

Parkgate Primary School Pupil Premium Strategy Statement 2021 – 2024

Reviewed and updated annually (Sept 2022)

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	Parkgate Primary School
Number of pupils in school	620 (Year R – Year 6)
Proportion (%) of pupil premium eligible pupils	26.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	Termly
Statement authorised by	Zoe Richards
Pupil premium lead	Andrea Blundred
Governor / Trustee lead	Carol Blair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£223,776
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	£16,619*
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	£240,395

Part A: Pupil Premium Strategy Plan

Statement of intent

Our strategic approach to the use of additional funding at Parkgate Primary will dovetail closely with the EEF Guide to Pupil Premium updated in April 2022. [Pupil Premium Guide | Education Endowment Foundation | EEF.](#)

Parkgate Primary School is committed to spending our allocated Pupil Premium Grant to help bridge the gap between children from lower income families and their peers. Significant proportion of children do not arrive at school ready to learn due to previous adverse childhood experiences and lower levels of language which results in them lacking confidence, self-esteem and often an inability to self-regulate their learning. We believe that this can be best addressed through highly effective home school relations to improve home learning environments and practices, transition plans and consistently high-quality teaching and learning across all year groups in order to close the social, emotional and academic attainment gap.

Through our rich curriculum we provide our children with the opportunity to explore, collaborate, and talk to others and practice our core values in an environment which is safe, supportive, encouraging whilst also challenges their thinking.

Through the use of additional funding we aim to ensure that all DP leave us:

1. Achieving in line with age expected peers in reading, writing and maths.
2. Confident communicators with skills and values which ensure they can access the full curriculum, and are ambitious and hopeful for their future.
3. Resilient, independent learners who understand how to keep themselves safe and physically and mentally healthy.

Progress in this plan will be monitored and evaluated regularly at SLT, every LGB meeting and The Futures Trust Academy Improvement Board.

Rationale:

At Parkgate Primary School we believe that all children have the right to learn. The right to be safe and the right to be respected. We have developed an ambitious curriculum.

We continually review our ethos and curriculum to ensure that we consider research and best practice to improve learning for our community.

Our School Improvement Plan, reflects this practice and our ambition for our school and the lives that we influence and shape.

This strategy plan is based on our school Vision and Values

Our Vision - what we want our school to be	Our Values - how we will act and behave
~ Warm, Welcoming and Caring ~ Exciting and Inspiring ~ A promoter of healthy bodies and minds ~ At the heart of the local community	~ Professional and approachable ~ Inspirational role models ~ Effective team players ~ Aware of the physical and mental well-being of everybody

and... The Futures Trust values of:

1. **Learners First** – teachers and leaders totally focused upon the educational benefit of our students
2. **It's About Learning** – students, teachers and leaders focused upon developing and improving their learning and development
3. **No Barriers** – no excuses, only support to ensure students, teachers and leaders maximise their achievements.

Challenges

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

Challenge number	Detail of challenge
1	<p>Wellbeing and Mental Health - As identified thorough our use of ACES, a large proportion of our children have experienced trauma in their lives due to adverse childhood experiences (e.g. poverty, crime, breakdown of family structure, bereavement, parents dependent on alcohol or drugs, poor parental mental health) as a result our DP attain less well than their peers. We want them to make accelerated progress through high quality teaching and intervention (peer tutoring, tuition, high quality feedback) so that learners are confident to take on responsibility for evaluating their own learning and respond to teachers' feedback to strive to improve.</p>
2	<p>Speech and Language / Language Acquisition - Low levels of language acquisition on entry to school (47.4% arrive at school with language levels below typical, 53.9% below in self-regulation, 57.9% below in number, and 80.3% below in literacy skills).</p>
3	<p>Literacy (Phonics, Reading and Writing) – Majority of children enter Nursery with significant low levels of English, Maths and Communication skills. Significant proportion of children do not choose to read at home which impacts on their vocabulary range, their comprehension of texts and the development of their cultural capital. Children's low development of oral language is directly linked to limited exposure to literature.</p>
4	<p>Attendance and Persistent Absence - Those pupils who are persistently absent are PP pupils and their lower than typical attendance and punctuality impacts on their attainment, reducing their hours spent in school causing them to fall behind on their peers, resulting in a lack of aspiration and creating a sense of hopelessness</p>
5	<p>Parental Engagement - For a large% of DP pupils, parental engagement with school is limited due to parent's perception of school and its purpose, this has been acerbated by the pandemic (e.g. attendance at Parents' Evening, attending workshops, ensuring that their child attend an after-school intervention / club or hearing their children read at home). This has a detrimental effect on their academic progress to that of their peers. (Particularly middle and higher attaining children.)</p>

Intended outcomes

All children will succeed

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
All DP children will make accelerated progress resulting in the % of children achieving ARE across school being in line with their non-DP peers in Reading, Writing and Maths.	<ul style="list-style-type: none"> - DP make accelerated progress and gap in attainment between DP and non-DP closes. - 75%+ of DP at ARE standard July 23 - Combined RWM 65%
DP children will achieve in line with their peers in reading.	<ul style="list-style-type: none"> - DP children read regularly at both home and school and develop a love of reading (at least 3 x week) - Reading outcomes for all and DP are in line with national.
DP children have attendance in line with peers.	<ul style="list-style-type: none"> - Attendance of DP pupils is 96% - Parents ensure children attend school on time and have good attendance (96%+)
Full engagement of DP parents/carers at school events such as parents evening, reading/maths mornings and SATS meetings increase.	<ul style="list-style-type: none"> - 95% DP parents attend 1:1 meet with staff - Thrive targets are met and specific targeted children's SEMH is improved. - All children and families know strategies to support wellbeing. - Parents ensure children attend school on time and have good attendance (96%+)
DP children have high aspirations for their future.	<ul style="list-style-type: none"> - DP make accelerated progress. - DP parents attend 1:1 parents' events and complete home learning
Speech and Language	
To stimulate overall language development and to teach language skills in an integrated fashion and in context	Reduce the number of children working below the 22 nd percentile (the lowest end of the expected range)
Reading	
Increase the proportion of children passing the phonics screen in Year 1 and Year 2	To be at least in line with national expectations
Increase the average score for children in the phonics screen in Year 1 and Year 2	For those children who do not meet the expectation. We expect to see significant progress in their scores over time.
Reduce the gap between chronological reading age and actual reading age between the end of Year 2 and end of Year 6	The majority of children to meet ARE at the end of each Key Stage and for the gap between PP and non-PP to diminish both at school and national level.
Intense reading programmes in Key Stages 1 and 2, to ensure children can access the curriculum	Robust systems in place for targeted interventions which will demonstrate rapid gains in attainment and progress over time.

Increase the proportion of children achieving Age Related in Reading SATs in Year 2 and Year 6	To be at least in line with national expectations
Increase the proportion of more able children reaching Greater Depth at the end of Key Stages 1 and 2.	More children achieving Greater Depth through targeted intervention.
Writing	
Increase the proportion of children achieving Age Related in Writing across the school through targeted intervention	To be at least in line with national expectations
Increase the proportion of children achieving Age Related in Writing SATs in Year 2 and Year 6	To be at least in line with national expectations
Increase the proportion of more able children reaching Greater Depth at the end of Key Stages 1 and 2.	More children achieving Greater Depth through targeted intervention.
Maths	
Increase the average score for children in reasoning Assessments	For those children who do not meet the expectation. We expect to see significant progress in their scores over time.
Increase the proportion of children achieving Age Related in the Year 4 multiplication check (school was a pilot)	To be at least in line with national expectations
Access to Technology	
For all children to have equal access to technology to enhance the curriculum offer	All children will have access to their own online learning platform and will have a device available for them to access their learning at school and at home.

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attachment and Trauma Informed Practice in partnership with Coventry's Virtual School and ARC. <i>Engagement in Learning Behaviours programme in partnership with Staffordshire Research School / LA and EEF guidance</i>	Education Endowment Foundation confirms effective CPD in Social and emotional learning that transforms teachers practice has moderate impact (+4mths progress) for DP.	1,2,3,4,5

<i>Feedback</i>	Education Endowment Foundation confirms effective CPD in feedback that transforms teachers practice has high impact (+6mths progress) for DP.	1,3,5
<i>Metacognition and Self-Regulated Learning</i> <i>Engagement in Learning Behaviours programme in partnership with Staffordshire Research School / LA and EEF guidance</i>	Education Endowment Foundation confirms effective CPD in metacognition that transforms teachers practice has high impact (+7mths progress) for DP.	1,3,5
<i>CPD leadership</i>	Ensuring that raising attainment of DP is a whole school priority, all leaders are effective in their ability to drive improvement in order to impact on outcomes.	1, 2, 3, 4, 5
<i>ECT CPD</i>	Ensuring that raising attainment of DP is a whole school priority, all ECT are effective in their ability to ensure all DP make strong progress, in order to impact on outcomes.	1,2
<i>Engagement with Maths Hub – Mastery readiness</i>	Education Endowment Foundation, DfE confirms that mastery learning has high impact (+5mths progress) for DP.	1,4
<i>Reading comprehension and assessment strategies</i>	Education Endowment Foundation confirms effective CPD in the teaching of and development of reading strategies that transforms teachers practice has high impact (+6mths progress) for DP.	1, 2, 3, 4
<i>Train an additional Speech and Language Specialist</i>	Education Endowment Foundation confirms effective CPD in Oral Language interventions that transforms adults practice has high impact (+6mths progress).	1
<i>Talk for Writing CPD</i>	EEF research project – ‘Testing a programme which aims to improve pupils’ writing skills’	1, 2, 3 and 5

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

Budgeted cost: £ 145,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Reading skills (1:1 daily lowest 20% and target children, additional phonics in timetable)	Education Endowment Foundation, DfE confirms that phonics intervention has high impact (+5mths progress) for DP.	1,2,3,5
Lightening Squad 1:3 reading intervention (daily x 6weeks)	Education Endowment Foundation, DfE confirms that reading comprehension strategies has high impact (+6mths progress) for DP.	1,2,3,5

Maths Fluency 1:4 maths intervention (daily x 6weeks)	Education Endowment Foundation, DfE confirms that reading comprehension strategies has high impact (+6mths progress) for DP.	1,2,4
Speech therapy intervention (1:1)	Education Endowment Foundation, DfE confirms that oral intervention has high impact (+6mths progress) for DP.	2
<i>Accelerated Reader</i>	Education Endowment Foundation, DfE confirms this has high impact (+4mths progress) for DP.	
<i>Timestables Rockstars</i>	Education Endowment Foundation, DfE confirms this has high impact (+4mths progress) for DP.	
<i>Dynamo Maths</i>	Education Endowment Foundation, DfE confirms this has high impact (+3mths progress) for DP.	
<i>0.4 X English Teacher above Y6 teacher ratio and additional support across the school for targeted children</i>	Education Endowment Foundation confirms effective small group tuition has moderate impact for low cost (+4mths progress).	2
<i>0.4 X Specialist Maths Teacher above Y6 teacher ratio and additional support across the school for targeted children</i>	Education Endowment Foundation confirms effective small group tuition has moderate impact for low cost (+4mths progress).	4

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

Budgeted cost: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Contribution to 1:1 iPad scheme</i>	Education Endowment Foundation confirms effective use of digital technology has moderate impact for moderate cost (+4mths progress).	5
<i>To deliver a range of support mechanisms to help overcome barriers to learning for the most vulnerable pupils.</i>	To minimise the effect of external facts on academic outcomes by removing barriers to learning. To increase the well-being of vulnerable children. The percentage of lunch time reflections reduces.	7
<i>Access to a Clinical Psychologist</i>	Education Endowment Foundation, DfE confirms mentoring / support for families in crisis has high impact (+4mths progress) for DP.	7
<i>Thrive - 1:1 and group action plan work/</i>	Education Endowment Foundation, DfE confirms social and emotional learning has high impact (+4mths progress) for DP.	1,5
<i>1:1 learning mentor work overcoming barriers to attendance</i>	Education Endowment Foundation, DfE confirms parental engagement and social and emotional learning has high impact (+4mths progress) for DP.	1,5

Forest School	Education Endowment Foundation, DfE confirms outdoor learning and social and emotional learning has high impact (+4mths progress) for DP.	1,5
Young carers	Education Endowment Foundation, DfE confirms parental engagement and social and emotional learning has high impact (+4mths progress) for DP.	1,5

Total budgeted cost: £239,000

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

This strategy, despite the pandemic, had variable impact. We ensured DP engagement, resources directed to support DP access, additional school support to promote home learning challenges. Good engagement and accelerated progress during 2021-22 ensured that in some year groups the gap between DP and NDP diminished. DP children achieved 52% combined RWM compared with 74% NDP children.

	Desired outcomes – measured by	Outcome and impact
A	Improved parental engagement in all events across school. A reduction in behaviour incidents and FTE for DP students. Through curriculum provision create learners who are confident, resilient and independent.	Parental engagement was improved with more parents willing to engage as a result of time away from school due to COVID. Reduction in FTE (0 FTE in 2021 - 22)
B	DP children will make accelerated progress in order to achieve in line with their non-DP peers across the curriculum.	The majority of DP children made good progress in Reading and Maths (lower in Writing) across school however, the pandemic has disproportionately affected DP, the gap needs to closed further between all pupils and DP pupils.
C	DP children will read consistently at home, have access to high quality interventions and, as a result, achieve in line with their peers.	Y2 phonics showed DP closing the attainment gap with all pupils. Results show that DP are below NDP in reading, writing and maths. As a result, fluency in reading and maths will be embedded across the school.
D	DP children have attendance in line with peers and have rich extra-curricular opportunities thus improving future aspirations.	Some improvement in PAs (in line with national) attendance. Continued focus on reducing PAs across school.

Please note that each academic year will contain variable amounts of DP children across cohorts. This means that the data below is not comparable year on year.

Whole school data (Aut 20 – Sum 21) (Aut 21 – Sum 22) – based on teacher assessment backed up by TestBase summer assessments

Reading: 10% more Pupil Premium children working at age related expectations or above compared to 6% more Non-Pupil Premium children

Reading: 6% more Pupil Premium children working at age related expectations or above compared to 18% more Non-Pupil Premium children

Writing: 6% more Pupil Premium children working at age related expectations or above compared to 2% more Non-Pupil Premium children

Writing: 4% more Pupil Premium children working at age related expectations or above compared to 12% more Non-Pupil Premium children

Maths: 23% more Pupil Premium children working at age related expectations or above compared to 15% more Non-Pupil Premium children

Maths: 6% more Pupil Premium children working at age related expectations or above compared to 11% more Non-Pupil Premium children

100% of Year 2 Pupil Premium children identified via Speech Link as requiring Speech and Language support received targeted intervention

100% of Year 2 Pupil Premium children identified via Speech Link as requiring Speech and Language support received targeted intervention

Whole school: All pupils eligible for pupil premium funding received the speech and language support identified via Speech Link or Welcomm.

Whole school: All pupils eligible for pupil premium funding received the speech and language support identified via Speech Link or Welcomm.

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
Lightening Squad 1:3 reading intervention (daily x 6weeks)	Fisher Family Trust
Early Reading skills (1:1 daily 20% and target children, additional phonics in timetable)	Floppy's Phonics / Fischer Family Trust
Maths fluency (1:4 3 x weekly 15 minutes)	ABBC Maths
Mastering number (whole class intervention on fluency)	Maths Hub
Direct work (1xweek) with learning mentor	Thrive
Direct work (1xweek) with learning mentor	SALT
Speech therapy intervention (1:1)	SALT
Dynamo Maths intervention	Jelly James

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable

Further information (optional)

Through our curriculum and provision, our priority is to ensure all children are inspired, motivated to learn and ambitious for their future. To support this drive, we have allocated additional resource:

- Close learning partnership between the schools within the MAT, to share best practice, review provision and hold each other to account for the progress of DP.
- We ensure that all use of funds and intervention is underpinned by research and a secure evidence base of impact
- Use evidence based small group or one to one tuition to address gaps in learning.
- We ensure that governors are able to determine how well the school is implementing strategies and place disadvantaged children at the heart of everything we do.
- Build positive relationships and ensure that all families are held in high regard by school staff.
- Build expertise across the teaching staff (English and Maths curriculum continuity groups, NPQSL, NPQLT robust ECT programmes)
- A pastoral strategy that develops a child personally and academically, ensuring that the impact of adverse childhood experiences are mitigated and minimised
- Relational approach to safeguarding and behaviour management weaves through the whole curriculum enabling children to self-regulate and effectively engage in learning
- A PSHE curriculum that teaches children how to learn effectively, how to self-regulate and how to manage their physical and mental health
- Recent reading CPD address difficulties with language development and comprehension.
- Parkgate Promise – enriched curriculum opportunities that ensures that all children within the school have opportunity to grow in social confidence, as communicators and creative thinking through specific extra-curricular opportunities