



Pupil Premium Strategy Statement 2024 – 2025

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	302 (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)	2024/25
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Dawn Roper
Pupil premium lead	Rebecca Wood
Governor	Paul Jameson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117812
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£117812



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:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- 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.
- To provide additional educational support to improve the progress and to raise the standard of achievement for these pupils
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
- 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.
- 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:

- Pupil Premium will be clearly identifiable within the budget
- The head teacher, in consultation with the governors and staff, will decide how the Pupil Premium is spent for the benefit of entitled pupils
- The school will assess what additional provision should be made for the individual pupils.
- 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 head teacher will report to the governing body and parents on how effective the intervention has been in achieving its aims.
- We will publish online information about how we have used the Premium.
- We will ensure that parents, governors and others are made fully aware of the attainment of pupils covered by the Premium.
- We will seek to further develop strategies and interventions which can improve the progress and attainment of these pupils.
- 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.

- 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	To continue to improve standards of attainment in reading, writing, maths at KS2
2	SEND cognition and learning difficulties
3	Delayed speech and language – poor social communication and vocabulary
4	Stamina for writing – lived experiences
5	Behaviour and SEMH
6	Metacognition – remembering more
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:	
To continue to improve standards of attainment in reading, writing, maths at KS2	Raised attainment of writing at GD Raised attainment of reading, EGPS and math so results are in line with national Phonics screen in line with national Disadvantaged gap is closed Progress is at least good
SEND cognition and learning difficulties	Improved pupil outcomes in Prime and Specific Areas in EYS and KS1 and Ks2 Consolidation of learning and improved memory skills. Adaptive teaching used in all lessons to support children Children with complex needs have the right environment to make progress from their starting points
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

<p>Stamina for writing</p>	<p>Improved pupil progress in writing Children are confident and can share experiences Increase stamina seen when writing sustained pieces Increase in self-esteem and aspirations in children</p>
<p>Behaviour and SEMH</p>	<p>Increased participation of enrichment activities for disadvantaged Sustain high levels of well-being from parent/pupil surveys</p>
<p>Metacognition</p>	<p>Improved retention of learning – children can confidently talk about what they have learned Metacognition strategies used across school Effective methods used so children remember more</p>
<p>Attendance and punctuality</p>	<p>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 95%</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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 emotionally friendly approach for staff and children.</p> <p>£1400</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing</p> <p>Success Criteria: Achieve Emotionally Friendly Award Frequency of behaviour difficulties are reduced resulting in success and good practise.</p>	<p>5,6,7</p>
<p>Metacognition and adaptive teaching Mentoring and coaching used Professional Development Developing high quality assessment which responds to the needs of the child</p> <p>£1000</p>	<p>EEF Toolkit – Metacognition and self-regulation strategies +7months</p> <p>EEF guide</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p>6, 1, 2</p>
<p>Raise end of KS1&2 writing standards. Build stamina and give children experiences to give them first hand experiences.</p> <p>£3000 – Educational Visits and additional Y6 support (Learning by Questions)</p>	<p>An improved approach to writing teaching in Ks1 and Ks2. Further development of our English-centred schema with increasing cross curricular links. Pathways to write – trips and hands on experiences. 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,</p>	<p>1, 4</p>

	Implement the use of Learning by Questions to support Y6 SATs preparation.	
<p>Staff CPD - WELCOMM training for KS2 staff. A complete speech and language approach based toolkit to support children's speech, language and communication development.</p> <p>£1000 for whole school inset and resources</p>	<p>Weak language and communication skills across 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. WELCOMM used effectively in KS1 – now rolled out to KS2 identified children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Success Criteria: Improved Oracy skills within KS1 and KS2 Improved confidence for pupils in early phonics, writing and reading skills Clear assessments for children</p>	1, 2, 6
<p>Develop the Forest school for all children with an emphasis on disadvantaged and SEN children.</p> <p>This is an inspirational process, offering children opportunities to achieve, developing confidence and self-esteem, through hands on learning experiences through a woodland experience.</p> <p>Cost £4350</p>	<p>Trained HLTA with forest school leader training. Trained in child development and learning theories linked to the National Curriculum</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning?utm_source=/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning&utm_medium=search&utm_campaign=site_search&search_term=outd</p>	1, 2, 3, 5, 6, 7
<p>Monitor and develop the use of 'Bug Club Rapid Phonics' scheme and resources to embed high quality phonics intervention teaching within Ks2. Use 'Bug Club Rapid Phonics' as an intervention tool for targeted children in lower KS2.</p> <p>£1,550</p>	<p>An improved approach to phonics teaching in Ks2. 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 in disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</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.</p>	1, 4, 6

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve early reading outcomes for disadvantaged pupils in KS1 and Ks2 through the delivery of small group and 1:1 phonics intervention and resources.</p> <p>£3000</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</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>1, 4, 2</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>£35,000</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>23% 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>https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-for-send-how-does-it-transform-the-ta-role</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. Improved parental support.</p>	<p>1, 2, 3, 4, 6</p>
<p>Contribution to HLTA to work with identified pupils and an outside agent (Leigh Leopards) on the development of pupil self-regulation their behaviour and developing healthy minds and bodies in</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>https://educationendowmentfoundation.org.uk/news/teaching-children-self-</p>	<p>1, 2, 3,</p>

<p>order to remove barriers to learning.</p> <p>£26,000</p>	<p>awarness-of-their-feelings-and-actions-sup-ports-early-development</p> <p>Success Criteria: Improved pupil outcomes in writing 1:1 and/or small group intervention planned to cater for individual needs around building confidence/ self-esteem. Pre-teaching to prepare pupils for future learning in order to give confidence Match funded by PTA</p>	
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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>	<p>1, 2, 3, 5, 6, 7</p>
<p>Mini Police – developing strong relationships with GM police and the community. Introduced the children to law and challenges</p>	<p>Developing young people’s sense of pride and belonging in their community. Supporting agencies and including the school in keeping the community safe.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</p>	<p>3, 4, 5, 6</p>

<p>the traditional perceptions of the police. Creating a more positive relationship and building confidence in the local police – then reinforcing this back in school through assemblies and community experiences.</p> <p>Cost - £700</p>	<p>Success Criteria Children are confident and feel pride in their community Children have a positive view of the police and feel safe in their community.</p>	
<p>Funding for School Counsellor from WFWS to assist in promoting healthy minds, growth mind sets and emotional wellbeing.</p> <p>£5624</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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>Success Criteria: Improved mental health and well-being for pupils. Improve self-esteem, social skills and the behaviour of identified pupils</p>	5, 6, 7
<p>Improve attendance (95%) and punctuality for children eligible for PPG funding through involvement of the attendance service (Wigan LA) to support school and parents.</p> <p>£3000</p> <p>EBIU £700</p>	<p>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. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p> <p>Success Criteria: Raise attendance data with key focus on reducing persistent absence of vulnerable groups.</p>	5, 7
<p>CPOMS - Online system in school for staff to monitor and</p>	<p>Frequent behaviour difficulties have meant it is essential that we know our children and can spot triggers which will affect learning. CPOMS allows us to track difficulties and offer support for staff and parents. We aim to ensure</p>	5,

<p>report concerns regarding wellbeing, safeguarding and behaviour.</p> <p>£1450</p>	<p>this online monitoring system is used by all staff to report and highlight concerns.</p> <p>Success Criteria: Up to date and accurate record keeping to ensure nothing is missed with regards to safeguarding and behaviour concerns.</p>	
<p>Educational Psychologist</p> <p>£5038</p>	<p>22% of pupils with SEND compared to 15.6% national. 22% of our children require SEN support with 4% of children on an EHC Plan. Additional 60 hours of Educational Psychologists support to upskill teachers in strategies to help support pupils with SEND/EBSA.</p> <p>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.</p>	<p>1, 2, 3, 5</p>

Total budgeted cost: £117812

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 2023 to 2024 academic year.

Disadvantaged pupil performance overview 2023-2024

KS2 Attainment all children (End of Y6)

Combined – 50%

Reading – 70%

Writing – 77%

Maths – 64%

EGPS – 59%

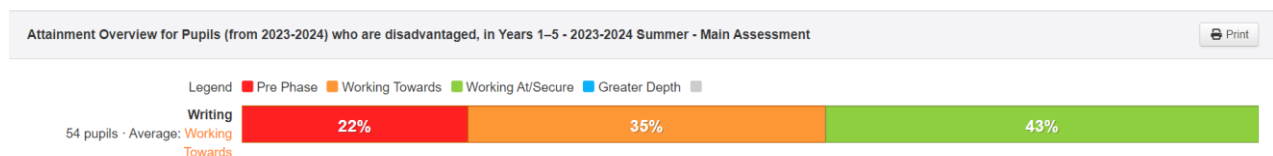
Progress

Reading – +0.1

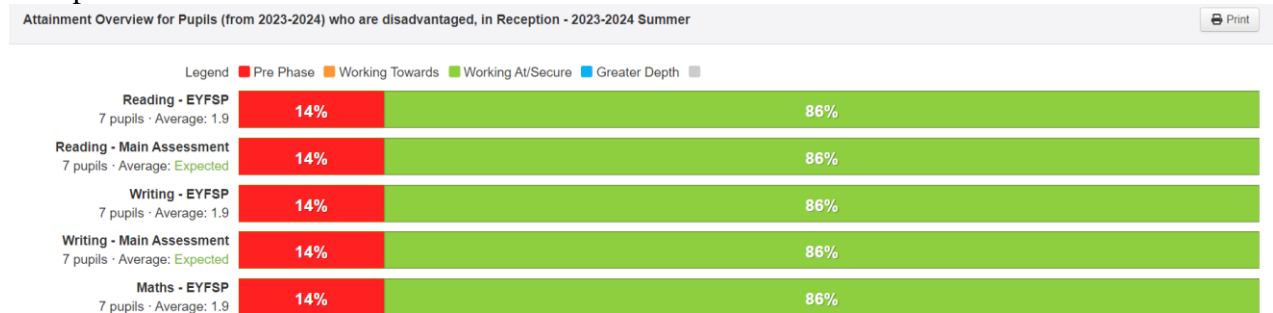
Writing +0.1

Maths – 0

EGPS - 0



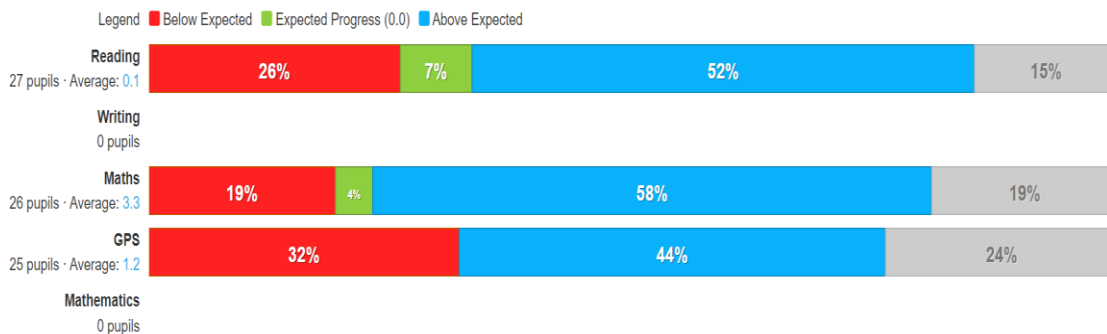
Reception End of Year



Progress across Y1 –Y6

Progress Overview for Pupils (from 2023-2024) who are disadvantaged – 2023-2024 Autumn to 2023-2024 Summer NFER

Print



Writing Progress for 2023-4

Progress Overview for Pupils (from 2023-2024) who are disadvantaged, in class Red Class – 2023-2024 Autumn to 2023-2024 Summer Main Assessment

Print



Progress Overview for Pupils (from 2023-2024) who are disadvantaged, in class Orange – 2023-2024 Autumn to 2023-2024 Summer Main Assessment

Print



Progress Overview for Pupils (from 2023-2024) who are disadvantaged, in class Yellow – 2023-2024 Autumn to 2023-2024 Summer Main Assessment

Print



Progress Overview for Pupils (from 2023-2024) who are disadvantaged, in class Green – 2023-2024 Autumn to 2023-2024 Summer Main Assessment

Print



Progress Overview for Pupils (from 2023-2024) who are disadvantaged, in class Blue Class – 2023-2024 Autumn to 2023-2024 Summer Main Assessment

Print



Progress Overview for Pupils (from 2023-2024) who are disadvantaged, in class Indigo – 2023-2024 Autumn to 2023-2024 Summer Main Assessment

Print



Progress Overview for Pupils (from 2023-2024) who are disadvantaged, in class Violet – 2023-2024 Autumn to 2023-2024 Summer Main Assessment

Print



Progress Overview for Pupils (from 2023-2024) who are disadvantaged, in class Turquoise – 2023-2024 Autumn to 2023-2024 Summer Main Assessment

Print



Progress for Disadvantaged – 2023/4 Reading and Maths

Progress Overview for Pupils (from 2023-2024) who are disadvantaged, in class Red Class – 2023-2024 Autumn Main Assessment to 2023-2024 Summer NFER

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Progress Overview for Pupils (from 2023-2024) who are disadvantaged, in class Orange – 2023-2024 Autumn NFER to 2023-2024 Summer SAT Scaled Score

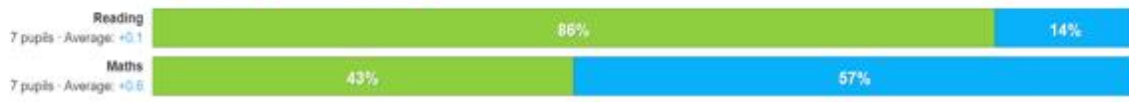
Legend: ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data



Progress Overview for Pupils (from 2023-2024) who are disadvantaged, in class Yellow – 2023-2024 Autumn NFER to 2023-2024 Summer SAT Scaled Score

Print

Legend: ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data



Progress Overview for Pupils (from 2023-2024) who are disadvantaged, in class Green – 2023-2024 Autumn to 2023-2024 Summer NFER

Print

Legend: ■ Below Expected ■ Expected Progress (0.0) ■ Above Expected ■ Insufficient Data



Progress Overview for Pupils (from 2023-2024) who are disadvantaged, in class Blue Class – 2023-2024 Autumn to 2023-2024 Summer NFER

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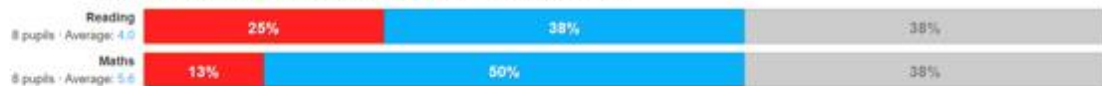
Legend: ■ Below Expected ■ Expected Progress (0.0) ■ Above Expected ■ Insufficient Data



Progress Overview for Pupils (from 2023-2024) who are disadvantaged, in class Indigo – 2023-2024 Autumn to 2023-2024 Summer NFER

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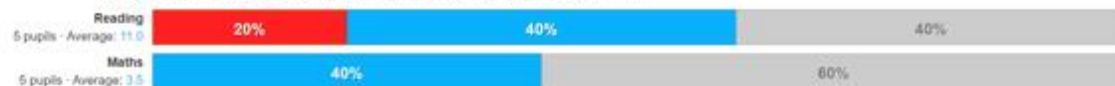
Legend: ■ Below Expected ■ Expected Progress (0.0) ■ Above Expected ■ Insufficient Data



Progress Overview for Pupils (from 2023-2024) who are disadvantaged, in class Violet – 2023-2024 Autumn to 2023-2024 Summer NFER

Print

Legend: ■ Below Expected ■ Expected Progress (0.0) ■ Above Expected ■ Insufficient Data



Progress Overview for Pupils (from 2023-2024) who are disadvantaged, in class Turquoise – 2023-2024 Autumn to 2023-2024 Summer NFER

Print

Legend: ■ Below Expected ■ Expected Progress (0.0) ■ Above Expected ■ Insufficient Data





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
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