

# Parkside Community 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   | Parkside Community Primary School |
| Number of pupils in school  | 129                               |
| Proportion (%) of pupil premium eligible pupils   | 68.2%                             |
| Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b> | 2021 - 2024                       |
| Date this statement was published   | November 2021                     |
| Date on which it will be reviewed   | November 2022                     |
| Statement authorised by   | James Williams                    |
| Pupil premium lead  | Anthea McLevy                     |
| Governor lead   | Bill Herbert                      |

## Funding overview

| Detail   | Amount          |
|--|-----------------|
| Pupil premium funding allocation this academic year                                    | £91860          |
| Recovery premium funding allocation this academic year                                 | £9860           |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0              |
| <b>Total budget for this academic year</b>   | <b>£101,720</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

Parkside Community Primary School's ultimate objective is to close the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds. Our intent is to ensure that disadvantaged pupils have the same life opportunities as other pupils, have high aspirations for what they will achieve, and leave the school with all the tools they need for the next stage of their education.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Oral language skills in reception are lower for pupils eligible for pupil premium than for other pupils. This slows reading and writing progress in subsequent years. Many children enter Reception at below expected levels. |
| 2                | Some pupils eligible for pupil premium in each year group across the school have lower attainment than non-pupil premium children nationally in Reading, Writing and Maths  |
| 3                | Levels of wellbeing and involvement are often lower for eligible pupils than non-eligible pupils.   |
| 4                | Children have limited home experiences and resources or have financial restraints leading to non-participation. Poor parental engagement. Some pupil premium children do not receive support at home.                         |
| 5                | Attendance rates of pupils eligible for pupil premium are lower than the school's target of 96.1%. This reduces their school hours and causes them to fall behind.  |

## 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. Improve oral language skills and Personal, Social and Emotional Development, for pupils eligible for pupil premium in Reception and Year 1 classes, leading to accelerated rate of progress in Reading, Writing and Maths in subsequent years. | Pupils eligible for pupil premium make rapid progress by the end of the 2 years so that most eligible pupils make age related expectations. |
| 2. Pupils eligible for pupil premium will have similar attainment to non-pupil premium  | Pupils eligible for pupil premium will have similar attainment to non-pupil premium children nationally in Reading, Writing, Maths and GLD  |

|  |   |
|--|---|
| <b>children nationally in Reading, Writing, Maths, Phonics, and Early Learning Goals.</b>  | therefore diminishing the difference by the end of KS2  |
| <b>3. Pupils eligible for pupil premium exhibit the same positive levels of wellbeing and involvement as all pupils.</b>   | There is no difference between recorded wellbeing levels pupils eligible for pupil premium and all pupils   |
| <b>4. Pupils who are eligible for pupil premium have the same opportunities as all pupils.</b>   | Equal participation in events, activities and extra-curricular opportunities.<br><br>Parents will have increased participation in their child's learning journey. Children will receive increased support at home   |
| <b>5. Pupils who are eligible for pupil premium achieve the same attendance % as the whole school (target 96.1%) and rates of persistent absence are on a par.</b> | Reduce the number of persistent absentees among pupils eligible for pupil premium to 8% or below. Overall attendance for pupils eligible for pupil premium improves to 96.1% to match school target for all pupils. |

## 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: £20,500

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| CPD matched to individual teacher and class needs rather than a generic approach to drive progress and attainment.                            | 'Schools must consider how they support teachers' skills in identifying and understanding their own and pupils needs.' Teacher Development Trust 2015<br><br>EEF Guidance report – Effective Professional Development   | 2                             |
| Forest School Practitioner to enrich the curriculum specifically in learning outside the classroom to meet needs and interests of all pupils. | Forest school promotes high levels of oral language in a context different to school. Forest school also promotes physical development and wellbeing.<br><br>Select Committee on Education and Skills report – The value of outdoor learning<br><br>Forest Research – Forest schools' impact on young children in England and Wales | 1, 2, 3                       |
| Banded home school books - Additional investment in banded home school reading books.   | EEF – Improving Literacy in KS1<br>EEF – Improving Literacy in KS2  | 2, 4                          |
| Phonics – Purchase a new Phonics scheme including phonetically decodable books, retrain all teachers in Phonics teaching.                     | EEF – Improving Literacy in KS1<br>Teaching and Learning tool kit - Phonics   | 2                             |

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

Budgeted cost: £60,800

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Speech and Language therapist employed 1 day a week working with pupils with high level of S&L needs<br><br>TA trained specifically in Speech and Language approaches  | EEF – Improving Literacy in KS1<br>EEF guidance report – Special Educational needs in mainstream schools   | 1                             |
| <b>Sports coach - Sports coach to provide opportunities for focussed individual or group work with targeted children with identified physical delay. Sports coaches are key leaders for fizzy and 'Balanceability' interventions</b> | Sports coaching promotes healthy living and positive lifestyle choices. Fizzy and Balanceability target specific gross motor skills which, when under-developed, are a barrier to learning<br><br>“The published reports in July 2011 of both the Chief Medical Officers’ Report and the NHS ‘Physical Activity Guidelines for Children (under 5 years), call for an increase in physical activity for most children. The Balanceability programme ably contributes to meeting the physical activity guidelines for healthy development as well as providing a success-orientated experience, helping to build up children’s confidence and sense of achievement.” | 2, 3                          |
| <b>Non-class based HLTA to support with delivering interventions to the children that include English, maths, wellbeing, social skills, speech and language</b>  | Gov.uk - Research and analysis:<br>Supporting mental health in schools and colleges<br><br>EEF – Improving Literacy in KS1<br>EEF – Improving Literacy in KS2<br>EEF Guidance report – improving mathematics in the early years and KS1<br>EEF guidance report – Improving mathematics in Key stages 2 and 3   | 1, 2, 3                       |
| Fully funded educational visits for children to enhance and compliment learning within the classroom.  |  | 4                             |

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

Budgeted cost: £20,420

| <b>Activity</b>   | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|---|---|--------------------------------------|
| Uniform boxes available for new starters to promote belonging to the school and wearing the correct uniform.<br><br>Uniform available from school, funded where needed. | NurtureUK – Impact and evidence   | 3, 4                                 |
| Office staff to work with families on improving overall attendance  | Gov.uk – School attendance guidance for schools   | 5                                    |
| <b>Breakfast club</b> - Some breakfast club funded places to improve attendance and concentration for targeted pupils   | Gov.uk – School attendance guidance for schools<br><br><a href="https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023">https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023</a>  | 3, 4, 5                              |
| <b>Minibus collection</b> to support the children that have poor attendance and/or punctuality.   | Gov.uk – School attendance guidance for schools   | 5                                    |
| <b>Forest School/ Outdoor Learning</b><br><br>All children have weekly access to Forest school.   | Forest school promotes high levels of oral language in a context different to school. Forest school also promotes physical development and wellbeing.<br><br>Select Committee on Education and Skills report – The value of outdoor learning<br><br>Forest Research – Forest schools' impact on young children in England and Wales | 1, 2, 3                              |

**Total budgeted cost: £101,720**

## 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.

Attainment across the school was impacted by the Covid 19 Pandemic. However, pupil wellbeing was monitored using the Boxall profile. Teachers communicated with pupils via Zoom and phone calls were made by them, HoS or SENCO if there were concerns about engagement in remote learning or in pupils' welfare. Door step visits were completed if needed to ensure the school had eyes on the children that weren't attending the school regularly.

Vulnerable pupil premium children were offered places at school during Lockdown. Some at the request of parents, others at the request of the school. Devices were available to all families that needed them to access online learning. We provided paper versions for the families that preferred this method of home learning. Overall, attendance in school was good to those that were eligible.

Food parcels were provided by the school and delivered when needed.

On resuming fact to face lessons the staff ensured they worked closely with the families that were anxious about returning to school and encouraged regular attendance. Small group work and interventions were put in place for those that needed support with their wellbeing.

### 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 |
|-----------|----------|
|           |          |
|           |          |

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    | N/A     |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A     |



## **Further information (optional)**

The gap between disadvantaged children and other children has widened at Parkside Community Primary School during the Coronavirus Pandemic. Measures taken to address this have not yet fully impacted on the attainment and progress outcomes.