

# PARK HOUSE PRIMARY SCHOOL



## PUPIL PREMIUM STRATEGY STATEMENT

2023-2026



# Pupil premium strategy statement – Park House Primary School 2023-24

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	12.8% (inc PP+)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24 to 2026/27
Date this statement was published	1 <sup>st</sup> January 2023
Date on which it will be reviewed	1 <sup>st</sup> November 2023
Statement authorised by	S. Kavanagh
Pupil premium lead	A. Hukins
Governor / Trustee lead	D. Daysh

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,038
Recovery premium funding allocation this academic year	£2,465
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>	<b>£44,503</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### **Our philosophy**

We believe in providing our pupils with the best possible opportunities, this includes maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

### **Our priorities**

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring quality first teaching and support is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as emotional wellbeing, attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

### **Our implementation process**

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

#### **Explore**

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

#### **Prepare**

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

#### **Deliver**

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaptation

### **Sustain**

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process
- Our tiered approach
- To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:
  - Teaching
  - Targeted academic support
  - Wider strategies

Within each category, we have chosen two interventions. This focused approach ensures the best chance of success for each intervention. These are chosen with reference to research a diagnostic assessments. This will be in addition to existing good practice, the role of the our learning mentor, pastoral officer from P4YP and the financial support provided to parents of pupils eligible for PPG. Costings for these areas can be found further on in this document.

### **Quality of teaching**

- Whole staff training in whole class guided reading, mastery maths and phonics.
- Professional development: Individual and group coaching sessions to support teachers/TAs, with a particular emphasis on maths, literacy/vocabulary and curriculum development.
- Professional Development for staff by attending targeted training courses and INSET.

### **Targeted academic support**

- Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills
- Small group tuition: Introducing targeted English and Maths teaching for pupils who are below age-related expectations

### **Wider strategies**

- Readiness to learn: Continued use of Park House breakfast club to provide pupils with a nutritious breakfast and provide social experiences before school.
- Attendance: Use of learning mentor and pastoral officer weekly to improve attendance and foster links with parents.
- Providing a wide variety of hands on, enrichment experiences for all pupils.
- Mental health and wellbeing: provide nurture style interventions and strategies to improve mental health and wellbeing such as 'Positive Play'.

## Challenges

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

Challenge number	Detail of challenge
1	Low vocabulary skills including linking vocabulary to meaning, Speech and Language difficulties and Social communication difficulties.
2	SEND: 3.4% of children in receipt of PP are also on the SEN register, 1 of these children are also in receipt of GRIP funding or have an EHCP. There are an increasing number of PP pupils with a diagnosed and an undiagnosed special need that is impacting upon learning such as Speech and language, ADHD, ASD, attachment etc.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.  25% of referrals to our Pastoral Officer and Early Help are for families in receipt of pupil premium.  Over the past 2 years, none of the referrals to the school Counsellor have been for pupils in receipt of pupil premium.
4	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 6.29% lower than for non-disadvantaged pupils. <ul style="list-style-type: none"> <li>6.5% of disadvantaged pupils have been 'persistently absent' compared to 14.8% of their peers during that period.</li> </ul> Our assessments and observations indicate that absenteeism is negatively impacting on two disadvantaged pupils' progress.
5	With small numbers of pupils eligible for PPG, the needs of PP pupils are increasingly specific and require personalised 1:1 provision rather than small group support. This has an impact on capacity to deliver the provision.
6	With the return to schools welcoming all pupils back and the reduction in class/bubble closures, we have identified that there are still gaps for disadvantaged and SEND pupils in Phonics and GLD. Homework is designed to compliment learning in class. Internal data supports that some pupils would benefit from additional boosters in Phonics, Maths and Reading.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• a significant increase in the use of restorative practice to support behaviour management.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>• the percentage of all pupils who are persistently absent being below 12.9% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li> </ul>
To achieve and sustain good progress in Phonics, Reading and Maths.	Sustained good or better progress from 2023/24 and 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• narrowed gap between disadvantaged and non-disadvantaged pupils.</li> <li>• All disadvantaged pupils makes expected or better progress.</li> </ul>

## 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: Phonics & CPD £2,500, TA salaries £30,000 = £32,500.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils – Twinkl Phonics</p> <p><a href="http://www.gov.uk">Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</a></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="http://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,5</p>
<p>Improve the quality of social and emotional (SEL) learning with the use of Zones of Regulation in every class and by introducing restorative circles (including training package).</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="http://educationendowmentfoundation.org.uk">Self-regulation strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="http://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>3,4,5</p>
<p>Relationship Aware</p>	<p>This project is about transition and working other early year's providers locally. Our Reception class has a number of feeder pre-schools, child minders and nurseries locally. To aid transition and develop a collaborative approach we have secured training for all involved and developing a coordinated approach to build on early skills.</p>	<p>3,4,5</p>

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

Budgeted cost: £6,000 + £2465 (Recovery premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The use of NELI and Speech/Language Link to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk/oral-language-interventions/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions/">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,5
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Use of Lexia to support lower attaining pupils with literacy skills including spelling and sentence structure (with purchase of program)</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks</p> <p><a href="https://educationendowmentfoundation.org.uk/phonics/">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	1,5,6
<p>Nessy Islands</p>	<p>Apps which will support and build on learning in the classroom, using a variety of learning styles which appeal and can be undertaken without parental engagements. This app adjusts its differentiation based on the successful completion of activities (adjusts up and down).</p> <p>Collaborative learning (<b>EEF + 5 months</b>)</p> <p><a href="https://educationendowmentfoundation.org.uk/collaborative-learning-approaches/">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a></p>	1,5,6
<p>Phonics Booster (Rec &amp; Y1) – TA led</p>	<p>Small group work is effective over many years.</p>	1, 3, 4, 5, 6



	<p>Explicit teaching of vocabulary in all subjects and also through Project Read (DCC) and The Write Stuff (Jane Considine)</p> <p><a href="http://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a> <b>(+ 4 months)</b></p>	
Reading Booster – TA led	<ul style="list-style-type: none"> <li>• Purchased new engaging resources.</li> <li>• Promoting the love of reading across the school</li> <li>• Interventions focusing on the lowest 20% and PP pupils in small targeted groups <b>(EEF +4 months)</b> and 1:1 <b>(EEF + 5 months)</b></li> </ul> <p><a href="http://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="http://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Supports with emotional health and wellbeing which is reflected in the engagement in learning.</p>	2, 5, 6
Maths Booster – Teacher led	<p><b>EEF - Use high quality targeted support to help all children learn mathematics (+4 and +7 months):</b></p> <p>High quality, targeted support can provide effective extra support for children. Small-group support is more likely to be effective when:</p> <ul style="list-style-type: none"> <li>• children with the greatest needs are supported by the most experienced staff;</li> <li>• training, support, and resources are provided for staff using targeted activities; sessions are brief and regular; and</li> <li>• explicit connections are made between targeted support and everyday activities or teaching.</li> </ul> <p>Using an approach or programme that is evidence-based and has been independently evaluated is a good starting point such as TTRS, WR and Numbots. Quality First teaching alongside weekly rewards for maths within the celebration assembly.</p>	

	<p>Mastery maths using White Rose (<b>impact +5 months EEF</b>).</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
--	--	--

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches (restorative Practice/ Circles) with the aim of developing our school ethos and improving behaviour across school. Sanctions procedure written, approved by governors and shared with pupils.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	2,5
<p>Embedding principles of good practice set out in the DfE's <a href="https://www.publishing.service.gov.uk">Working together to improve school attendance (publishing.service.gov.uk)</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures (September 2023) including half termly attendance reviews and attendance panels with the chair of governors.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Personalised family support as part of the Early Help offer.</p>	<p>Targeted and personalised support through P4YP on attendance and wellbeing.</p>	3,4,5

	<a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	
P4YP	£3,800 to offer support to families and pupils on a 1:1 basis.  It also supports SEMH and breaks down identified barriers <b>(EEF +4 months)</b> <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	4, 5, 6
Positive Play	£600 to offer 1:1 support for emotional, social and behavioural needs. (EEF + 4 months)  <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1, 5, 6
Learning Mentor support	Developing relationships with the Learning mentor which increase confidence and resilience, improves readiness to learn and increasing parental engagement (EEF + 4 months)  <a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	3,4,5,6
Subsidised breakfast club and Food parcels/vouchers and food bank support for families.	Families in receipt of FSM have access to subsidised breakfast club, food bank referrals with Clay Cross Food Bank and vouchers issued by DCC. These are all coordinated by the Learning Mentor.  <a href="https://www.educationendowmentfoundation.org.uk">Breakfast clubs found to boost primary pupils' reading writing...   EEF (educationendowmentfoundation.org.uk)</a>	3,4,5,6

**Total budgeted cost: £45,965 (overspend of £1,462 covered by school budget)**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **2021/2022 Annual review notes:**

Additional funding was used to support Reception and Year 1 phonics and early reading. We met national levels in the phonic screening checks.

By not narrowing the curriculum during lock down and ensuring those pupils who receive pupil premium funding are heard to read regularly and receive support in class as needed the gap for disadvantaged narrowed this year.

COVID 19 has made it difficult to measure the internal data for attainment and progress this year and we have used internal assessments up to the 20<sup>th</sup> of March 2020. Some boosters and interventions were unable to run remotely, additional support via apps depended upon parents support of pupils with their remote learning.

2021/22 – Pupils have achieved well in end of KS1 and KS2 statutory assessments. We exceeded national levels in all subjects, with all pupils making good progress.

KS2 Disadvantaged pupils made good progress with a significant narrowing of the gap in RWM compared to 2018/19. In 2018/19 there were many pupils who were disadvantaged who also were on the SEND register.

Writing, Numerical Patterns and Self-Regulation were areas highlighted within our EYFS data for GLD to be an area of improvement. There was a 31.7% difference between disadvantaged and non-disadvantaged attainment of GLD in 2021/22.

#### **2022/2023 Annual review notes:**

TBC

#### **2023/2024 Annual review notes:**

TBC

#### **2024/2025 Annual review notes:**

TBC

#### **2025/2026 Annual review notes:**

TBC

	2019			2022		
	School	Percentile Rank	National %	School	Percentile Rank	Emerging National %
<b>EYFS</b>						
No. Pupils	30			30		
% GLD	76.7	34	71.8	56.7	76	65.2
<b>Year 1 Phonics</b>						
No. Pupils	29			30		
%EXS+	86.2	39	81.8	80.0	42	75.5
<b>Phonics at end of KS1</b>						
%EXS+	93.1	54	91.3	93.3	29	87.0
<b>KS1</b>						
No. Pupils	29			30		
%EXS+ Reading	75.9	52	74.9	86.7	5	66.9
%EXS+ Writing	75.9	30	69.2	70.0	22	57.6
%EXS+ Maths	65.5	83	75.6	86.7	6	67.7
<b>KS2</b>						
No. Pupils	31			30		
%EXS+ RWM	54.8	78	64.9	70.0	33	59
%EXS+ Reading	61.3	85	73.2	83.3	27	74
%EXS+ Writing	80.6	51	78.3	83.3	31	69
%EXS+ Maths	83.9	42	78.7	73.3	60	71
Reading Progress	-2.1	82	0.0	-0.2	56	0.11
Writing Progress	1.0	35	0.0	0.8	38	0.07
Maths Progress	-1.2	69	0.0	2.3	18	0.12
<b>KS2 Disadvantaged</b>						
No. Pupils	4			3		
%EXS RWM	25.0	86	51.3	66.7	19	42.9
%EXS Reading	50.0	72	62.1	66.7	42	62.5
%EXS Writing	50.0	79	67.7	66.7	47	55.6
%EXS Maths	50.0	77	67.4	66.7	44	56.5

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Lexia	Lexia UK <a href="#">LexiaUK   Literacy Software for Schools</a>
Nessy	Nessy Learning <a href="#">Literacy support for dyslexia that follows the Science of Reading   Nessy</a>
Speech and Language Link	Speech Link Multimedia Ltd <a href="#">Speech and Language Link</a>
Pastoral Officer/Early Help Officer	Positive 4 Young People

