



Pupil Premium Strategy Statement 2023 – 2024

Parklee’s Mission Statement is: “Enjoy, Engage, Empower” and this, along with the core values of: Positivity, Aspiration, Resilience, Kindness, Loyalty, Empathy and Excellence, underpins everything we do here at Parklee.

At Parklee Community Primary, we believe that primary education should be a time of opportunity, a happy and meaningful experience that promotes a love of learning, enriches lives and develops life-long skills.

We have high aspirations and ambitions for all our children and we are strongly committed to ensuring our children are given every chance to fulfil their potential.

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	Parklee Community Primary School
Number of pupils in school	300 (315 PAN)
Proportion (%) of pupil premium eligible pupils	24% (71)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Dawn Roper
Pupil premium lead	Emma Goulding
Governor	Paul Jameson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99900
Recovery premium funding allocation this academic year	£9715
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£109615
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	



Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Objectives:

1. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
2. For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6.
3. To provide additional educational support to improve the progress and to raise the standard of achievement for these pupils
4. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
5. As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others.
6. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Key principles:

7. Pupil Premium will be clearly identifiable within the budget
8. The headteacher, in consultation with the governors and staff, will decide how the Pupil Premium is spent for the benefit of entitled pupils
9. The school will assess what additional provision should be made for the individual pupils.
10. The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the Pupil Premium and the headteacher will report to the governing body and parents on how effective the intervention has been in achieving its aims.
11. From September 2012, we will publish online information about how we have used the Premium.
12. We will ensure that parents, governors and others are made fully aware of the attainment of pupils covered by the Premium.
13. We will seek to further develop strategies and interventions which can improve the progress and attainment of these pupils.
14. We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.
15. We will monitor evaluate and review the success of the impact of the pupil premium funding.

Challenges

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

Challenge number	Detail of challenge
Internal Challenges:	
1	Behaviour i.e. pupils with specific social and emotional needs which impact on learning
2	SEND cognition and learning difficulties.
3	Delayed speech and language – poor social communication and vocabulary
4	Fixed mind sets
5	Below and Significantly below age typical attainment on entry resulting in pupils not being 'School Ready'.
External Challenges:	
6	Experiential deprivation
7	Attendance and punctuality

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
Internal Barrier Outcomes:	
Behaviour i.e. pupils with specific social and emotional needs which impact on learning	Fewer behavioural issues logged. Children are resilient and emotionally strong. Identified children making expected rates of progress.
SEND cognition and learning difficulties	Improved pupil outcomes in Prime and Specific Areas in EYS and KS1 and Ks2. Improved parental engagement in areas of learning. Consolidation of learning and improved memory skills.
Delayed speech and language	Improved pupil outcomes in speaking and listening skills. Improved confidence. Identified PP children make accelerated progress and are in line with their Non-Disadvantaged peers.
Fixed mind sets	Improved pupil progress in reading, writing and maths. Increase in self-esteem and aspirations in children.
Below and Significantly below age typical attainment on entry resulting in pupils not being 'School Ready'.	Improved pupil progress in reading, writing and maths. Children retain key knowledge and facts in order to catch up and keep up.
External Challenge Outcomes:	
Experiential deprivation	Pupil questionnaires and interviews show that children enjoy their lessons and progress is being made in foundation subjects across KS1-2. Standards of conduct and behaviour for learning to be high.
Attendance and punctuality	Reduction in the number of persistent absentees who are eligible for PP. Overall PP attendance to be in line with the whole school target of 96%

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotionally Friendly Schools / TPC Therapy training for all staff. To upskill and empower our school team to support the mental health and well-being of our children. To give staff the understanding and the skills needed to embed a whole school trauma informed approach. £250	More frequent behaviour difficulties meaning pupils are less likely to achieve academic success. A trauma informed approach to behaviour has seen a reduction in behaviour incidents in and out of the classroom. Staff training and enhancing current practise in order to obtain the Trauma and Mental Health Diploma for school. Training in order to support the Emotionally Friendly Schools Award. Success Criteria: Achieve Emotionally Friendly Schools status. Trauma and Mental Health Diploma Frequency of behaviour difficulties are reduced resulting in success and good practise.	1, 2, 4
Raise end of KS1&2 writing standards. Use of in school moderation to provide opportunities for professional discussions and development of staff.	An improved approach to writing teaching in Ks1 and Ks2. Further development of our English-centred schema with increasing cross curricular links. High quality teaching in order to develop writing skills through modelling and supported practice for all children. Opportunities for moderation across key phases in order to raise standards and develop staff knowledge and understanding of writing,	1, 2 3
Staff CPD - WELCOMM training for Ks1 staff. A complete speech and language play based toolkit to support children's speech, language and communication development. £0	Weak language and communication skills when children begin school. Children do not have the breadth of vocabulary. In KS1 and KS2 struggle to use talk to explain themselves coherently. The EEF found teaching assistant interventions as an effective strategy, but quality training is key. Success Criteria: Improved oracy skills within Ks1 Improved confidence for pupils in early phonics, writing and reading skills.	2, 3, 5
Monitor and develop the use of 'Bug Club Phonics' scheme and resources to embed	An improved approach to phonics teaching in Ks2. Phonics has a positive impact overall with very extensive evidence and is an	2, 3, 5

<p>high quality phonics teaching within Ks2. Use 'Bug Club Phonics' as an intervention tool for targeted children in lower KS2.</p> <p>£1,550</p>	<p>important component in the early development of early reading skills; particularly for children from disadvantaged backgrounds.</p> <p>Success Criteria: Raise standards using phonics intervention for the lowest 20% of readers to accelerate progress and reduce the gap with their non disadvantaged peers. Fidelity to the phonics scheme being used in KS1 will support the teaching of reading across all key phases in school.</p>	
---	---	--

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve early reading outcomes for disadvantaged pupils in KS1 through the delivery of small group and 1:1 phonics intervention and resources.</p> <p>£6,800</p>	<p>The EEF Teaching and Learning Toolkit suggests that deploying and training TA's to deliver one-to-one or small group targeted interventions can lead to positive outcomes for pupils.</p> <p>Success Criteria: Improved pupil outcomes in reading, writing and phonics. Improved confidence for pupils in early phonics and reading and comprehension skills.</p>	<p>3, 4, 5</p>
<p>Contribution to SEND Teaching Assistants to work with identified pupils throughout school to diminish differences between the progress of disadvantaged pupils when compared to non-disadvantaged pupils in phonics, writing and EGPS.</p> <p>£32,000</p>	<p>Embed a rigorous approach to learning passports and IEPs as part of the graduated approach and in response to increasing SEND pupil intake for SEND children with the use of B Squared.</p> <p>3.5% of pupils with SEND compared to 15.3% national. 22.9% of our children require SEN support with 2 children on an EHC Plan.</p> <p>Success Criteria: Improved pupil outcomes in Prime and Specific Areas in EYS and KS1 and Ks2. Improved parental engagement in storytelling and early reading. Consolidation of learning. Improved memory skills.</p>	<p>2, 3, 4</p>
<p>Contribution to HLTA to work with identified pupils and an outside agent on the development of pupil self-regulation their behaviour and developing healthy</p>	<p>More frequent behaviour difficulties meaning pupils are unregulated and unable to focus on their learning. We aim to promote mental health and well-being strategies so that children can present themselves as 'ready to learn' individuals.</p> <p>Success Criteria:</p>	<p>1, 2, 4</p>

<p>minds and bodies in order to remove barriers to learning.</p> <p>£21,000</p>	<p>Improved pupil outcomes in reading, writing and maths 1:1 and/or small group intervention planned to cater for individual needs. Pre-teaching to prepare pupils for future learning in order to give confidence</p>	
<p>Implement and monitor intervention groups in order to raise end of Ks2 standards with a focus on maths.</p> <p>TTRS MyMaths Maths Reasoning Club</p> <p>£1312</p>	<p>The EEF highlights studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</p> <p>Success Criteria: Improved outcomes in children's reasoning and problems solving skills. Monitor and develop further with NCETM & Reasoning Club in order to close the gap between disadvantage and non-disadvantage peers.</p>	1, 2, 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution to employment of Learning Mentor to work with identified pupils with emotional, social, behavioural and attendance barriers to learning. To provide social, emotional and behavioural intervention and support for both pupil and their family unit through engagement with outside agencies and Early Help meetings.</p> <p>£25,000</p>	<p>More frequent behaviour difficulties meaning pupils are unregulated and unable to focus on their learning. We aim to promote mental health and well-being strategies so that children can present themselves as 'ready to learn' individuals.</p> <p>Success Criteria: Provide dedicated time and support, either 1:1 or in a small group, to help build emotional development. Improve self-esteem, social skills and the behaviour of identified pupils Raise attendance data with key focus on reducing persistent absence of vulnerable groups</p>	1, 2, 7
<p>Milk and toast subsidy to encourage pupil premium to adopt healthy lifestyles</p> <p>£4650</p>	<p>Research shows hungry children do not perform well. Many of our children come to school hungry without having had breakfast.</p> <p>Success Criteria: Consolidation of learning Pre-teaching to prepare pupils for future learning in order to give confidence</p>	6, 7

	Improved pupil outcomes and confidence in reading, writing, EGPS and maths	
Funding for School Counsellor from WFWS to assist in promoting healthy minds, growth mind sets and emotional wellbeing. £10681	More frequent behaviour difficulties meaning pupils are unregulated and unable to focus on their learning. We aim to promote mental health and well-being strategies so that children can present themselves as 'ready to learn' individuals. Success Criteria: Improved mental health and well-being for pupils. Improve self-esteem, social skills and the behaviour of identified pupils	1, 2, 4, 6
Improve attendance (96%) and punctuality for children eligible for PPG funding through involvement of the attendance service (Wigan LA) to support school and parents. £750 EBIU £668	EEF research suggests that parental engagement has a positive impact on average of 4 months additional progress. The EEF also reports that it is crucial to consider how to engage with all parents to avoid widening the gaps. Success Criteria: Raise attendance data with key focus on reducing persistent absence of vulnerable groups.	6, 7
CPOMS - Online system in school for staff to monitor and report concerns regarding wellbeing, safeguarding and behaviour. £979	Frequent behaviour difficulties have meant it is essential that we know our children and can spot triggers which will affect learning. We aim to ensure this online monitoring system is used by all staff to report and highlight concerns. Success Criteria: Up to date and accurate record keeping to ensure nothing is missed with regards to safeguarding and behaviour concerns.	1, 2, 4
Educational Psychologist £3975	25.6% of pupils with SEND compared to 15.6% national. 23.2% of our children require SEN support with 0.6% of children on an EHC Plan. Additional 60 hours of Educational Psychologists support to upskill teachers in strategies to help support pupils with SEND. Success Criteria: Early identification of children for assessment based on in school tracking data. To ensure that support is put in place for those who need it.	1, 2

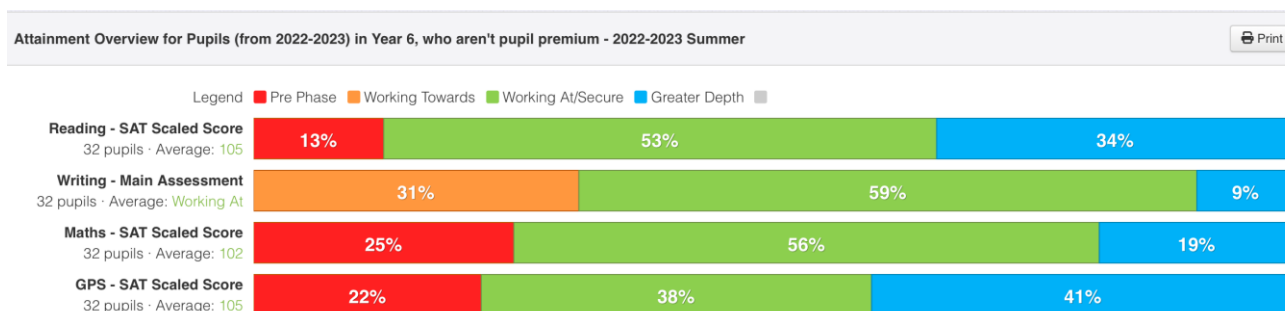
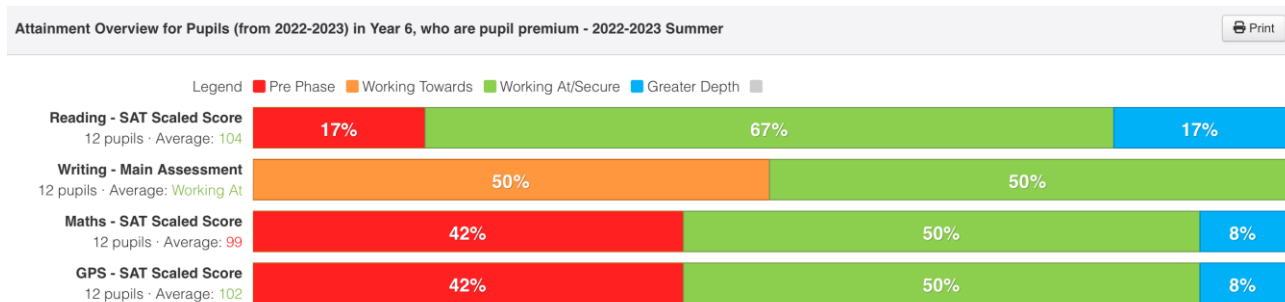
Total budgeted cost: £109615

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 2022 to 2023 academic year.

Disadvantaged pupil performance overview 2022-2023



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
Reading Eggs	3P Learning
Spelling Shed	Ed Shed
Times Table Rockstars	Maths Circle Ltd
MyMaths	Oxford University Press
Bug Club Phonics	Pearson
B Squared	B Square Ltd.
White Rose Maths	White Rose
Reading Plus	Dream Box Learning
Evidence Me	2 Simple

Service pupil premium funding (N/A)