



Park Primary School

Pupil Premium Strategy Statement 2022/23 – 2024/25

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	410 F2-Y6 (442 F1-Y6)
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers	2022/23 – 2024/25
Date this statement was published	31/12/22
Date on which it will be reviewed	Termly
Statement authorised by	Michael Mellin
Pupil premium lead	Michael Mellin
Governor / Trustee lead	Sarah Murphy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£292,475
Recovery premium funding allocation this academic year	£30,414
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
Total budget for this academic year	£322,889

Part A: Pupil Premium Strategy Plan

Statement of intent

- At Park Primary School we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.
- We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.
- The primary aim of the school is to ensure that all children are able to access all aspects of the school's provision in order to achieve the highest standards of achievement and the greatest possible progress in relation to children's individual starting points. Park is ambitious for all pupils, including those with SEN.

Park Primary School's Strategy aims to

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

The Sutton Trust and Education Endowment Foundation and the EEF Toolkit play a key role in our spending plans for Pupil Premium.

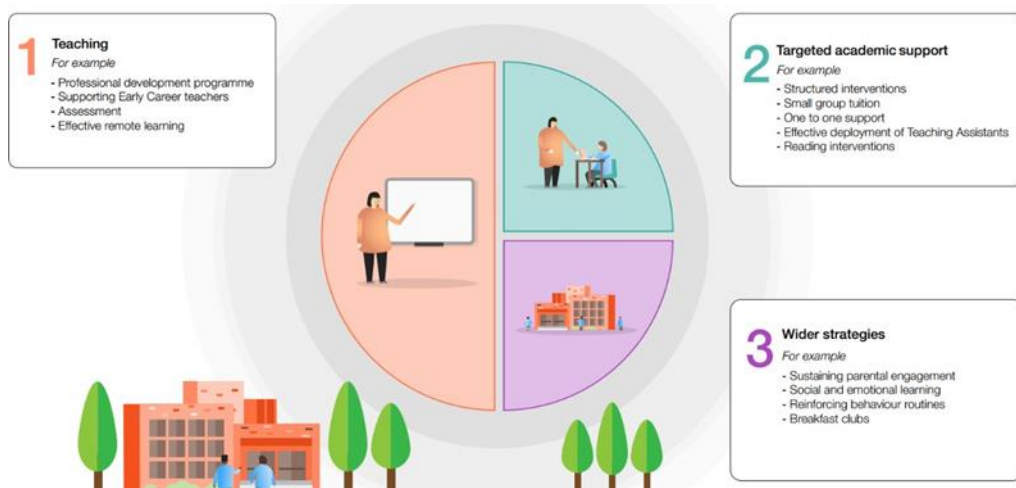
Collaboration and coaching are key principals of our approach; supplemented by early intervention, social & emotional learning, meta-cognition & self-regulation and digital technology – all of which score highly on the EEF Toolkit. The school follows the Implementation process of Explore, Prepare, Deliver and Sustain and believes high quality teaching helps every child

We continue to adopt a tiered approach to pupil premium spend with a focus on the following:

1. Teaching – a focus on professional development ensuring the opportunity for highly skilled teachers to support and also develop early career teachers – assessment and effective remote learning.

2. Targeted academic support – close links between intervention support and classroom teaching – structured interventions; small group tuition, One to One support, effective development of teaching assistants, phonic and reading interventions.

3. Wider strategies – using social and emotional support to target non-academic barriers to success in and out of school.- sustaining parental engagement, behaviour for learning, breakfast clubs, Cultural capital, Residential trips.



Challenges

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

Challenge number	Detail of challenge
1	Attainment: Diminishing the difference in the attainment gap across Reading, Writing and Maths
2	<p>Pastoral Support: Providing pastoral support and intervention to access the curriculum in order to achieve in line with peers</p> <p>Observations and discussions with pupil, families and staff have identified social and emotional issues for many pupils which have impacted on their ability to learn and a priority for some pupils is their social, emotional and mental wellbeing. Some disadvantaged children are unable to manage strong emotions and control impulses which results in limitations to accessing their long term memory and limits their learning.</p>

	Observations and assessments, work scrutiny and demonstrate that disadvantaged children have greater difficulty with self-regulating and have lower self-efficacy. Since the major lockdowns in 2020 the impact on children's social, emotional and mental wellbeing has been more noticeable for the younger disadvantaged pupils (FS to Year 3). Referrals by school staff for support for younger pupils has increased. Parents have contacted the school for more support around children's social, emotional and mental wellbeing.
3	Language: Weaker basic skills on entry into school – communication Low Language levels (SALT). This is also impacted on by the effects of the national lockdown and lack of access to technology and resources to support learning at home. Language gap (Vocabulary gap) is wider for disadvantaged pupils on entry to the school than other children in the school. The vocabulary gap decreases over time but the challenge is to diminish the gap as quickly as possible from the start of children's schooling.
4	Attendance: Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils and national.
5	High level of ACES in families and children.

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
1. Teaching meets the needs of all children allowing them to reach their full potential, taking into account their different starting points and learning styles	<ul style="list-style-type: none"> Improved attainment in RWM through QFT. Difference between DP and non DP will be diminished. More children will achieve ARE in RWM (in line with National – all National and Non DP National)
2. The social and emotional needs of pupils and their families have been met. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> The emotional needs of pupils have been met allowing them to engage in education. Where necessary, families are supported including enhancing the support for families at TAF. Aspirations have been raised with pupils and their families. Family Partnership Worker (FPW) has broken down barriers and increased the engagement of parents.

	<ul style="list-style-type: none"> • Place2Be service offering targeted 1:1 counselling, self-referral sessions and support for staff. • The number of families reached has increased due to deployment of staff. • Strong links with other agencies.
<p>3. Attainment in Reading has improved and promoted reading for pleasure.</p> <p>Improved oral language skills and vocabulary among disadvantaged pupils across the school – (particularly closing the gap on entry) language gap is diminished year on year</p>	<ul style="list-style-type: none"> • KS2 Reading outcomes in 2025/26 show a significant increase in the number of disadvantaged pupils that meet the expected standard. (80% Target) • The % of PP pupils achieving the expected standard in the Phonics Screening Check (PSC) is in line with National at Y1. • 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.
<p>4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 7% and the figure among disadvantaged pupils being no more than 3% lower than their peers
<p>5. To have identified, referred and provided additional support for the needs of children with SEND and other disadvantaged children with other complex needs (such as adopted from Care, Special Guardianship, PEP's)</p>	<ul style="list-style-type: none"> • All disadvantaged children with additional needs and SEND have a personalised plan for intervention; • Plans are regularly assessed and evaluated regularly progress is clearly seen for each individual. • Action taken swiftly to support children with SEND • Actions taken quickly for children that are disadvantaged for reasons other than Free school meals e.g. adopted from Care

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: £52,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing a tailored curriculum specific to school. Debra Kidd and Hywel Roberts</p> <p>Enhancement of Curriculum Activities and experiences £17600</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4, 5</p>
<p>Continuation of the Voice 21 Oracy Project across the school to embed dialogic activities to enable pupils to articulate key ideas, consolidate understanding and extend vocabulary Voice 21 £3600</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Continuation of VOICE 21 Project with Group of Wallasey Cluster Schools (2020-2023)</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>+6 months</p>	<p>1, 3</p>
<p>Continue to use – NFER Assessments Accelerated Reader Star Reader / Maths Diagnostically £20 000</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Tests used diagnostically using question level analysis and adaptations to the school Curriculum</p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p>	<p>1, 3</p>

<p>Purchase of Little Wandle Phonics DFE approved Synthetic phonics programme and ensure school Phonics training for all staff £995 plus £4500 books</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: Phonics Toolkit Strand Education Endowment Foundation EEF Synthetic Phonics approach has shown to have an impact of +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 3</p>
<p>Purchase of Pathways to Read and Write and Spell £6000 Support from External English Consultants to develop staff knowledge and expertise</p>	<p>Embedding of Literacy mastery programme designed to equip pupils from Year 2 onwards with key skills to move them through the reading process towards becoming competent and fluent readers in both Reading and Writing https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies The evidence of Mastery approaches is further evidenced in the https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning To support this approach, clear detailed lesson plans and resources are linked to high-quality texts. Pathways to Read ensure engaging and purposeful reading lessons. Recommendations in Improving Literacy in <u>Key stage 1</u> and <u>Key stage 2</u> demonstrate the importance of modelling and teaching reading strategies explicitly</p>	<p>1, 3</p>

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

Budgeted cost: £195,684

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Booster Teacher £29,169</p> <p>Academic Mentor £23,573</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 3</p>
<p>Additional a) Educational Psychologist and b) Speech and Language support to ensure that children are quickly assessed and supported</p> <p>£ 8 000</p>	<p>Early intervention is critical to ensuring that children received any intervention in a timely manner EF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p>	<p>2, 5</p>
<p>Phonics sessions in Foundation Stage / Year 1 and Year 2 targeted on support – teacher and teaching assistant led –</p> <p>Use of the school led tutoring grant to support some children at risk of falling behind.</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 3, 4</p>

<p>Delivered via school based staff £1500</p>		
<p>Use of the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. 70% of the pupils who receive tutoring will be disadvantaged including those who are high attainers working to Greater Depth. £12255</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One tutor for EYFS to Year 2 One tutor for Year 3 and Year 4</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 3</p>
<p>Using teaching assistants to deliver targeted, time limited small group interventions and mentoring. £71187</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Academic Mentor to work with Year 5 and Year 6</p>	<p>1, 3</p>
<p>Use of Teaching Assistants and support staff across the school to target specific groups of children supporting the school feedback policy so that children receive support as quickly as possible within the lessons or soon after. £50,000</p>	<p>Feedback is seen to have a positive impact of 6 months - the Embedding of the school feedback policy is to ensure that the disadvantaged children receive support as quickly as possible.</p> <p>John Hattie's evidence on misconceptions being quickly addressed.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2, 3</p>

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

Budgeted cost: £107,382

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Team</p> <p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>£2000</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 4, 5</p>
<p>Place2Be – Counselling and resources</p> <p>£19416 Counselling £500 Resources</p>	<p>Providing child counselling and mental health support via a dedicated Place2Be mental health professional to work closely with pupils, families and staff to improve emotional wellbeing and provide mental health support for the whole school.</p>	<p>2, 4, 5</p>
<p>Pupil, Parent & School Link Officer to support attendance, pastoral intervention and mental health</p> <p>£41,590</p>	<p>Targeted vulnerable groups are supported with interventions to improve attendance to achieve better outcomes.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	
<p>Embedding principles of good practice set out in DfE’s Improving School Attendance. This will involve continued training for Pupil Parent and School Link Officer and Attendance Officer to support targeted and vulnerable families.</p> <p>£1000</p>	<p>The guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#principles-of-an-effective-whole-school-attendance-strategy</p>	<p>2, 4</p>

<p>Curriculum enrichment for Pupil Premium children to give equality of opportunity with paired weekly guitar lessons Music tuition offered to LAC and FSM pupils at no cost to parents</p> <p>£9750 (Music tuition) £16626 (Music Lessons)</p> <p>Subsidised Funding for Clubs £5000</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1, 2, 3, 4</p>
<p>Subsidised support for Residential Opportunities in Years 5 and Years 6 £ 4000 (50% Discount)</p>	<p>Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing. These can be organised as intensive residential courses or shorter courses run in schools or local outdoor centres.</p> <p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self-regulation) may also be involved.</p>	<p>1, 2, 3, 4</p>
<p>Forest Schools to support the language development of the children in Reception on Entry to the school and to develop their physical and emotional wellbeing including self-regulation.</p> <p>Further developing through the school in Years Two and Four £7500</p>	<p>Development of self-regulation and metacognitions strategies and development of oral language and vocabulary</p>	<p>2, 4</p>

Total budgeted cost: £355,761