

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 | Park Academy |
| Number of pupils in school | 140 |
| Proportion (%) of pupil premium eligible pupils | 33% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 |
| Date this statement was published | December 31 st |
| Date on which it will be reviewed | Termly |
| Statement authorised by | R. Atkinson |
| Pupil premium lead | R. Atkinson |
| Governor / Trustee lead | M Riddaway |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £47,411 |
| Recovery premium funding allocation this academic year | £6018 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £53,429 |

Part A: Pupil premium strategy plan

Statement of intent

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. Through targeted interventions we work rigorously to eliminate the barriers that provide obstacles to both learning and academic attainment and progress.

We recognise that not all pupils who are eligible for PPG are underachieving and that not all pupils who are underachieving are eligible for PPG. Historically, pupils with FSM do not achieve as well as other pupils. At Park Academy, our PPG pupils leave Reception in line with their peers (unless they have other additional issues) and continue to make progress as they move through KS1 and into KS2.

All staff at Park Academy recognise clearly that the most important thing is that children are receiving a consistently high standard of education through quality first teaching.

Not only do we rigorously track the children's academic achievement and progress, we also focus on the children's well-being and engagement in school with regular Pupil Voice surveys to gauge the effectiveness of the interventions, innovations and targeted initiatives that are put in place.

The Pupil Premium report will be reviewed and updated at the end of each term.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | A high percentage of children enter Reception with limited or no spoken English and this is prevalent amongst our disadvantaged pupils. |
| 2 | Children in Years 1 and 2 missed a significant amount of their EYFS schooling (due to COVID-19 related school closures). As a result, there are gaps in their knowledge, particularly their phonetical understanding. |
| 3 | Reception baseline assessments remain low (particularly in communication and language and literacy) |
| 4 | We continue to have mobility across the school, particularly in KS2. More children new to the country with limited spoken English are joining mid-year. |
| 5 | Assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school |

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| | closures to a greater extent than for other pupils. These findings are supported by national studies. |
| 6 | Our assessments (including wellbeing survey), 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. |
| 7 | Pupil premium attendance is in line with non-pupil premium attendance however, both are marginally below national standard. |

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, including support for new joiners to the school and Reception children on entry. | 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. |
| Ensure PP children leave EYFS in line with their peers in reading, writing and maths | Assessments and observations indicate significantly improved levels of GLD amongst disadvantaged pupils and this is evident when triangulated with other evidence sources, including discussions with parents/carers, support staff and mixed media (photographs, videos etc) |
| Ensure PP children reach the expected standard in the phonics screening (Year One) | End of Year 1 Phonics Screening Assessments indicate that our PP children are performing in line with their peers and have made good and better progress throughout Year 1. |
| Increase the reading fluency of PP children in KS2. Focus on prosody of reading in Year 5 | Assessments and observations indicate significantly improved reading fluency amongst disadvantaged pupils and this is evident when triangulated with other evidence sources, including discussions with parents/carers, support staff and sfa teachers. |
| The children score well in the Year 4 multiplication check | The Year 4 Multiplication check assessments indicate that there are no significant gaps between groups of children in Year 4. |
| Ensure the gap in attendance between PP children and their peers closes by working closely with the Attendance officer and EWO | Attendance data indicates that there are no significant gaps between PP attendance and other groups across the school. |
| Improved participation in PE initiatives to ensure sport, and other leisure activities are valued and available for all | All children are invited to take part in sporting activities and the take up by PP children is in line with their peers. |

| | |
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| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>Sustained high levels of wellbeing from 2021/22 demonstrated by:</p> <ul style="list-style-type: none">- qualitative data from student voice, student and parent surveys and teacher observations- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
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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: £13,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Quality First Teaching | Through equipping our teachers and LSAs with the strategies and knowledge to deliver high quality teaching and learning, all pupils will make the maximum progress across all areas of learning | 1,2,3,4 |
| Maths lead teacher | Research suggests that having a strong leader who is knowledgeable in implementing change will ensure the transition into a new programme and format is smooth and seamless thus, meaning the quality of education the children are receiving is of a high standard. | 1,2,3,4 |
| Further development of Mathematics Mastery across the school | A standardised approach to teaching maths and the structured delivery ensures every child receives a consistently high standard of maths teaching. | 1,2,3,4 |
| English lead teacher (sfa) | Research suggests that having a strong leader who is knowledgeable in implementing change will ensure the transition into a new programme and format is smooth and seamless thus, meaning the quality of education the children are receiving is of a high standard. | 1,2,3,4 |
| CPD in maths, reading, phonics, science, geography, art, computing and RE | The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) | 1,2,3,4 |

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

Budgeted cost: £15,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Interventions in maths delivered by LSAs | Small and targeted interventions, which are frequently assessed at the end of each unit ensure children make accelerated progress. | 1,2,6 |
| Interventions in English delivered by LSAs | Small and targeted interventions, which are frequently assessed at the end of each unit, ensure children make accelerated progress. | 1,2,6 |
| Times Table Rockstars | Additional maths and number programme for use at home will support the children to make progress and improve their fluency, reasoning and problem solving within maths. | 1,2,6 |
| EAL interventions and pre teaching | 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: | 1,4,6 |
| SALT interventions | Support from the LA, SALT and interventions which are then delivered by trained HLTAs mean children make progress within language development and oracy. | 1,2,3,4,5 |
| Educational Psychologist support | External guidance from EPs identifies barriers children have outside academia which means support can be put in place to ensure they can access learning. | 6 |
| Year 6 booster sessions | Targeted support for pupils to address gaps in knowledge and ensure they achieve their full potential. | 4,5,6 |

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

Budgeted cost: £19,411

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Draw and Talking training | Evidence shows that children need to have a strong sense of well-being to be able to access learning and off load any concerns. Therefore, training in an emotional therapy supports children development. | 5,6 |
| Drawing and Talking interventions | Interventions are delivered by LSAs to many children throughout the year and this flexible approach allows us to adapt to needs throughout the year. | 5,6 |
| Support from EWO | Weekly support from the Educational Welfare Officer means that children and families who are persistently absent are supported in the reduction of persistent absenteeism. | 7 |
| Support from Attendance Officer | Daily support from the attendance officer means that families are supported and held accountable for their children's education and attendance. | 7 |
| Support from MSSP (Sports partnership) | Evidence shows that by being actively involved in sport and physical activity, mental well-being, self-esteem and general well-being is increased. | 5,6 |
| Support from Head of Pupil Engagement | P4C sessions support the children's mental health and well being. | 5,6 |

Total budgeted cost: £47,411

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.

Although there were no formal assessments nationally last year, our internal assessments and professional judgements predicted the children would reach the standards below:

EYFS: 76% GLD
Year 1 Phonics: 90%
Year 2 SATS
Reading: 83%
Writing: 76%
Maths: 90%
Year 4 MTC 91%

These figures indicate the success of the measures and strategies across the year.

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 |
|--------------------------|------------------|
| Times Table Rockstars | Maths Circle |
| Successful for All (sfa) | FFT |
| Mathematics Mastery | Ark Curriculum |
| PSHE Association | PSHE Association |
| 2 Build a Profile | 2 Simple |