

Parklea Primary School

Pupil premium strategy statement 2024-2027

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Parklea Primary school
Number of pupils in school	Year 1: 2024-2025- £161,320 Year 2 2025-2026- £163,500 Year 3- 2026-2027-
Proportion (%) of pupil premium eligible pupils	Year 1: 2024-2025- 20% Year 2 2025-2026- 24% Year 3- 2026-2027-
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Stephen Spooner (Headteacher)
Pupil premium lead	Aimee King (Assistant headteacher)
Governor	Danny Coppin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Year 1 2024-2025- £161,320 Year 2 2025-2026- £163,500 Year 3 2026-2027-
Recovery premium funding allocation this academic year	£0.00

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£163,500

Part A: Pupil premium strategy plan

Statement of intent

Disadvantaged children are held at the forefront of the ethos of Parklea Primary School. Our aim is to provide disadvantaged pupils from early years to year 6 the opportunity to 'Grow and achieve, achieve and grow' through an inclusive, engaging and challenging curriculum.

The school's core values of perseverance, curiosity, passion and equality are a fundamental part of the ethos of the school and the expectations held by the whole school community. Disadvantaged pupils at Parklea Primary School include those in receipt of Pupil Premium, those in receipt of benefits-related Free School Meals plus children not eligible but identified as potentially vulnerable. Such circumstances may apply to families with no recourse to public funds, asylum seeking families, families with a sudden temporary change in circumstances; for example fleeing domestic abuse or experiencing eviction or rehousing. It is our intention to ensure that any such child is provided with enhanced opportunities to thrive academically, personally, socially, emotionally and physically. Children will receive support for academic attainment, pastoral needs and opportunities to experience the wider world around them.

We believe that without exception every child who attends Parklea Primary School should receive an excellent education and be in receipt of teaching that is routinely engaging, purposeful and allows all learners to progress well. We recognise that to achieve this we must be committed to the development of our staff at all levels, ensuring the staff team as a whole are supported to develop as exceptional practitioners. Through our commitment to Continued Professional Development we will ensure that all teachers routinely deliver First Quality Teaching.

When creating our strategy we consider the latest available guidance and research, (including the Education Endowment Foundation), in addition to engaging in professional continuing professional development and professional reading. This supports our identification of strategies. We are mindful of the local context of Sundon Park in Luton and the deprivation challenges potentially facing some of our community.

We work closely with our families and stakeholders to ensure we 'poverty proof' our school experience wherever possible.

The key principles of our strategy:

- Ensuring that spending is directly linked to gaps in progress and attainment
- Making use of our own termly data to target appropriate interventions
- Ensuring that children receive good or better teaching on a day to day basis
- Making sure that children are supported holistically to ensure all basic needs are met

Challenges

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

Challenge number	Detail of challenge
1	<u>Phonics acquisition</u> Phonics acquisition continues to be challenging for pupils in receipt of PP or FSM; particularly retention and blending skills. <i>Y1 Phonics Screen Check outcomes 2024</i> 61% of Y1 PP children passed the phonics screen check at the end of Y1 compared to non-pupil premium which was 82% 82% is above National figures
2	<u>Reading</u> Assessment of attainment and outcomes of disadvantaged pupils indicate that they are performing below their peers in reading in most year groups. EYFS and KS1 statutory outcomes in 2024 were nearly in line with the main cohort and national figures. This upward trend needs to continue <i>KS1 Reading outcomes 2024 show that the % of disadvantaged pupils who met the expected standard is lower than non pupil premium (64% compared to 71% of the main cohort).</i> <i>KS2 Reading outcomes 2024 show that the % of disadvantaged pupils who met the expected standard is lower than all pupils nationally (54% PP compared to 75% National)</i>
3	<u>Writing</u> Assessment of attainment and outcomes of disadvantaged pupils indicate that they are performing below their peers in writing in all year groups. <i>KS1 writing outcomes 2024 show that the % of disadvantaged pupils who met the expected standard is lower than the main cohort (64% compared to 69% of the main cohort).</i> <i>KS2 writing outcomes 2024 show that the % of disadvantaged pupils who met the expected standard is lower than all pupils nationally (27% PP compared to 55% main cohort and 72% National)</i>
4	<u>Maths</u> Assessment of attainment and outcomes of disadvantaged pupils indicate that they are performing below their peers in maths in all year groups <i>KS1 Maths outcomes 2024 show that the % of disadvantaged pupils who met the expected standard is lower than the main cohort (70% compared to 75% of the main cohort).</i> <i>KS2 Maths outcomes 2024 show that the % of disadvantaged pupils who met the expected standard is lower than all pupils nationally (50% PP compared to 66% main cohort and 73% National)</i>
5	<u>Parental involvement</u> Observations and in-house data indicate that parental involvement with the school is lower amongst some disadvantaged pupils than others. This is evident in Early Years, KS1 and KS2 (for example reading support at home, attendance at school information sessions such as reading mornings and attendance at watch me learn sessions in phonics and maths)

6	<u>Attendance</u> Attendance of pupils in receipt of Pupil Premium increased in 2023-2024 (92%) but remains lower than for all pupils (94%).
7	<u>Weak Language and Communication skills</u> Most children are working below expectations and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently without moving away from the sentence stems taught to them.
8	<u>Other factors</u> There has been an increase of children starting school with undiagnosed SEND needs due to the long waiting lists and back log from the pandemic. There has been a growing number of EAL pupils who have joined Parklea who are new to English in 2023-2024 (11% EYFS, 6% yr 1, 8% year 2, 6% Year 3, 10% Year 4, 12% Year 5 and 10% in year 6) The cost of living crisis has meant that a lot more disadvantaged children's families are struggling with poverty.

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
1. To raise attainment in reading, writing and maths for disadvantaged pupils to be in line with Parklea and National figures.	<u>Statutory year groups</u> By July 2026 • The attainment in reading for children in receipt of PP funding is in line or above National figures. • The attainment in writing for children in receipt of PP funding is in line or above National figures. • The attainment in Maths for children in receipt of PP funding is in line or above National figures. <i>Internal assessments termly, statutory assessments each May with results available in July (Parklea comparisons available) then October (National comparisons available)</i> <u>Non-statutory year groups</u> • Internal teacher assessment in reading demonstrates that children in receipt of PP funding are attaining in line with non-PP children to close the disadvantage gap. • Internal teacher assessment in writing demonstrates that children in receipt of PP funding are attaining in line with non-PP children to close the disadvantage gap. Children to have real-life writing opportunities through writing a school newspaper and extracts for the newsletters. • Internal teacher assessment in maths demonstrates that children in receipt of PP funding are attaining in line with non-PP children to close the disadvantage gap. <i>Internal assessments termly using Sonar</i>

2. Accelerate and embed the acquisition of phonics for disadvantaged pupils	<u>Y1</u> • Internal phonics assessments demonstrate progress in terms of increased scores for disadvantaged pupils (<i>assessed half termly</i>). • The proportion of PP pupils passing the phonics screening check in Y1 2025 shows an increase from June 2024 (<i>assessed</i>
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	<i>June each year, national comparisons available October).</i> • The proportion of PP pupils passing the phonics screening check in Y1 matches national attainment for all pupils in 2024 <i>(assessed June each year, national comparisons available October).</i> Y2 For children in receipt of PP who did not pass the phonics screening check in Y1: • Internal phonics assessments demonstrate progress in terms of increased scores for disadvantaged pupils <i>(assessed half termly).</i> • The proportion of PP pupils passing the phonics screening check in Y2 2025 continues to be above the proportion of PP children passing in Y2 nationally <i>(assessed June each year, national comparisons available October).</i> • The proportion of PP pupils passing the phonics screening check in Y2 matches national attainment for all pupils in 2025 <i>(assessed June each year, national comparisons available October).</i>
3. To increase levels of parental involvement with school activities	85% or above Parents of pupils eligible for PP funding attend school events and activities, including (but not limited to); Year group curriculum meetings Parent Consultations Reading workshops Phonics workshops (EYFS/KS1) Class assemblies SATs workshops Residential workshops MH workshops Join me learn Maths and phonics (EYFS-YR6) <i>(Measured through attendance tracking following activities)</i>

4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by July 2026 demonstrated by: - the overall unauthorised absence rate for all pupils being no more than 3% <i>(SIMs 2023-2024- (4.85% PP compared to 3% main school)</i> - the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2% <i>(SIMs 2023-2024 gap was 2%</i> - the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 5% lower than their peers. - To ensure children with persistent absence have targeted interventions including pre and post teaching to narrow the gap. <i>(Measured through weekly, half-termly and termly attendance data)</i>
5. To provide targeted support for families and individual pupils in need to negate the impact of deprivation, within our capacity	Support for families is targeted and impactful. All children are supported to wear adequate clothing and have adequate resources to support homework. Children have an opportunity to attend either ks1 or ks2 homework club run by a skilled staff member. Aim higher workshops in writing and maths to raise aspiration. Food vouchers School trip funding <i>(Measured by pupil attendance, parental voice, Family Worker intervention, Safeguarding Team intervention, uniform and meals provided to pupils)</i>

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Head to oversee attainment and progress of disadvantaged pupils.	The proportion of pupils eligible for PP/FSM with SEND varies in each year group; in September 2024 the smallest proportion was 20%, largest was 27%. This changes over time as children leave or join the school. The AH supports in the identification, implementation and evaluation of provision to overcome any barriers to learning for all pupils, including PP/FSM children. In recording and identification of need, the AH has the responsibility for ensuring PP children are not disproportionately represented on the SEND register and that their needs are met. Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk) ‘7. Successful schools ‘ Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance’ (p.10)	1,2,3,4,5,6,7,8

	EEF Implementation Guide states that 'school leaders play a central role in improving education practices through high-quality implementation' by 'defining both a vision for, and standards of, desirable implementation'	
HLTA's and Teaching Assistants to support children within the classroom and to deliver targeted interventions where identified as necessary	Deploying TAs to work with PP children provides them with further opportunities to apply skills learnt in all areas of the curriculum. Activities where TAs can support learning are identified. TAs receive training, including a focus on the impact of poverty, ACEs and trauma. TAs support the teacher with formative assessment and help identify next steps; ensuring that any gaps are quickly plugged where agreed strategies to support and enrich are practised. TAs deliver small group targeted teaching planned by teachers. Family workers and Sharon Lee to pastorally support PP pupils' and their social, moral, spiritual, cultural and emotional development on a day to day basis. <i>EEF research on TA effectiveness is varied. At Parklea their support is targeted and they receive high quality training.</i> <i>Teaching assistants are fully trained to lead pupil interventions such as RWI 1.1 coaching,</i>	1,2,3,4,6,7

	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) EEF blog: The Impact of Teaching Assistants – A Holistic Picture EEF (educationendowmentfoundation.org.uk)	
HLTA support	Provide high quality teaching (following direction and planning from a qualified teacher) for pupils when class teachers are on PPA, CPD or absent due to illness. Cover supervisors attend all CPD training plus year group meetings and are fully involved in planning. Very few supply teachers are used. Pupils are able to access learning confidently, with trust and respect in adults teaching them. Research: “In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning”. Improving the impact of teachers on pupil achievement in the UK – interim findings September 2011, Sutton Trust Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)	1,2,6
Teacher and TA CPD	Teachers and TAs are equipped with a range of skills and knowledge of potential barriers for PP pupils and how best to support pupils and their families. Training includes (and is not limited to); - Quality First Teaching - Questioning - Moderation and standardisation - Curriculum subject knowledge	1,2,3,4,5,6, 7,8

	Writing progression Research : “In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning”. Improving the impact of teachers on pupil achievement in the UK – interim findings September 2011, Sutton Trust Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (Y1 and Y2).	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2
Additional daily reading for the lowest 20% of readers	Rehearsal and targeted daily interactions with reading will support pupils to	1,2

in each class to enhance reading fluency and comprehension	develop reading fluency, comprehension and vocabulary. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://www.ucl.ac.uk/ioe/news/2020/feb/children-who-read-books-daily-score-higher-school-tests-vast-new-study-states	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional school meals and support for families in crisis (non-PP/FSM families with no access to funds)	The EEF Guide to Pupil Premium We do this to ensure children are in school and able to learn physically. It is also a safeguarding measure to ensure professionals have sight of vulnerable children/families	6,8

Family Workers (one on each site)	Our Family Workers are an integral link in the chain of support that Parklea provides for our families. By ensuring there is assistance for the issues that may face the families of our children, and by keeping them supported with intervention from our Family Workers, we are able to provide another layer of provision for our children. A wide spectrum of support is offered from housing to benefits, from relationships to parenting, from general well-being to domestic violence and a whole host of other issues, and increasingly including asylum seeking/granted and refugee families. The Family Centre aims to offer a range of courses, one to one support, group support, family facing events and professional/pastoral signposting to other organisations who could help. Parental engagement EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5,6
Attendance Officer (Jo B)	Embedding principles of good practice set out in the DfE's Improving School Attendance guidance. (Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)) This will involve training and release time for staff to develop and implement new procedures to improve attendance of individual and groups of pupils (See school's Attendance Policy)	5,6, 7, 8
Free extra curricular before and after-school clubs for all pupils.	We are aware through discussions with children and parents that our disadvantaged children do not always experience the same activities as their peers outside of school. By providing free extra	1,2,3,4, 5,6,8

Subsidised trips, residential and enrichment activities	curricular clubs, heavily subsidising our school trips and residential we are supporting all children to be part of and benefit from these experiences. All trips are planned to enhance the curriculum and offer experiential learning to support the work undertaken in school.	
School meals provided for children from families in need (December 2022 - 10 children) <i>These children are also provided with vouchers from the LA for school holidays.</i> Curriculum resource packs provided to all PP/FSM children to ensure engagement with homework	We do this to ensure children are in school and able to learn physically. It is also a safeguarding measure to ensure professionals have sight of vulnerable children/families We also do this to ensure children are able to learn physically because a basic need is met in school. Many families live under chronic financial stress and many are already living under considerable strain, not having to provide a packed lunch or for example having to choose heating a home over food or vice versa may help. It is also a safeguarding measure to ensure a potential trigger for parental stress and contextual safeguarding issues are lessened, even just a little.	5,6
1:1 tuition for Maths (doodle maths)	"On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	4

Total budgeted cost: Approximately £163,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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 2024/25	Provider
Grammasaurus	Grammasaurus LTD
TT Rockstars	Maths Circle Limited
Read, Write inc	Ruth Miskin
Oxford Owl	Oxford University Press
White Rose Maths	White Rose
Oracy	ELSEC

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 2024-2025 academic year.

Our internal assessments during 2024/2025 suggested that the gap is closing with the performance of disadvantaged pupils.

Early years

65% (15 PP children) of PP children achieved GLD compared to 77% of the whole cohort. This gap is closing.

Phonics

Year 1: 70% of PP children passed the PSC (19 PP children) compared to 81% of whole cohort
RWI has been embedded this year which has improved attainment of our disadvantaged children. This work needs to be continued the following academic year to further close this gap.

KS2 assessments (13) PP children)

Our Pupil premium children out performed the rest of the cohort due to a forensic approach to teaching where gaps were addressed based on teacher assessment weekly.

81% achieved expected reading compared to 72% of the whole cohort and 75% National
81% achieved expected writing compared to 73% of the whole cohort and 72% National
81% achieved expected maths compared to 77% of the whole cohort and 74% National

81% achieved combined reading, writing and maths compared to 68% of the whole cohort and 61% National

25% achieved greater depth reading compared to 27% of the main cohort and 33% National
6% achieved greater depth writing compared to 15% of the whole cohort and 13% National
6% achieved greater depth in maths compared to 27% of the whole cohort and 27% National.

No pupil premium child achieved combined greater depth.

ATTENDANCE

Attendance of pupils in receipt of PP in years YR to Y6 was 91.5% compared to 95.5% non-pupil premium. Attendance will remain an ongoing focus for 2025 and beyond. Robust systems are in place to reduce persistent absenteeism.

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.