

Parklea Primary School Pupil Premium Strategy Statement

This statement details our school's three year plan 2021-2024 - for the deployment of pupil premium and recovery premium funding for the academic year 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		
	2021-22	2022-23	2023-24
Number of pupils in school	497	549	543
Proportion (%) of pupil premium eligible pupils	23% (114 pupils)	24% (130 pupils)	21% (114 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2024		
Date this statement was published	December 2021		
Date on which it will be reviewed	Autumn term 2023		
Statement authorised by	Stephen Spooner, Headteacher		
Pupil premium lead	Headteacher 2022 – April 2023) Assistant Headteacher: Aimee King (April 2023- onwards)		
Governor / Trustee lead	John Paxton		

Funding overview 2021-24

Detail	Amount		
	2021-22	2022-23	2023-24
Pupil premium funding allocation this academic year	£168,125	£160,660*	£181,875.00
Recovery premium funding allocation this academic year	£8,280	£16820**	£18270.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£176,405	£177480	£200,145.00
*Source Pupil Premium allocations 2022-23 DfE			
** based on 116 eligible pupils @ £145 per pupil			

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, equality and passion are a fundamental part of the ethos of the school and the expectations had 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. 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 Quality First 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

The ultimate objective for our disadvantaged pupils is to ensure that they have access to the opportunities and experiences offered to all pupils in school and that their socio-economic contexts do not, as far as possible, adversely affect their progress and outcomes. Our aim is that every disadvantaged pupils will be supported to achieve national attainment alongside their peers.

Our current pupil premium strategy plan works towards achieving these objectives for disadvantaged children by:

- ✓ Providing high quality CPD to ensure that pupils receive effective quality first teaching, tailored to their needs
- ✓ Developing an ambitious, inclusive curriculum that engages our learners, includes challenge and high expectations for all
- ✓ Ensuring robust systems are in place to identify potential barriers to learning and ensuring that teachers are responsive to the needs of individual learners- paying specific attention to disadvantaged learners.

- ✓ Providing HLTA additional support to identified children through pre-teaching, consolidation of key skills and ensuring gaps within learning are addressed through team teaching and interventions
- ✓ Employ an additional teacher to deliver high-quality analysis driven maths and writing interventions in year 5 and 6 to raise standards. (January-July 2023)
- ✓ From May 2023-July 2023 assistant head to deliver high-quality writing intervention in year 2 and 6.
- ✓ Providing additional nurture support to develop pupils' mental health and wellbeing
- ✓ Monitoring attendance and offering support and guidance to families to promote the importance of regular attendance
- ✓ Providing oral language interventions - speech and language support for pupils within Early Years.
- ✓ Ensure that pupils have access to extracurricular activities, educational trips and first hand learning experiences to bring Learning to life.

Challenges

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

Challenge number	Detail of challenge
1	Assessment of attainment and outcomes of disadvantaged pupils indicate that they are performing below their peers and national at the end of Reception
2	Assessment of attainment and outcomes of disadvantaged pupils indicate that they are performing below their peers in reading in all year groups
3	Assessment of attainment and outcomes of disadvantaged pupils indicate that they are performing below their peers in writing in all year groups
4	Assessment of attainment and outcomes of disadvantaged pupils indicate that they are performing below their peers in maths in all year groups
5	Phonics Phonics screening check data for year 1 and 2 indicated that disadvantaged pupils were performing below their peers
6	Weak Language and Communication skills - 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.

7	Attendance of disadvantaged pupils is below that of their peers:
8	Other factors Covid pandemic has disrupted children's continuity of schooling and social relationships. Disadvantaged children, and those in younger age groups have been especially affected and their capacity to recover lost learning and re-engage with school, presents teachers with additional challenges in ensuring that provision matches needs - and accelerates progress. Related to the impact of the pandemic is an increase in the number of children presenting with SEMH issues, again, more prevalent among disadvantaged pupils. Parents with MH issues have also increased since the pandemic. 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 2022-2023. The recruitment of key leaders as well as class teachers has proved difficult as reflected nationally. We now have key leaders in place for the start of 2022/23. From May 2023 the leadership team is now at full capacity of the appointment of 2 AHT in May 2023. 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 2022 / 2023 and 2023/2024	Success criteria
For all disadvantaged pupils to achieve ARE (Age Related Expectations):in line with National results.	Disadvantaged pupils obtain the required attainment outcomes against their peers Nationally, based on National testing standards in: EYFS (GLD) Y1 & Y2 phonics screening check Y2 SATs, Y4 times tables check Y6 SATs. Internal data – PIRA, WRM end of term assessments and TA Writing for all year groups.
For all disadvantaged pupils in school to make or exceed nationally expected progress rates from baselines in reading, writing and maths	Progress scores for disadvantaged pupils are in the positive range at the end of KS2 in Reading, Writing and Maths.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2022-2023 demonstrated by: • observations from teachers and pastoral team (Family Worker) of increased engagement in class • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • improved behaviour and engagement in class.
To achieve and sustain improvement in attendance of all pupils in our school, particularly our disadvantaged pupils	Attendance for disadvantaged pupils has improved and is in line with their peers by the end of 2023/2024

Activity in this academic year 2021 - 2024

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: £ Need to know cpd costs

Activity		Evidence that supports this approach		Challenge number(s) addressed	2021-22	2022-23	2023-24
RAGB rating – see commentary below	Red: little impact-discontinue	Amber: some impact-review implementation	Green - effective		Blue- highly effective		
Continued training and development of Read, Write Inc and resourcing the phonics program to secure systematic teaching of phonics		Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Teaching and Learning Toolkit – Phonics (EEF)		1, 5			
Implementation and resourcing of a new whole school curriculum built on the mastery approach Introduction of White Rose Maths		Mastery learning approaches could address some of the challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills,		1, 2, 3, 4, 5			

Scheme	thereby addressing the gaps in learning. Teaching and Learning Toolkit – mastery of learning (EEF)				
Extensive CPD available for all staff, including ECTs	Supporting high quality teaching is pivotal in improving children's outcomes. Research indicates that high quality teaching can narrow the disadvantage gap. Effective professional development – EEF	1, 2, 3, 4, 5, 6			
Whole school behaviour intervention - Whole school behaviour policy introduced	Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time, particularly disadvantaged pupils: Teaching and Learning Toolkit – behaviour intervention (EEF)	6, 7			
Whole school Oracy approach school based 2022-2023 Voice 21 (2023-2024)	Within our lesson fundamentals all staff are expected to use sentence stems to support children to articulate their thinking. Children are expected to answer in full sentences. https://voice21.org/impact-report-2022-2023/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,3,4,5,6			

Assessment and feedback policy	Pupils are given the tools to assess their own learning, identify potential barriers to learning and receive timely feedback to move their learning forward. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work. Teaching and Learning Toolkit – feedback (EEF)	1, 2, 3, 4, 5			
Evaluative commentary 2023-24 impact, what went well, what needs to be improved, additional strategies for next academic year					

What went well:

- A robust, inclusive, cohesive and ambitious curriculum has been continued mainly involving grammasaurus across the curriculum which will accelerate the progress of pupils.
- Enrollment in enigma maths hub for maths mastery moving from developing to embedding has strengthened the leadership and teaching and learning of maths.
- Mastering number has been introduced in reception and ks1 to improve maths fluency. All children are able to participate in lessons and know by sight what a number is or is not.
- RWI has been developed so pupils' spelling and reading improves with regular RWI coaching. Joining the Roade hub for English has also supported with this journey.
- Use of HLTA's, teaching assistants and assistant headteacher for intervention has raised standards in Reading, Writing and maths in Year 2
- Use of HLTA's, teaching assistants and deputy headteacher for intervention has raised standards in writing in Year 6.
- After school lessons in reading, grammar and maths including 1.1 Third Space learning for year 5 and 6.
- SEND provision has improved now the mastery approach is being used across all areas of the curriculum.
- Behaviour policy has become embedded throughout the school with the behaviour letters being used to identify specific children who are not following the school expectations.

What needs to be improved:

- Fluency in ks2 with the introducing of mastering number in year 3/4/5
- To ensure consistency of whole class feedback in English and maths to be addressed through CPD

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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	2021-22	2022-23	2023-24
RAGB rating – see commentary below	Red: little impact-discontinue	Amber: some impact-review implementation	Green - effective	Blue- highly effective			
Robust assessment process, including regular pupil progress meetings	Pupils are identified to enable them to access additional support where applicable, ensuring that interventions and small group tuition can take place.		1, 2, 3, 4				
High quality small group tuition - HLTAs	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Teaching and Learning Toolkit – small group tuition (EEF)		1, 2, 3, 4, 5, 6				
Intervention Groups are used to target specific pupils and groups of pupils.	Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils. Teaching and Learning Toolkit – teaching assistant interventions (EEF)		1, 2, 3, 4, 6				

Evaluative commentary 2023-2024

impact, what went well, what needs to be improved, additional strategies for next academic year

What went well:

- 1.1 Third space learning weekly maths intervention for Year 5 and 6 has strengthened fundamental skills. (100% of year 6 PP children and 60% of year 5 PP children were supported in 1.1 third space maths)
- After school booster groups for reading, writing and maths in Year 6 run by skilled teachers focusing on gaps in learning. (100% of PP children were targeted)
- Homework club focusing on SEND and disadvantaged children who are not completing homework at home in both KS1 and KS2.
- Whole school voice 21 oracy approach. All children speak in full sentences and use sentence stems across the curriculum for support.
- Whole school reading using Reading Buddy KS2 and book club in ks1 has improved the breadth of what children are able to read and improved reading for pleasure.

What needs to be improved:

- Improve attendance so that all pupils attend school regularly and on time, particularly the small number of pupils who are persistently absent.
- Improve attainment at the end of key stage 2
- Ensure children are reading regularly both at home and in every lesson.

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

Activity		Evidence that supports this approach			Challenge number(s) addressed	2021-22	2022-23	2023-24
RAGB rating – see	Red: little impact-discontinue	Amber: some impact-review implementation	Green - effective			Blue- highly effective		

commentary below					
Attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7			
Increased parental engagement: - Parenting workshops - Watch me learn maths and phonics parent sessions.	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. Teaching and Learning Toolkit – parental engagement (EEF)	6, 7			
Family workers to run small nurture groups – developing social and emotional learning Regular VC meetings take place to review, monitor and assess impact of support for identified pupils. Child mental health support is provided through MHST LA intervention (2023-2034)	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. Teaching and Learning Toolkit – social and emotional learning (EEF)	6, 7			
Extensive range of extracurricular clubs and events available for all	A range of opportunities and experiences are available for all pupils to enrich their school experience, develop a range of skills and provide opportunities to develop pupil well being.	6			

Evaluative commentary 2023-24 impact, what went well, what needs to be improved, additional strategies for next academic year

What went well

School Engagement:

- Early Year's lead out of class to enable an overview of pupil learning gaps, wider developmental needs and to support the early

identification process with parents and other professionals – school engagement

- Our embedded curriculum supports our disadvantaged pupils by offering an ambitious, exciting and inclusive curriculum which is adapted to ensure all children can access it.
 - Whole staff training on how to support disadvantaged children especially with SEMH concerns from MHST leads.
 - MHST interventions in year 4 and parent support in year 4 and 6 supporting children with resilience and transition.
 - Staff with the support of the SENDCO able to identify learning needs and put into place effective strategies
 - Aim higher workshops involved disadvantaged pupils across the school to raise aspirations.
 - Disadvantaged children have been encouraged to participate in lunch time and after school clubs based on their interests.
 - Extra music lessons (guitar and drumming) subsidized by the school has supported 25 PP children across ks2
 - There has been a very large uptake of parents coming into phonics and maths lessons across the year to learn how to support their child.

What needs to be improved:

- Continue to meet with parents to raise awareness of good attendance and the link it has to achievement

Total budgeted cost 2022-2023: £ 177,480

Part B: Review of outcomes in the final academic year of this report (2023-2024)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-2024 academic year.

Our internal assessments during 2023/24 suggested that the performance of disadvantaged pupils has continued to be a challenge however attainment has risen significantly in EYFS and KS1 where the gap has nearly closed.

EYFS (17 PP children)

70% of PP children achieved GLD compared to 73% of the whole cohort.

The disadvantaged gap has closed.

Phonics

Year 1: 61 % of PP children passed the PSC (17 PP children) compared to 82% of whole cohort

Year 2 55% of PP children who retook the PSC passed (9PP children) compared to 69% of whole cohort.

RWI is being embedded this year which has improved attainment of our disadvantaged children.

KS1 assessments (17 PP children)

64% achieved expected reading compared to 72% of the whole cohort

64% achieved expected writing compared to 69% of the whole cohort.

70% achieved expected maths compared to 75% of the whole cohort

58% achieved combined reading, writing and maths compared to 69 % of the whole cohort.

The disadvantaged gap is closing due to a forensic approach and providing intervention where it is needed.

KS2 assessments (22 PP children)

54% achieved expected reading compared to 64% of the whole cohort and 74 %National

27% achieved expected writing compared to 55% of the whole cohort and 72% National

50% achieved expected maths compared to 66% of the whole cohort and 73% National

23% achieved combined reading, writing and maths compared to 48% of the whole cohort and 61% National

0% of disadvantaged children achieved greater depth in any subject within year 6.

The gap in reading has nearly closed this year. There is a marked difference between the results of disadvantaged pupils compared to the rest of the cohort in writing, maths and combined. More forensic analysis of PP data and targeted support needs to be a priority led by the assistant head for next academic year.

ATTENDANCE

Attendance of pupils in receipt of PP in years YR to Y6 was 92% compared to 94% non- pupil premium. Attendance will remain an ongoing focus for 2024 and beyond.

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 2023/24	Provider
Grammasaurus	Grammasaurus LTD
TT Rockstars	Maths Circle Limited
Read, Write inc	Ruth Miskin
Oxford Owl	Oxford University Press
1.1 Maths Tutoring	Third Space learning

White Rose Maths	White Rose
Oracy	Voice 21 oracy project

Further information (optional)

2023/24

Sports Funding will be used to provide additional opportunities to engage pupils in sports festivals, external providers extracurricular clubs and swimming sessions.

The school will continue to target additional support to pupils through the Tutoring Programme and staff will support targeted pupils outside of the school day. This programme will commence in the Autumn Term of 2022/23..

Continued CPD across the school will continue to develop the curriculum and ensure that progress and standards are monitored closely. The SEN provision within the school will also continue to be monitored to ensure that support is personalised for the specific needs of the child and the appropriate provision and support is in place. Vulnerable Children's meetings take place regularly in school to monitor identified children, identifying needs and monitoring the impact of interventions and support in place.