

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 + nursery
Proportion (%) of pupil premium eligible pupils	20.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3. This is the second year of the 3 year cycle.
Date this statement was published	2023
Date on which it will be reviewed	October 2024
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	£122,220
Recovery premium funding allocation this academic year	£12,180
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	£134,400

# 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 disadvantaged children achieve Greater Depth combined
2	Writing at Greater Depth is an area disadvantaged children struggle to achieve.
3	<b>Historically</b> >50% of disadvantaged Children have less than 97% attendance
4	Parental engagement with children's learning isn't as high as it could be and this impacts reading fluency in some areas.
5	The Social Emotional Mental Health of disadvantaged children is worse post Covid than it was previously and heading into a cost of living crisis this will likely worsen.
6	Children who achieve GLD at the end of EYFS and pass their phonics test in Year 1 are stalling in Year 2, 3 and 4 where the rate of progress appears to slow down. <b>This is more so in the area of reading comprehension.</b>
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 <b>97%</b> 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	<p>Parents will write regularly in Reading Diaries demonstrating reading at home.</p> <p>Parents will attend parent drop in sessions on how to support their child at home.</p> <p><del>Frequency and quality of homework submitted by pupils will increase / improve.</del></p> <p>Parents will share a love of reading by engaging in book based homework menu tasks alongside their child.</p>
Reading for pleasure will be improved across all children	<p>Children will be more vocal about reading and willing to share their reviews of books read.</p> <p>A greater variety of books will be read as demonstrated through class work and books read at home displayed in their reading records</p> <p>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.</p> <p>Evidence of the reading comprehension skills improving will be evident in end of year assessments.</p> <p>More books will be available to children showing more diverse types of fiction and representing children from all types of backgrounds.</p>
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	<p>Less referrals to CAMHS Level 1.</p> <p><del>Extension of Nurture, ELSA and Social Skills sessions in school.</del></p>
Children will continue to progress at at least the same rate if not accelerated rates through upper KS1 and lower KS2.	Termly and end of year data.

## 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: £12,500 + £6,025 + £7,174 = £25,669

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of dedicated Speech and Language Therapist.	<p>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.</p> <p>EEF Communication &amp; Language approaches offer guidance on low cost high effect strategies but estimate a 7+ month impact time. We are able to have a swifter impact with an in-house SALT in combination with the suggested strategies which enables improvements earlier in the year.</p>	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	1 to 6

	<p>best it could be for ALL children and that we are not missing the potential for children to be Greater Depth.</p> <p>Ensuring that the needs of disadvantaged children are included when considering curriculum adaptation is key to ensuring they can engage and barriers are reduced or removed as far as possible. (EEF Teaching &amp; Learning Toolkit 2021)</p>	
<p>Provision of additional Nurture, ELSA and Social Skills session overseen by newly qualified Mental Health Lead (Pastoral Lead) fo</p>	<p>Pastoral Lead has attended and now qualified as Mental Health Senior Lead training, and will cascade skills to specifically allocated TA's to support children in school especially around aspects of resilience and emotional literacy. Two TA's have dedicated ELSA and Nurture session time to ensure group sessions are carried out.</p> <p>Provision of staff to support parent groups organised by Pastoral Lead and Pupil Premium Lead delivered by school and other external agencies</p>	1 to 6

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

Budgeted cost: £58,811 for Teacher and TA based interventions (delivery) plus £11,826 Recovery Funding = £70,637 plus £6500 structured intervention purchase and training for delivery. = £77,137

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><del>Provision of a TA per year group to focus on meeting the needs of children in receipt of PP with the use of targeted and structured interventions.</del></p> <p>Provision of a dedicated HLTA in addition to existing deputy head cover to provide quality class cover for as many known absences and unknown absences as possible.</p>	<p>EEF – pupils that have a good relationship with their teacher are likely to have more consistent good behaviour which in turn leads to improved learning opportunities.</p> <p>Having cover teachers that already know the children, know the expectations and behaviour policy enables more effective behaviour management and teaching.</p>	1, 2 and 6

<p>Dedicated skilled TA's to cover specific targeted intervention areas i.e. a Maths TA, Phonics TA etc.</p> <p>Additionally trained ELSA and dedicated Nurture sessions to ensure these are timetabled and take place regularly with targeted groups.</p>	<p>EEF Effective use of TA's.</p> <p>Targeted interventions and support to pre-teach and over teach where required improves outcomes for our children.</p> <p>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.</p> <p>Additional support will be provided outside of core curriculum teaching time to cover social and emotional support e.g. ELSA and Language for Thinking groups, Socially speaking groups, Lego Therapy, Play Therapy, Eco Teams etc.</p> <p>EEF – Making best use of TA's</p> <p>EEF – Social &amp; Emotional Learning (SEL) ensuring this is closely monitored for effectiveness.</p> <p>Trauma Informed Teaching Strategies (acknowledging that deprivation and bereavement are classed as possible childhood traumas)</p>	
<p>Provision of Teacher based tutoring system to offer inside and outside school hours targeted support</p>	<p>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.</p>	<p>1, 2 and 6</p>
<p>Provision of Structured Intervention resources specifically for reading.</p>	<p>Building on the changes introduced last year this year's interventions will continue to be structured interventions to support writing and reading. We will look at purchasing a new structure reading programme to encourage both fluency and comprehension which is child specific.</p>	<p>1, 2 and 6</p>

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

Budgeted cost: £9,460 for trip plus £13,350 for Pastoral and Attendance lead.+ £8754 for Playworkers = £31,564

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. The funding will include payment towards residentials for Year 5 and 6 children.	1, 2, 3, 6 and 7
Provision of trained Play workers for Lunchtime	Support for children who find unstructured times challenging and struggle to maintain friendships and / or struggling with periodic emotionally challenging circumstances.	5

**Total budgeted cost: £ 134,400**

## 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 Summer 2023 data was positive in Year 6 as Pupil Premium Children exceeded their non-PP peers in Reading and were on a par in Maths & GPS. Writing was slightly lower than their non-PP peers.*

*Rest of the year .....*

*The impact of having an in-house SALT to advise on speech and language support for not just the new intake of children into EYFS but children throughout KS1 and a small group of children in KS2 is evident in the results: **Need impact data from Holly – not yet worked through with her.***

For children in KS1 and KS2 the SALT provides a series of support strategies and has created an Action Plan for the whole school. The majority of the children included in the KS1 and KS2 action plans are disadvantaged children. The improvement is seen in the reduction of targeted support needed and the increase in TA led small group sessions rather than 1:1 SALT led sessions.

The provision of in-house pastoral support has been key in addressing the persistent absence of key disadvantaged children. A series of case studies were presented to OFSTED who remarked that the level of support our children and families receive is significant and has clear impact. For key families the level of attendance improved from 70% to 93% over the course of the year and the level of attainment for several of those children also improved from WTS to EXS as their attendance improved.

### 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
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## 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)

*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.*