

Parkgate Primary School Pupil Premium Strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 The Futures Trust
Number of pupils in school	643 (Yr R-6)
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
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	£211,584
Recovery premium funding allocation this academic year	£21,460
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	£233,044

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 published in June 2019. [Pupil Premium Guide | Education Endowment Foundation | EEF](#).

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

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. The funding allows us to provide intervention and support where it is needed for disadvantaged children at Parkgate. We are committed to addressing not only academic need but also wider need to ensure that children reach their full potential, both academically and socially.

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 policy is based on our school Vision and Values

Our Vision - what we want our school to be
~ Warm, Welcoming and Caring ~ Exciting and Inspiring ~ A promoter of healthy bodies and minds ~ At the heart of the local community

Our Values - how we will act and behave
~ 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	Speech and Language / Language Acquisition
2	Literacy – Phonics, Reading and Writing
3	High quality inclusive first wave teaching
4	Maths - Reasoning
5	Access to Technology
6	Attendance and Persistent Absence
7	Wellbeing and Mental Health

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
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 ant 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.
Attendance and Persistent Absence	
Increase attendance to be, at least, in line with national expectations.	Targeted support for children below 90% shows a marked improvement in attendance over time. Engagement with parents/carers develops awareness of the importance of being in school every day and on time.
To reduce the percentage of persistent absence	Targeted support for children below 90% shows a marked improvement in attendance patterns over time. Engagement with parents/carers develops awareness of the importance of being in school every day and on time and helps to identify triggers and patterns that can be addressed through targeted intervention plans.

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: £68,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Train an additional Speech and Language Specialist</i>	EEF research – Very high impact for very low cost based on extensive evidence.	1
<i>Talk for Writing CPD</i>	EEF research	1, 2, 3 and 5
<i>Advanced EAL learners project</i>	The EAL Programme seeks to improve the educational outcomes of disadvantaged children in the UK who use English as an Additional Language (EAL), in order to benefit the individual child and society as a whole.	1 and 2
0.4 X English Teacher above Y6 teacher ratio and additional support across the school for targeted children	EEF Smaller groups allow for more targeted, tailored intervention.	2
0.4 X Specialist Maths Teacher above Y6 teacher ratio and additional support across the school for targeted children	EEF Smaller groups allow for more targeted, tailored intervention.	4

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

Budgeted cost: £143,904

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Intervention	EEF - On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	1
<i>Accelerated Reader</i>	Education Endowment Foundation, DfE confirms that reading comprehension strategies has high impact (+3mths progress)	2
<i>Project X Reading</i>	Project X reading resources are tailored to capture every child's interest. Diversity and inclusion are embedded throughout, to nurture and enrich every child's learning. Programmes are research-based and written by experts, designed to help every child succeed	2
<i>Timestables Rockstars</i>	Children's' engagement and enjoyment in the process of learning times tables increased and teachers expressed that the app promoted a love of learning and rehearsing times tables. Children also became more confident in their ability to use times tables in a range of different areas of Maths.	4
<i>Dynamo Maths</i>	Dynamo Maths is underpinned by a researched and evidence-based <u>Number-SenseMMR®</u> framework The NumberSenseMMR® stages have been correlated by the University of Oxford	4

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £ 21,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Contribution to 1:1 iPad scheme</i>	Education Endowment Foundation, DfE highlights: Technology can be used to improve the quality of explanations and modelling Technology offers ways to improve the impact of pupil practice Technology can play a role in improving assessment and feedback	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 parental engagement and social and emotional learning has high impact (+4mths progress) for DP	7
<i>Attendance incentives: Rewards Artist display</i>	Education Endowment Foundation, DfE confirms parental engagement and social and emotional learning has high impact (+4mths progress) for DP.	6
<i>1 x salary Attendance and Punctuality officer</i>	Education Endowment Foundation, DfE confirms parental engagement and social and emotional learning has high impact (+4mths progress) for DP.	6

Total budgeted cost: £ 233,044

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 2020 to 2021 academic year.

Whole school data (Aut 20 – Sum 21) – based on teacher assessment backed up by NfER Summer assessments
Reading: 10% more Pupil Premium children working at age related expectations or above compared to 6% 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
Reading: 10% more Pupil Premium children working at age related expectations or above compared to 6% 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
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.

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
Direct work (1 x week) with learning mentor	Thrive
Dynamo Maths	Jelly James
Project X Code	Oxford University Press
Accelerated Reader	Renaissance
Speech and Language	Coventry and Warwickshire Partnership Trust

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

- Close collaborative learning partnerships between the schools within the Trust, 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.
- 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.
- A Parkgate Promise enrichment curriculum that ensures that all children in the school have opportunity to grow in social confidence, as communicators and creative thinking through specific extracurricular opportunities.
- Developing Young Leaders Programme to enhance the children's understanding of the world beyond education, setting themselves goals for their future.