

# Pupil Premium Strategy Statement 2022-2023 - REVIEW



| 1. Summary information        |                                  |   |                          |   |  |
|-------------------------------|----------------------------------|---|--------------------------|---|--|
| <b>School</b>                 | Parklee Community Primary School |   |                          |   |  |
| <b>Academic Year</b>          | 2021/2022                        | <b>Total PP budget</b>                  | £110,180                 | <b>Date of most recent PP Review</b>                  | September 2023                             |
| <b>Total number of pupils</b> | 300<br>(315 PAN)                 | <b>Number of pupils eligible for PP</b> | EYFS & Y1 – Y6<br><br>71 | <b>Date for next internal review of this strategy</b> | End of Review Period<br><br>September 2024 |

| 2. Barriers to future attainment (for pupils eligible for PP including high ability)                     |   |
|--|---|
| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>          |   |
| 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   |
| 4  | Fixed mind sets   |
| 5  | Below and Significantly below age typical attainment on entry resulting in pupils not being 'School Ready'. |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> |   |
| 6  | Experiential deprivation  |
| 7  | Attendance and punctuality  |

# Pupil Premium Strategy Statement 2022-2023 - REVIEW



| 3. Outcomes               |   | Success criteria   |
|---------------------------|---|--|
| <b>In-school Barriers</b> |   |  |
| 1                         | 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.   |
| 2                         | 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.                   |
| 3                         | 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.                    |
| 4                         | Fixed mind sets   | Improved pupil progress in reading, writing and maths. Increase in self-esteem and aspirations in children.  |
| 5                         | 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.   |
| <b>External Barriers</b>  |   |  |
| 6                         | 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. |
| 7                         | 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%   |

# Pupil Premium Strategy Statement 2022-2023 - REVIEW



| Chosen action/approach  | What is the evidence & rationale for this choice?   | How will you ensure effective implementation?   | Staff Lead                                     | Cost   | Review   |
|---|---|---|--|--------|--|
| 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. | 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. | Staff training either in person or online.<br><br>Monitor agenda minutes form TA meetings regarding impact of training.<br><br>Agenda minutes from staff meetings and SLT meetings. | Headteacher<br>Deputy<br>Headteacher<br>SENDCO | £1,100 | TPC Therapy training completed – positive feedback for all staff and impact is beginning to show across whole school when behaviour issues arise. Feedback from staff show increased confidence in using particular approaches in order to maintain positive relationships with children as per the behaviour policy.<br><br>Trauma and Mental Health Diploma work still ongoing. Staff to undertake further training as part of the emotionally friendly schools. |
| Staff CPD - WELLCOMM training for EY and Ks1 staff. A complete speech and language play based toolkit to support children’s speech, language and communication development.   | 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.  | Lead staff member to undertake training.<br><br>Assess children and group into levels of need.<br><br>Complete Wellcomm interventions in order to raise S&L standards.              | EYFS Lead<br><br>KS1 Lead                      | £0     | Wellcomm training completed by EYFS lead in 22/23. Assessment undertaken within YR and interventions carried out. This is to continue in YN and YR in 23/24<br><br>Roll out to KS1 was put on hold due to staffing issues. Targeted children will be identified in Autumn 2023 using the WELLCOMM screening tool, interventions to take place resulting in accelerated progress being made. Ks1 staff member to complete training in Autumn 2023                   |
| CPD - Phonics Tracker training for KS2 support staff to deliver   | Phonics has a positive impact overall with very extensive evidence ad is  | Termly progress assessments.  | Phonics Lead                                   |        | The online training provided a positive impact for all staff. Termly assessments   |

# Pupil Premium Strategy Statement 2022-2023 - REVIEW



|  |   |  |                               |           |   |
|--|---|--|-------------------------------|-----------|---|
| targeted interventions based on recent assessment.   | an important component in the early development of early reading skills; particularly for children from disadvantaged backgrounds. The EEF found teaching assistant interventions as an effective strategy, but quality training is key.                                    | Online training for all staff (EY/KS1/KS2)<br><br>Phonics booster sessions for children to ensure rapid progress is made in Ks1 to prepare children for PSC.<br><br>Phonics boosters for Y3 & Y4 children. | All Staff                     |           | were made in all key phases to ensure progress was monitored and measured.<br><br>Extra phonics interventions were given to the bottom 20% of learners to ensure rapid progress and catch up.<br><br>School will continue to use Phonics Tracker as an assessment tool in order to monitor the progress within phonics in all key phases. |
| Implement 'Bug Club Phonics' scheme and resources to embed high quality phonics teaching within EYFS and KS1. Use 'Bug Club Phonics' as an intervention tool for targeted children in lower KS2. | An improved approach to phonics teaching in Reception and KS1. Phonics has a positive impact overall with very extensive evidence and is an important component in the early development of early reading skills; particularly for children from disadvantaged backgrounds. | Termly progress assessments.<br><br>Phonics booster sessions delivered consistently for lowest 20% of readers  | Phonics Lead<br><br>All Staff | £1,550    | Standard raised using phonics interventions for the lowest 20% of readers to accelerate progress and reduce the gap with their non-disadvantaged peers.<br><br>Y1 PSC 83% pass<br><br>Y2 PSC 82% pass   |
| Improve early reading outcomes for disadvantaged pupils in KS1 through the delivery of small group and 1:1 phonics intervention and resources.   | Improved pupil outcomes in reading, writing and phonics.<br><br>Improved confidence for pupils in early phonics and reading.  | Progress points check Aut 3, Spr 2 and Sum2 (min exp)  | Headteacher<br><br>KS1 Staff  | £11846.20 | 1:1 reading and small group interventions continues to have positive impact<br><br>Roll out of Phonics Tracker Assessment System and staff training – positive impact   |

# Pupil Premium Strategy Statement 2022-2023 - REVIEW



|   |  |   |   |                |  |
|---|--|---|---|----------------|--|
|   |  | <p>Book monitoring – standards and progress</p> <p>Pupil Interviews</p> <p>External evaluation- SIP</p>   |   |                | <p>New reading scheme for EY/Ks1 closely matched to phonics teaching – positive impact</p> <p>Reading &amp; Phonics remain a high priority in school next year to continue to build on the positive impact in 22/23</p>  |
| <p>Contribution to SEND Teaching Assistant 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>Improved pupil outcomes in Prime and Specific Areas in EYS and KS1 and Ks2.</p> <p>Improved parental engagement in storytelling and early reading.</p> <p>Consolidation of learning.</p> <p>Improved memory skills.</p>           | <p>Progress points check Aut 3, Spr 2 and Sum2 (min exp)</p> <p>Book monitoring – standards and progress</p> <p>Pupil Interviews</p> <p>External evaluation SIP -Termly</p> | <p>SENDCO</p> <p>EYFS / KS1</p> <p>EYFS / KS1 HLTA</p> <p>Assessment Lead</p> | <p>£32,000</p> | <p>Teachers to pinpoint gaps in learning and plan corresponding lessons in order to plug gaps.</p> <p>Assessment tracking system helped to support identified groups and measure progress.</p> <p>Pupil passports and IEPs created and shared with parents to ensure consistency for disadvantaged pupils. Targets were set and monitored in the summer term to enable a smooth transition into autumn 2023.</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 minds and bodies in order to remove barriers to learning.</p>                | <p>Improved pupil outcomes in reading, writing and maths</p> <p>1:1 and/or small group intervention planned to cater for individual needs.</p> <p>Pre-teaching to prepare pupils for future learning in order to give confidence</p> | <p>Progress points check Aut 3, Spr 2 and Sum2 (min exp)</p> <p>Book monitoring – standards and progress</p>  | <p>Headteacher</p>  | <p>£21,000</p> | <p>Teachers to pinpoint gaps in learning and plan corresponding lessons in order to plug gaps.</p> <p>Assessment tracking system in place to help support identified groups and measure progress.</p>  |

# Pupil Premium Strategy Statement 2022-2023 - REVIEW



|  |   |   |  |        |  |
|--|---|---|--|--------|--|
|  |   | Pupil Interviews<br>External evaluation<br>SIP -Termly  |  |        |  |
| 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. | Provide dedicated time and support, either 1:1 or in a small group, to help build emotional development.<br><br>Improve self-esteem, social skills and the behaviour of identified pupils<br><br>Raise attendance data with key focus on reducing persistent absence of vulnerable groups | Half termly attendance data checks – target 96% and above<br><br>Reports to parents termly  | Headteacher<br><br>Learning Mentor<br><br>SENDCO | £25000 | Continue to profile cognitive development and behaviour via Boxall.<br><br>Ensure reviews are carried out routinely to measure progress.<br><br>Continue to monitor behaviour incidents and implement trauma informed/ behavioural strategies.<br><br>Continue to update and monitor internal CPOMS tracking system.                           |
| Milk and toast subsidy to encourage pupil premium to adopt healthy lifestyles and be prepared for learning.  | Consolidation of learning<br><br>Pre-teaching to prepare pupils for future learning in order to give confidence<br><br>Improved pupil outcomes and confidence in reading, writing, EGPS and maths   | Progress points check<br>Aut 2, Spr 2 and<br>Sum2 (min exp)<br><br>Book monitoring – standards and progress<br><br>External evaluation<br>SIP -Termly | Headteacher                                      | £6,150 | School have been able to significantly reduce the cost whilst still providing children with breakfast. Volunteers from the school community have been assigned to collect and deliver the bread to school in order to erase any delivery costs.<br><br>Toast is able to continue next year due to the amendments made after the review period. |
| Funding for School Counsellor from WFWS to assist in promoting healthy minds,  | Improved mental health and well being for pupils.   | Half termly attendance data checks – target 96% and above   | Headteacher<br><br>SENCO                         | £5,460 | Continue to profile cognitive development and behaviour via Boxall. Ensure reviews are carried out routinely to measure progress.  |

# Pupil Premium Strategy Statement 2022-2023 - REVIEW



|  |   |   |   |               |  |
|--|---|---|---|---------------|--|
| growth mind sets and emotional wellbeing.  | Improve self-esteem, social skills and the behaviour of identified pupils   | Reports to parents termly   |   |               | Continue to monitor behaviour incidents and implement trauma informed/ behavioural strategies. Counselling to continue.  |
| Improve attendance and punctuality for children eligible for PPG funding through involvement of the attendance service (Wigan LA). | Raise attendance data with key focus on reducing persistent absence of vulnerable groups.   | Half termly attendance data checks – target 96% and above                                       | Headteacher<br>Learning Mentor<br>EWO by back support<br>Attendance Officer | £2084<br>£668 | Attendance is currently below school target of 96%<br><br>Letters to be sent out to parents regarding taking term time holiday – not authorised. Continue to monitor closely children who are consistent none attenders<br><br>Attendance monitoring will continue to remain a high priority in school next year. Termly meetings to be put into action with LA inclusion service to support caseloads of severe/persistent absentees. |
| CPOMS - Online system in school for staff to monitor and report concerns regarding wellbeing, safeguarding and behaviour.          | Frequent behaviour difficulties has 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. | Continue implementation of training – whole staff.<br><br>Staff to monitor on a frequent basis. | Headteacher<br>SENDCO<br>Learning Mentor<br>All staff                       | £950          | Positive impact on whole school.<br><br>All member of staff able to access and input information of concern onto system.<br><br>Will continue to implement next year.  |

# Pupil Premium Strategy Statement 2022-2023 - REVIEW



|                          |   |  |                           |       |  |
|--------------------------|---|--|---------------------------|-------|--|
| Educational Psychologist | 25.7% of pupils with SEND compared to 14.7% national. 25.1% of our children require SEN support with 0.6% on an EHC Plan. | Staff training to support early identification.<br><br>Monitor assessment tracking system regularly. | Headteacher<br><br>SENDCO | £4988 | School has implemented an increase in EP hours in order to support more children, staff and families.<br><br>Continue with the increase in EP hours next year and continue to monitor and review as an ongoing priority. |
|--------------------------|---|--|---------------------------|-------|--|

## Review Date (September 2023)

|   |
|---|
| <p><u>Number of pupils at <b>secure</b> or above at Summer Term Assessments</u></p> <p>End of KS1 EXP+<br/>           Reading – 51%<br/>           Writing – 56%<br/>           Maths – 60%</p> <p><u>Number of pupils at <b>secure</b> or above at Summer Term Assessments</u></p> <p>End of KS2 EXP+<br/>           R: 84%<br/>           W: 50%<br/>           M: 58%<br/>           EGPS: 58%</p> |
|---|



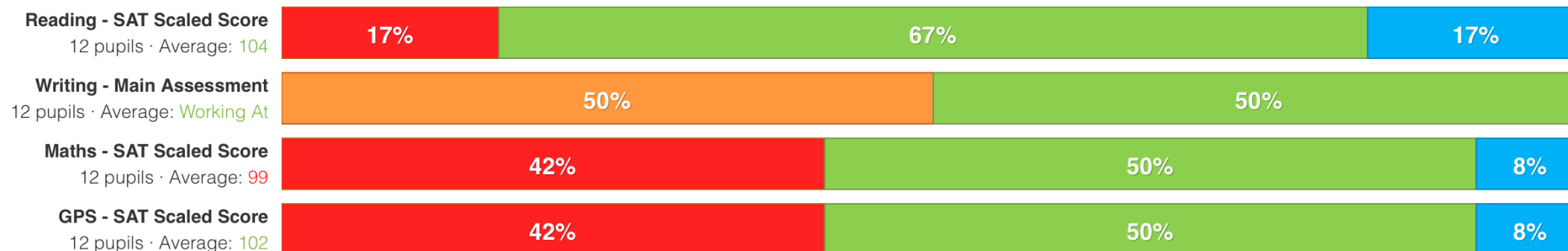
# Pupil Premium Strategy Statement 2022-2023 - REVIEW



## Attainment Overview for Pupils (from 2022-2023) in Year 6, who are pupil premium - 2022-2023 Summer



Legend ■ Pre Phase ■ Working Towards ■ Working At/Secure ■ Greater Depth ■



## Attainment Overview for Pupils (from 2022-2023) in Year 6, who aren't pupil premium - 2022-2023 Summer



Legend ■ Pre Phase ■ Working Towards ■ Working At/Secure ■ Greater Depth ■

