



Parklands Primary School - Pupil premium strategy statement.

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
School name:	Parklands Primary School
Number of pupils in school	913 (including Nursery)
Proportion (%) of pupil premium eligible pupils	19% (172 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2022 Reviewed and revised July 2023
Date on which it will be reviewed	July 2024 (or before if necessary)
Statement authorised by	Mr Scott Stevens/ The Governing Body
Pupil premium lead	Mrs Lisa Farrow (Deputy Headteacher)
Governor / Trustee lead	Mrs Jan Loble

Funding overview

Detail	Amount 2021 - 2022	Amount 2022 - 2023	Amount 2023 – 2024
Pupil premium funding allocation this academic year	£200,025	£240,276	*£151,992
Recovery premium funding allocation this academic year	£10,513	£26,836	*£13,412
Pupil premium (and recovery premium*) funding carried forward from previous years	£0.00	£0.00	
Total budget for this academic year	£228,014	£267,117	*£165, 404

*Figures for 2023 – 2024 are from September 2023 – March 2024. This figure will be revised in new financial year.

Part A: Pupil premium strategy plan

Statement of intent

At Parklands Primary School, we are committed to ensuring that all pupils, irrespective of their background or the challenges they may face, make excellent progress and achieve highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils in succeeding to the highest level so that all children have equal access to resources in an inclusive school environment. We aim to ensure that no pupils are disadvantaged due to gender, ethnic origin, family income or socio-economic background. The activities we outline in this statement are intended to support pupils' needs, regardless if they are disadvantaged or not.

We ensure that the teaching and learning at Parklands Primary School meets the needs of all pupils by creating a culture of high expectations and aspirations for all. School staff support pupils and provide appropriate provision is made, ensuring that the needs of pupils are adequately addressed through high quality teaching and learning. This is proven to have the greatest impact on closing the attainment gap between the disadvantaged and their peers.

Our strategy is also vital in the wider school's plans for education recovery following the COVID-19 Pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been the most disrupted.

The approaches we have adopted complement each other to help pupils achieve their very best. To ensure they are effective, we will:

- Identify pupils that need early intervention;
- Ensure disadvantaged pupils are challenged in the work that they are set;
- Staff take responsibility for disadvantaged pupils' outcomes and ensure that they continue to have high expectations of all pupils and of what they can achieve;
- Regularly review the progress and performance of all disadvantaged children to ensure that our approaches have impact on those that most need them.

Challenges

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

Challenge number	Detail of challenge
1	Emotional wellbeing – A number of our children and families require additional support for their social and emotional development.
2	The number of children with English as an additional language and Early English needs throughout the school has increased from 25.6% to 33.6% (National Average = 19.5%)
3	Number of pupils with underdeveloped oral language skills and vocabulary gaps is evident on entry to the foundation stage and is more prevalent among our disadvantaged pupils than their peers. This therefore impacts on their fluency when reading and ability to decode when reading. For our disadvantaged pupils, the lack of exposure to high quality texts impacts on the quality of writing too.
4	The education and wellbeing of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 Pandemic. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations in reading, writing and maths.
5	Although improving, our attendance data over time indicates that attendance and punctuality among disadvantaged pupils has been lower than for non-disadvantaged pupils. This is caused by a range of factors, but negatively impacts attainment and progress.

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 language and communication	<p>Pupils with speech and language, communication difficulties are identified quickly using the Language Link program to enable interventions to be implemented.</p> <p>Children become more confident in their communication and language skills, encouraging an enjoyment for reading and writing.</p> <p>Children are able to communicate verbally and access the curriculum in all areas of learning.</p>
Improve attainment/outcomes among disadvantaged pupils.	<p>KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils will meet the expected standard.</p> <p>KS2 maths outcomes in 2024/25 show that more than 85% of disadvantaged pupils will meet the expected standard.</p>

	<p>KS2 outcomes in 2024/2025 show that disadvantaged pupils met the expected standard in line with their peers (except where significant SEN is present).</p> <p>Phonics check outcomes in years 1 and 2 show a sustained improvement year-on-year.</p> <p>GLD outcomes in 2024/2025 show that disadvantaged pupils met the expected standard in line with their peers (except where significant SEN is present).</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, student and parent surveys; • An increase in participation in enrichment activities, particularly among disadvantaged pupils; • Continue to developing our knowledge, understanding and a range of resources for ELSA, pastoral support, bereavement and mental health in order to better support our pupils.
To give financial support to allow disadvantaged pupils access to school events and visits	<p>Children have positive self-esteem and the opportunities to be themselves.</p> <p>The Pastoral Manager and HSSW assists with ensuring that the vulnerable children and their families can access the full life of the school.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Children to have a positive home role model where learning is encouraged and being in school is valued.</p> <p>Sustain high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%. • The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Language Link (diagnostic assessment)	<p>Standardised assessments can provide a reliable insight into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support.</p> <p>EEF - Project research language link</p>	1,2

Speech and Language, Emotional Literacy interventions led by cover supervisor	Disadvantaged pupils will be provided with interventions and small group tuition in speech and language and supported with their emotional literacy. The additional provision focuses on specific areas of improvement highlighted through assessments and it is timetabled daily.	
Allocated experienced teachers for the delivery of bespoke interventions to identified disadvantaged pupils in order to address the next steps in their learning. Disadvantaged pupils to perform in line with their peers and meet the end of key stage expectations.	Assessment data and outcomes will evidence the impact of the allocated teacher and the high quality teaching and intervention. Marking and feedback will instantly address any misconceptions and evidence progress in learning and attainment. 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: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Staff CPD and training	Providing staff with the correct training to work with and support children with social, emotional and mental health needs. 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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1,2,3,4
CPD Training for identified support staff to deliver specific intervention programmes.	Research shows that interventions which are based on a clearly specified approach which staff have been trained to deliver has a positive benefit pupil's progress and attainment: EEF/ Teaching Assistants Interventions (educationendowmentfoundation.org.uk)	1, 2, 3, 4

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

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher Led interventions	Disadvantaged pupils will be provided with interventions and small group tuition in reading, writing and maths from qualified experienced teachers. This additional provision focuses on specific areas of improvement highlighted through assessment and timetabled daily. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3

1:1 conferencing between pupil and teacher identify misconceptions/gaps in learning and to plan next steps.	Individual feedback combined with support with addressing misconceptions and identifying next steps has potential to accelerate learning. Feedback with additional support for pupils that are falling behind, while approaches such as formative assessment also include work to understand specific gaps in learning that need to be addressed and how the teacher wants the pupil to progress. Feedback has effects across all age groups. Feedback EEF (educationendowmentfoundation.org.uk)	
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.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,
Phonics Teacher - Continue with additional phonics sessions targeted at pupils, including those who are disadvantaged, who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3

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

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Manager & HSSW (Home School Support Worker)	Our Pastoral Manager and her team provides extensive support to our pupils and families. She undertakes direct work with pupils and families needing additional support with emotional and behavioural difficulties, as well as attendance. EEF/behaviour interventions EEF/ Parental Engagement	1, 4
Clubs, trips and visits	Quad Squad - lunchtime intervention group supports pupil's emotional wellbeing. The group supports a range of pupils with emotional and behavioural needs.	1, 4

	<p>Breakfast and after school clubs – funded places for pupils in receipt of PP funding, to ensure pupils are sufficiently nourished and prepared for learning.</p> <p>Pupils benefit from a wide range of workshops and trips/visits to places of interest including museums and outdoor field trips including the year 6 residential.</p> <p>Sports clubs – we provide an extensive range of funded sports clubs for pupils in receipt of pupil premium including netball, tennis, basketball, dance, gymnastics and football.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	
<p>Counselling services - You And Me counselling.</p> <p>The school buys into the Local Authority counsellor service.</p>	<p>Evidence shows building capacity and better outcomes everyday for pupils who have attendance, behavioural and emotional barriers to learning has a positive impact on pupils, particularly those who are from disadvantaged backgrounds.</p>	4
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified e.g. curriculum, school uniform etc.</p>	All

Total budgeted cost: £ 215,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year drawing on national curriculum data and our own internal summative and formative assessments. Our internal and external assessments indicate that our strategy has had some demonstrable impact during its second year of implementation. The strategy and its actions have been revised in light of the analysis of these outcomes and are outlined in the document sections above.

Outcomes for our Reception children show that 71% of our children achieved a Good Level of Development. This was 4% higher than the national outcome. For our disadvantaged pupils, the GLD outcome was 53%. This shows an increase from last year and also represents good progress from the children's starting point. It is clear that our strategy to focus Improving language and communication has had an impact. This aspect will be continued in 2023-24.

Our Year 1 phonics check outcomes showed a positive picture for our disadvantaged pupils – 73% of children passed the phonics check. This is above national outcomes. Good progress for those that did not pass can be evidenced and changes to the approaches in year 2 will have an impact on this.

The outcomes for KS1, including for our disadvantaged pupils in reading, writing and maths, has also been positive and significantly above the national outcomes for 2022/23.

In KS2 reading, writing and maths, the disadvantaged pupils attained above the national expectations. This is an improving picture compared to the previous year. However, the effects of our approach across Key Stage 2 is not as evident. The ongoing influence of the pandemic remains a challenge for student groups throughout KS2, necessitating substantial efforts to address learning gaps among these groups.

The implementation of targeted interventions for our disadvantaged pupils has demonstrated a profound impact on various aspects of their academic and personal development. In terms of attendance, there has been a noticeable improvement, with a significant reduction in absenteeism among our disadvantaged families. This positive shift not only reflects a heightened engagement with school but also underscores the effectiveness of the tailored support. We will continue to review our attendance and punctuality strategy to ensure it continues to meet the needs of our children and community.

We continue to strengthen our pastoral team with a new Home School Support Worker (HSSW) and a trained ELSA support worker. The team have a pivotal role in shaping the

holistic development and well-being of students. This continues to serve as a crucial support system for students, addressing their emotional, social, and academic needs. The impact of a pastoral team extends beyond academic success, as they provide a safe and nurturing environment that fosters personal growth and resilience. These professionals offer guidance during challenging times, helping students navigate issues such as peer relationships, stress, and mental health concerns.

We have reviewed our strategy plan and made a few changes to how we intend to use some of our budget this academic year.