



## Philosophy Towards Disadvantage

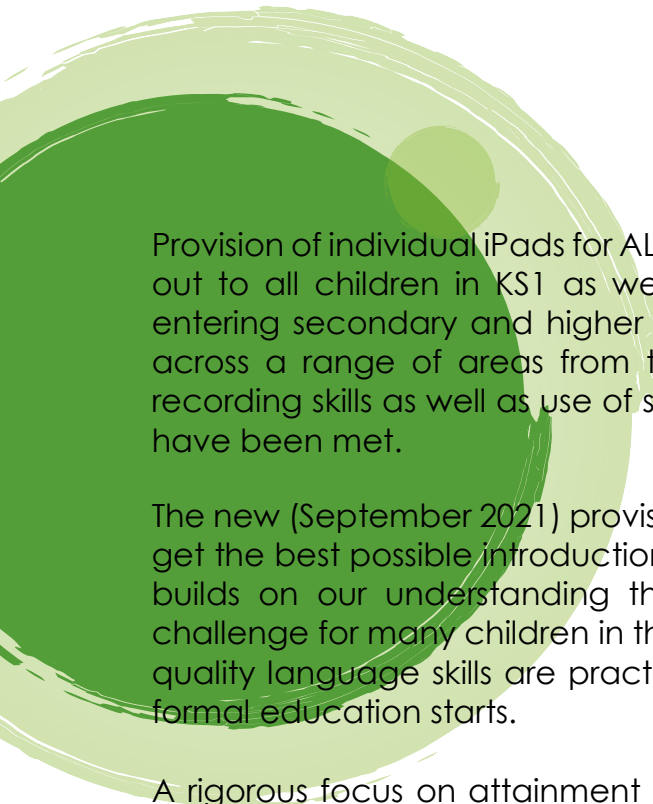
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This document highlights the ways in which our provision aims to close academic and social gaps beyond our Statutory Pupil Premium Spending Plan. This document should be considered in association with that plan. The spend on disadvantaged children exceeds the income received from Pupil Premium funding.

The over-arching philosophy at Parkdale is that children deserve the best possible education and holistic package of support. Therefore, whilst the funding is spent on specific areas of identified need to address the more obvious challenges faced by the children in this vulnerable group we are aware that more could and therefore, should, be done to support these children. In addition, the demographic of Parkdale School means that whilst we have a relatively low number of children receiving Pupil Premium funding we have a much higher number of children who are eligible but not claiming and also a large proportion of children who fall within the band of working parents on a lower income that are not eligible for the benefits that then attract PP funding but who also experience the same level of deprivation due to low amounts of disposable income. Therefore, **the number of children in school receiving the same reduced level of life experience and opportunities is higher than the level of funding received into school.**

Disadvantage for many of our children extends to include shortfall of life-enriching experiences, 'cultural capital', opportunities to be involved in the Arts and Sports, availability of technology, pre-school experience and exposure to high quality communications in the English language. For this reason, Parkdale goes above and beyond the use of its Pupil Premium funding to ensure that ALL children receive a high level of opportunities and experiences.

The following is a summary of where we have tried to 'level the playing field' for all of our children, **additional to our PP Spend Plan:**



Provision of individual iPads for ALL children in KS2 and the start of rolling this programme out to all children in KS1 as well. This ensures that ALL children will be capable of entering secondary and higher education as well as the workplace with digital skills across a range of areas from typing skills, use of spreadsheets, digital design and recording skills as well as use of software and apps to ensure accessibility adjustments have been met.

The new (September 2021) provision of an F1 unit ensures that children in the local area get the best possible introduction to a school-based setting as early as possible which builds on our understanding that language and speech is an identified area of challenge for many children in this demographic. Providing a setting that ensures high quality language skills are practiced and available for ALL reduces this barrier when formal education starts.

A rigorous focus on attainment and target setting relating to pupils eligible for PP at termly progress and standards meetings at class and whole-school level.

Enhanced access to a specialist Pastoral Team working on pupil wellbeing, family support and attendance.

A Communication Lead with the responsibility for monitoring and supporting progress of EAL pupils throughout their school journey.

The offer of an extended school day to all, to facilitate further intervention and pastoral care.

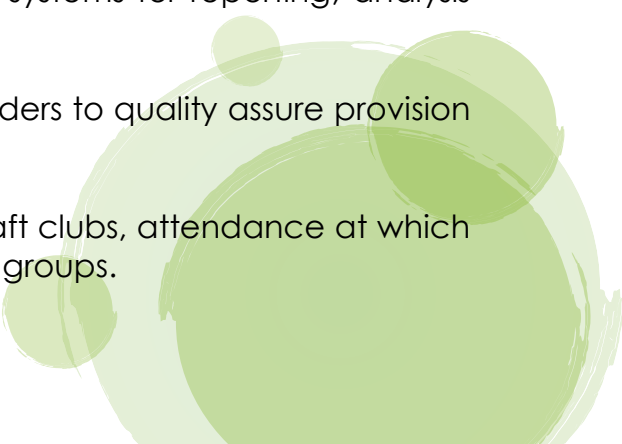
The offer of tutoring to **every** PP eligible child in the school, over and above the proportion set out in the National Tutoring Programme.

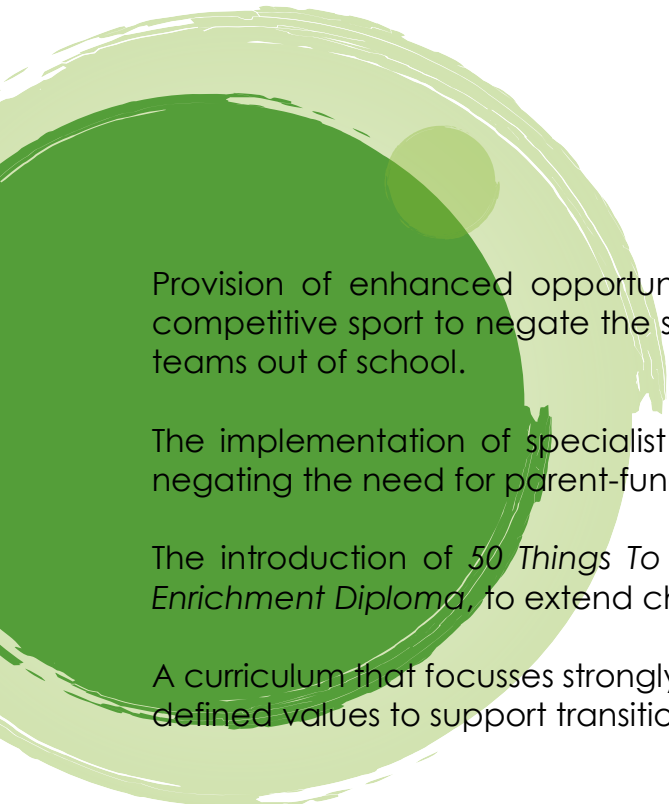
The employment of an additional member of teaching staff for all or part of the year (February to July for 2021-22) to provide extra support to Disadvantaged pupils in Years 5 and 6.

Recording and monitoring of all disadvantage and vulnerability, below the level of Special Needs and/or eligibility for PP, on our tracking systems for reporting, analysis and intervention purposes.

A directed focus for our Phase, Theme and Subject leaders to quality assure provision with regard to disadvantage and gap closing.

An extensive extra-curricular offer of sports, arts and craft clubs, attendance at which is carefully monitored and analysed for disadvantaged groups.




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Provision of enhanced opportunity for involvement in inter-school and inter-house competitive sport to negate the small numbers of children who access sports clubs or teams out of school.

The implementation of specialist musical instrument tuition for all at Years 5 and 6, negating the need for parent-funded specialist instrumental lessons.

The introduction of *50 Things To Do Before You Leave Parkdale* and the *Transform Enrichment Diploma*, to extend childhood experiences and enhance cultural capital.

A curriculum that focusses strongly on Wellbeing and Mental Health, along with clearly defined values to support transition into young adult life.

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