



Park Primary Pupil Premium Strategy Statement

Refer to Guidance <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>



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 | Amount |
|---|-----------------|
| School name | Park Primary |
| Number of pupils in school | 484 |
| Proportion (%) of pupil premium eligible pupils | 107 pupil = 22% |
| Academic year/years that our current pupil premium strategy plan covers | 2022 - 2025 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | K. Absalom |
| Pupil premium lead | P Rowsell |
| Governor lead | Daniel Moore |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £148,195 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £148,195 |

Part A: Pupil premium strategy plan

Statement of intent

At Park Primary all members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to diminishing the gap' between vulnerable pupils and their peers by meeting their pastoral, social and academic needs within the school environment. Pupil Premium funding is used to remove barriers to learning so that all our pupils reach their full potential and engage fully in our curriculum and school life.

Our Key principles are

- Ensuring high quality teaching meets the needs of all learners across the curriculum
- Additional targeted academic support for some children

Removing barriers to learning through wider strategies i.e. behaviour approaches, mental health and social/ emotional support , attendance, access to extracurricular activities

Challenges identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | To accelerate progress in Reading, Writing, Maths |
| 2 | Wellbeing, mental health and safeguarding |
| 3 | Attendance |
| 4 | Wider curricular experiences |

Intended 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 |
|---|--|
| Teachers understand and use data effectively | <ul style="list-style-type: none">• Progress across all year groups is accelerated in reading, writing and maths to overcome the negative impact of Covid-19• Percentage of pupils on track in all reading, writing and maths increases from end of previous year• Percentage of children achieving expected standard in reading, writing and maths is in line or above national |
| There is a gap in attainment between disadvantage and non-disadvantage children in reading, writing and maths | There is a gap in attainment between disadvantage and non-disadvantage children in reading, writing and maths |
| The attendance of vulnerable pupils improves year on year. | The gap between the attendance of vulnerable pupils and non-vulnerable pupils closes year on year so that attendance of vulnerable pupils meets or is near national. |
| The schools processes for supporting the wellbeing, mental health and safeguarding of vulnerable pupils are highly effective. | Highly efficient systems underpin the strong processes and practices in place to support vulnerable pupils within the school as evidenced by termly SWAG meetings (Safeguarding, Attendance and Welfare Group). |

Activity in this academic year to address the challenges listed above.

Quality First Teaching (Budgeted cost: £17,185) Additional costs of QFT are prioritised and met by school's delegated budget

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Staff training to raise teacher awareness of pupil data – attainment, progress, expectations for all children | <p>EEF – tiered approach, teaching is the top priority. “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</p> <p>EEF (Improving literacy in EYFS) – prioritise the development of communication and language</p> | 1 |
| Teachers identify target groups of children in their class who need to make accelerated progress this year in reading, writing and maths to achieve age related expectations or greater depth | | |
| Teachers to consider provision for target groups to accelerate progress in every PPA session | | |
| PPA lead support to improve the use of assessment to inform planning in all year groups | | |
| Internal Moderation of maths 3x year to ensure accuracy of assessment | | |
| Internal Moderation of reading and writing 3x year to ensure accuracy of assessment | | |
| External moderation of writing with IGNITE hub | | |
| Pupil progress meetings termly to review the progress of all children and specifically target group at the end of every term | | |
| Monitoring to ensure all teachers use guided groups in lessons as timely interventions | | |
| Coaching programme throughout the year to ensure high ‘quality first teaching’ of English and Maths | | |

Targeted academic support (Budgeted cost: £71,192)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| CPD for teachers <ul style="list-style-type: none"> • Use of guided groups • Use of additional adults in the classroom • Pre teaching of vocabulary | EEF – as the size of a class or teaching group gets smaller it is suggested that the range of approaches employed and the amount of attention a pupil receives... will increase pupil outcomes | 1 |
| Interventions <ul style="list-style-type: none"> • Smart Moves • Time to Talk • Attention Autism | | |
| <ul style="list-style-type: none"> • RWI training for English team leaders to support bottom 20% • Training for all teachers in RWI to support bottom 20% • 1:1 tutoring by TAs | EEF Toolkit, phonics EEF Improving literacy KS1 “Rapid provision of support is important, but it is critical it is the right support....” | 1 |
| <ul style="list-style-type: none"> • Teacher led fluency booster groups to support bottom 20% | | |
| Speech and Language <ul style="list-style-type: none"> • Speech and language consultant (2 day per week) • Speech and language TA support (5 x pm per week) • Assessment of EYFS using WELLCOMM | EEF - Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to ensure they receive the correct support. EEF (Improving literacy in EYFS) – prioritise the development of communication and language | 1 |
| 2 days SENCO leadership | Leadership capacity is crucial in supporting and challenging staff to improve practice and raise outcomes | 1, 3, 4 |

Wider strategies (Budgeted cost: £59,818)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <ul style="list-style-type: none"> • ELSA, SEMH interventions TA • Play therapy intervention | EEF High quality provision with well-qualified and well-trained staff is essential | 2, 3 |
| Attendance (EWO) focus on children with attendance below 90% | DfE report linking attendance and attainment 2016 EEF Parental engagement +3 months impact | 2 |
| Family Support Worker to carry out additional work with identified families | | 2, 3 |
| SWAG meetings Termly meetings to monitor and ensure effective safeguarding practice | | 2, 3 |
| Trips - support vulnerable pupils to access trips (10% of trip costs) | EEF toolkit – enrichment activities are shown to have +2 to +4 months impact | 4 |
| Breakfast club funded places | | 4 |

Part B: Review of outcomes in the previous academic year 2021 - 2022

Quality First Teaching (Budgeted cost: £21,231) Additional costs of QFT are prioritised and met by school's delegated budget

| Activity | Impact |
|---|---|
| Additional CPD for Teachers <ul style="list-style-type: none"> • INSET introduction to metacognition (7 strands of effective learning) • Behaviour for Learning sessions for teachers • Self-evaluation to be reviewed at the end of the year | All teaching staff have a secure understanding of the 7 steps of metacognition and have been able to implement this in their teaching practice. Behaviour for learning is good and enables children to become independent learners Growth model is in place and allowed teachers to focus on a specific strand of metacognition in greater detail |
| Performance Management <ul style="list-style-type: none"> • FLT focus day to redesign performance management as a growth model (linked to metacognition FDP target) • Peer observation release time • Growth model process and target setting based on career progression framework | |
| Metacognition training for FLT Coaching model for identified staff | |
| Monitoring by subject leaders for development of metacognition <ul style="list-style-type: none"> • Subject leader release time • Gaps in knowledge identified through data analysis, books looks, learning walks and pupil conferencing | Wider curriculum is better developed in all subjects, teachers know the strengths of their subject and the next steps in its development. Subject leader release time and coaching has strengthened their practice and improved team performance |
| RQT offer - additional coaching | |
| Vocabulary development 1000 word book purchase | Gaps in language acquisition are closing as identified by Wellcom assessments RWI phonics scheme fully resourced and taught with fidelity to scheme. Phonics data in line with National Observed practice good in all classes and interventions consistent |
| RWI training and purchase of new books <ul style="list-style-type: none"> • Whole day subject leader training • CPD for all staff using training videos purchased through RWI • 2 development days with reading team • Termly remote progress meetings • 1 year's access to the online training subscription • Purchase of book bag books | |

Targeted academic support (Budgeted cost: £114,054)

| Activity | Impact |
|--|--|
| CPD for teachers <ul style="list-style-type: none"> • Use of additional adults in the classroom • Pre teaching of vocabulary | Observations indicate effective use of additional adults Use of questioning in particular has improved |
| Interventions in place to meet pupil need e.g. <ul style="list-style-type: none"> • Smart Moves (gross motor) 1 hr per week • Time to Talk (1hr per week) • Attention Autism 1 hr per week | Interventions proving affective and needs now met in house without the need for external support. Children accessing curriculum more effectively. Resilience scale indicates effectiveness of SEMH interventions. |
| <ul style="list-style-type: none"> • RWI training for English team leaders to support bottom 20% • Training for all teachers in RWI to support bottom 20% • 1:1 tutoring by TAs | RWI phonics scheme taught with fidelity to scheme. RWI interventions for the bottom 20% fully in place, regular (weekly) training for teachers and TAs continue to upskill staff and ensure consistency Fluency groups support those in the bottom 20% whose need is not phonics Reading data shows good progress |
| <ul style="list-style-type: none"> • Herts Reading fluency training for English leaders to support bottom 20% • Training for all teachers in Fluency to support bottom 20% • Teacher led fluency booster groups | |
| LEAP (Alternative provision resource base) <ul style="list-style-type: none"> • Specialist Teacher • Specialist TA | LEAP has been effective in supporting identified children at risk of PEX. They access a tailored curriculum. Np PEX last academic year and seclusions significantly reduced for these children. |
| Speech and Language <ul style="list-style-type: none"> • Speech and language consultant (1 day per week) • Speech and language TA (5 x pm) • Assessment of EYFS using WELLCOMM | Speech and language needs are quickly identified by a consultant and those needs addressed by school professional All children make good progress in Speech and language development Consultant has trained TAs to deliver S&L programmes which has added capacity to the school |
| 2 days SENCO leadership | Specific areas of SEND need have been further broken down to improve of identification of need and appropriate provision put in place. |
| Resilience scale All pupils assessed 3 x times per academic year | This indicates an improvement in resilience across the school. Children with SEMH needs are quickly identified, supported and monitored |

Wider strategies (Budgeted cost: £45,435)

| Activity | Impact |
|--|--|
| Interventions <ul style="list-style-type: none"> • ELSA, SEMH interventions (3 days a week) • Play Therapy (1 ½ days a week) | Interventions are having positive impact on children who are now able to regulate their own behaviour and engage in learning |
| Attendance (EWO) focus on children with attendance below 85% | % of children with attendance below 85% has decreased |
| Safeguarding officer to carry out additional work with identified families | Lateness has decreased |
| SWAG meetings Termly meetings to monitor and ensure effective safeguarding practice | SWAG meetings are proving effective in monitoring practice |
| Behaviour 1 day allocated to SENDCO to focus on behaviour | Behaviour is monitored and reported for SLT weekly, identified children are supported through a range of strategies. Reports indicate very low levels of poor behaviour |
| Trips - support vulnerable pupils to access trips (10% of trip costs) | All children were able to engage in a range of trips and visits |
| Breakfast club funded places | <ul style="list-style-type: none"> • World Maths Day • Year 1 attending 'Farmers Market Live' virtually through the NFU. This promoted STEM opportunities. • Road Safety project with Year 6 ambassadors • Music lesson provided for KS2 children plus additional peripatetic lessons available • Bristol Bears workshop on positive mind-sets • Life Skills for Y6 • CSET sports competitions • Theatre visits • Children are rewarded for engaging in cultural capital opportunities, through the Children's University |

Total budgeted cost: £180,720