt of PP achieve Greater Depth combined
2	Writing at Greater Depth is an area children receiving PP struggle to achieve
3	10% of Pupil Premium Children have less than 90% attendance
4	Parental input isn't always as forthcoming as we would like it to be due to barriers within the home / social setting.
5	Reading for pleasure is not something many children in receipt of PP are currently embracing
6	Children at risk of not meeting Expected standard are often VERY CLOSE to meeting it but often don't quite make it.
7	Children starting school from disadvantaged backgrounds in our community often have lower than average speech and language skills for a variety of reasons.

## 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
<i>ALL Pupil Premium Children, that do not have a previously identified SEN that provides additional barriers to learning, will achieve at least EXS and those achieving Greater Depth in 1 or more areas will achieve Greater Depth combined</i>	End of year assessments year on year demonstrating continued improvement and progress.
All Pupil Premium children not absent for medical appointments will achieve 95% attendance or higher through support and challenge of the Attendance / Pastoral Lead	Attendance records will evidence this.
Parental Engagement with children's homework and reading will improve	Parents will write regularly in Reading Diaries demonstrating reading at home. Parents will attend parent drop in sessions on how to support their child at home. Frequency and quality of homework submitted by pupils will increase / improve
Reading for pleasure will be improved across all children	Children will be more vocal about reading and willing to share their reviews of books read. A greater variety of books will be read as demonstrated through class work and books read at home displayed in their reading records Children will make good use of the reading corners in class and specific notice will be paid to those children who previously did not engage in reading for pleasure who will be praised for doing so. Evidence of the reading comprehension skills improving will be evident in end of year assessments. More books will be available to children showing more diverse types of fiction and representing children from all types of backgrounds.
Children will achieve Greater Depth in writing where they have previously been EXS consistently	End of year assessments



The wellbeing of children in receipt of PP will be exceptionally supported within school without the need for outside agencies

Fewer referrals to CAMHS Level 1



## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of dedicated Speech and Language Therapist.	We have identified that a significant number of our children in receipt of PP over previous and current years start school with lower than average speech and language skills for a variety of reasons. For some this is just exposure to quality language activities, for some it is because of an EAL need and for others through a medical speech and language need identified through the main service. By having a dedicated SALT in school one day per week every week we are able to support staff in delivering targeted support for those children where appropriate and also offer specialist SALT support direct to the child where relevant. This has seen a big improvement in children meeting Early Years goals and also children progressing through school better having had early intervention. The SALT support is also available to children throughout the rest of school where the need continues or they are new to school.	1, 2, 6 and 7
Provision of dedicated Pupil Premium Lead to champion quality teaching and resources for children in receipt of PP	In a school where we have a relatively low number of children in receipt of Pupil Premium there is the temptation to miss their needs. We do not see big behaviour issues and the attainment of children in receipt of PP without an additional SEN or EAL need is generally good but we need to ensure that it is the best it could be for ALL children and that we are not missing the potential for children to be Greater Depth.	1 to 6

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

Budgeted cost: £25,000 for TA based interventions plus £10,440 Recovery Funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of a TA per year group for a minimum of 1 day per week to focus solely on meeting the needs of children in receipt of PP with the use of targeted and structured interventions.	Targetted interventions and support to pre-teach and over teach where required improves outcomes for our children. Structured interventions will happen inside and outside of the classroom during subject specific time to meet the needs primarily of children in receipt of PP but will include children not in receipt of PP where they share the same need.	1, 2 and 6
Provision of TA based tutoring system to offer outside school hours targeted support	Government Policy to use Recovery funding for Tutoring System – our children engage well with and trust our staff and they know the children and their backgrounds well so the decision has been made to employ our own TA's to offer this service as we believe it will bring out the best in our children.	1, 2 and 6

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

Budgeted cost: £1,500 for trip plus £ for Pastoral and Attendance lead.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Pastoral Lead and Attendance Officer.	Having a dedicated single point of contact for attendance and pastoral support of both children and parents has helped us understand the barriers to families attending school on a timely and regular basis, support has been put in place with outside agencies to support those families with their consent which has led to improved attendance in previous years.	3 and 4

Provision of Pastoral Lead	Having a dedicated Pastoral Lead who is also ELSA trained supports children primarily but not exclusively in receipt of Pupil Premium to address emotional well-being issues and SEMH needs which would otherwise prove a barrier to accessing learning and achieving academically	1 and 2
Funding for school trips	Assured attendance on school trips and residential trips ensures children in receipt of PP do not feel left out and marginalised, it enables them to feel part of the whole class and ensures they receive the same variety of experiences and educational opportunities as their peers. It provides opportunities to build social skills, language development, confidence and put into context class based learning	1, 2, 3, 6 and 7

**Total budgeted cost: £ 93,830**

## 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.

*The previous strategy was built around similar strategies of attendance, engagement and speech and language barriers. The steps put in place last year remain in place this year as we are seeing year on year improvements but not yet at a place where it meets our high standards which is why we continue to adopt and strengthen those strategies. In addition some of those strategies were harder to deliver during periods of lockdown such as targeted speech and language support and therefore need to be further embedded to see their full potential.*

*Attainment last year – albeit not through published data demonstrates that despite the COVID disruptions children in receipt of Pupil Premium are achieving good outcomes that are above the district, Local Authority and National Averages.*

*54.5 % of KS2 PP children achieved AS in Reading, Writing and Maths combined in teacher standard assessments at the end of 2021 school year compared to 49.7 in Gedling District, 47.6% Local Authority and 48.5 National Average.*

*Maths showed the biggest increase in end of Key Stage Outcomes showing a 12.7% positive difference between end of KS1 and end of KS2 with 72.7% achieving AS+*

*Writing only showed a 2.7% increase in attainment between end of KS1 and KS2 with 72.7% achieving AS+*

*Reading showed a drop in attainment of 8.2% with end of KS2 showing 81.8% of children achieving AS+ hence the addition of a further strategy this year to focus on reading.*

## 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

## 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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*It was established through detailed tracking and monitoring through the early stages Covid-19 pandemic that our Disadvantaged Pupils were typically showing lower levels of engagement than the non-Disadvantaged. This was addressed with enhanced contact, focussed intervention and provision of technology, with prioritisation of places in Key Worker groups for Disadvantaged children where there was capacity. Whilst this had a significant positive effect and engagement and attainment gaps were narrowed, our cohorts of Disadvantaged pupils continued to show lower attainment at entry baseline. This was a driving factor in the decision to re-structure (extend) the school day from September 2021 so that there is now increased capacity for intervention and and pre-learning. The additional staff costs related to this are met from the general budget.*

*See also Engagement Review Report 2020*