

Pupil premium strategy statement – Parklands Primary 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	906
Proportion (%) of pupil premium eligible pupils	18.8%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mr Scott Stevens
Pupil premium lead	Mrs Lisa Farrow
Governor / Trustee lead	Mrs Jan Lobley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£217,381
Recovery premium funding allocation this academic year	£10,513
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£120
Total budget for this academic year	£228,014

Part A: Pupil premium strategy plan

Statement of intent

At Parklands Primary School, we are committed to ensuring that all pupils, irrespective of their background or the challenges they may face, make excellent progress and achieve highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils in succeeding to the highest level so that all children have equal of access to resources in an inclusive school environment. We aim to ensure that no pupils are disadvantaged due to gender, ethnic origin, family income or socio-economic background. The activities we outline in this statement are intended to support pupils' needs, regardless if they are disadvantaged or not.

We ensure that the teaching and learning at Parklands Primary School meets the needs of all pupils by creating a culture of high expectations and aspirations for all. School staff support pupils and provide appropriate provision, ensuring that the needs of pupils are adequately addressed through high quality teaching and learning. This is proven to have the greatest impact on closing the attainment gap between disadvantage and their peers..

Our strategy is also vital in the wider school's plans for education recovery following the COVID-19 Pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been the most disrupted.

The approaches we have adopted complement each other to help pupils achieve their very best. To ensure they are effective, we will:

- identify pupils that need early intervention;
- ensure disadvantaged pupils are challenged in the work that they are set;
- staff take responsibility for disadvantaged pupils' outcomes and ensure that they continue to have high expectations of all pupils and 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	The number of children with English as an additional language and Early English needs throughout the school has increased from 25.6% to 33.6% (National Average = 19.5%)
2	Number of pupils with underdeveloped oral language skills and vocabulary gaps is evident on entry to the foundation stage and is more prevalent among our disadvantaged pupils than our non-disadvantaged.
3	The education and wellbeing of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 Pandemic. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations in reading, writing and maths.
4	Our attendance data over the year indicates that the attendance among disadvantaged pupils has been between 5-10% lower than our non-disadvantaged pupils. 31% of disadvantaged pupils have been 'persistently absent' compared to 11% of their peers during that period. Absenteeism is having a negative impact on the progress of our 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.

Intended outcome	Success criteria
Improved language and communication	Pupils with speech, language and communication difficulties are identified quickly using the Language Link program to enable interventions to be implemented. Children become more confident in their communication and language skills, encouraging an enjoyment for reading and writing. Children are able to communicate verbally, and access the curriculum in all areas of learning.
Improve reading and maths attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils will meet the expected standard. KS2 maths outcomes in 2024/25 show that more than 85% of disadvantaged pupils will meet the expected standard.
To give financial support to allow	Children have positive self-esteem and the opportunities to be themselves.

disadvantaged pupils access to school events and visits (well-being)	The Pastoral Manager assists with ensuring that the vulnerable children and their families can access the full life of the school.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Children to have a positive home role model where learning is encouraged and being in school is valued. Sustain high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> • The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%. • The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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: £53,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Language Link (diagnostic assessment)	Standardised assessments can provide a reliable insight into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support. Communication and language approaches EEF (educationendowmentfoundation.org.uk)	1,2
Speech and Language, and Emotional Literacy intervention led by HLTA/Cover supervisor	Disadvantaged pupils will be provided with interventions and small group tuition in speech and language and support with their emotional literacy. This additional provision focuses on specific areas of improvement highlighted through diagnostic assessment and is timetabled daily.	1,2
Staff CPD and training	Providing staff with the correct training to work with and support children with social, emotional and mental health needs e.g. Emotion Coaching. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1,2,3

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher Led interventions	Disadvantaged pupils will be provided with interventions and small group tuition in reading, writing and maths from qualified experienced teachers. This additional provision focuses on specific areas of improvement highlighted through assessment and is timetabled daily.	1,2,3
The National Tutoring Programme - to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,
Phonics Teacher - Continue with additional phonics sessions targeted at pupils, including those who are disadvantaged, who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3

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

Budgeted cost: £124,514

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Manager	Our Pastoral Manager provides extensive support to our pupils and families. She undertakes direct work with pupils and families needing additional support with emotional and behavioural difficulties, as well as attendance. EEF/behaviour interventions EEF/ Parental Engagement	4
Clubs, trips and visits	Quad Squad - lunchtime intervention group supports pupil's emotional wellbeing. The group supports a range of pupils with emotional and behavioural needs.	4

	<p>Breakfast and after school clubs – funded places for pupils in receipt of PP funding, to ensure pupils are sufficiently nourished and prepared for learning.</p> <p>Pupils benefit from a wide range of workshops and trips/visits to places of interest including museums and outdoor field trips including the Y6 residential.</p> <p>Sports clubs – we provide an extensive range of funded sports clubs for pupils in receipt of pupil premium including netball, boxing, tennis, basketball, dance, gymnastics and football.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	
<p>Counselling services - You And Me counselling.</p> <p>The school buys into the Local Authority counselling service.</p>	<p>Evidence shows building capacity and better outcomes everyday for pupils who have attendance, behavioural and emotional barriers to learning has a positive impact on pupils, particularly those who are from disadvantaged backgrounds.</p>	4
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.eg curriculum, school uniform etc</p>	All

Total budgeted cost: £228,014

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Parklands Primary School's first academic year was 2021 -22. Prior to this, the school was two separate schools (Parklands Infants and Parklands Junior) that amalgamated in Sept 2021. During the course of the first year, the Headteacher of the newly amalgamated primary school and previous Junior school left. As a newly formed school, we have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the COVIDS -19 pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. The DfE has however, shared our school's 2022 performance data with us to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils.

Using the DfE performance data and our own internal assessments (phonics check results and performance data for both key stage 1 and 2 this academic year), we have analysed the performance of our school's disadvantaged pupils. To help us gauge the performance of our disadvantaged pupils, we compared our results to those for disadvantaged and non-disadvantaged pupils at a national level.

Data from assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 did not meet our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19 and pupil attendance.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 10% higher than their peers in 2021/22 and persistent absence 21% higher. We recognise this gap is wide, which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

These results mean that we are not, at present, on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the 'Intended Outcomes' section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the 'Activity' section in 'This Academic Year' section above.