# new logoPupil premium strategy statement for Park Gate Primary School 2024/5

## This statement details our school’s use of pupil 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Park Gate Primary School |
| Number of pupils in school | 388 |
| Proportion (%) of pupil premium eligible pupils | 15.7% |
| Academic year/years that our current pupil premium strategy plan covers | 2024/5 |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Cara Newman  Headteacher |
| Pupil premium lead | Louise Cahill  Inclusion Manager  Lucy Flood (KS2 Leader)  Nicola Beazley (KS1 Leader) |
| Governor lead | Val Morgan |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £72,520 |
| Recovery Premium | £1,813 |
| Tutoring Funding | £3,442.50 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £77,775.50 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Park Gate Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including greater progress for those who are already high attainers.  We will consider the challenges faced by all vulnerable pupils and the activities we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.  High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.  We also provide ongoing emotional support for our pupils and families to ensure consistent attendance and emotional resilience in order that pupils fully benefit from the high-quality teaching in school.  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:   * ensure disadvantaged pupils are challenged in the work that they’re set * act early to intervene at the point need is identified * adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve * endeavor to close the vocabulary gap through robust teaching and modelling of vocabulary |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. |
| 2 | Assessments, observations and discussions with pupils and staff suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Our assessments and observations indicate that the disadvantaged pupils have been more greatly affected due to school closures with regards to knowledge gaps, particularly in maths in Years 4, 5 and 6 |
| 4 | Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. For those pupils who are persistently absent this is also negatively impacting on progress. |
| 5 | Discussions with staff and families and observations indicate an increase in social and emotional issues for pupils as a direct result of the pandemic. |
| 6 | Data shows us that disadvantaged children are more likely to live in accommodation without outside access, which can have a negative impact on emotional wellbeing. |
| 7 | Our assessments and observations have indicated that disadvantaged children are more likely to have experienced trauma and domestic abuse. |
| 8 | According to our data disadvantaged children are more likely to demonstrate dysregulated behaviours and require Individual Behaviour Management Plans meaning extra pastoral support is needed. |

## 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.

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| Intended outcome | Outcomes |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments, book scrutiny, pupil conferencing and observations indicate improved oral language among disadvantaged pupils. English journey skill development supports children immersion around rich language. End of Early Years outcomes will be in line with national in Communication. |
| Improved reading engagement and frequency, leading to raised attainment among disadvantaged pupils. | Early identification of reading barriers will be in place; informing planning and assessment and therefore raising attainment for all pupils.  Stringent checking of reading at home to support those children who don’t have the exposure to daily reading.  Vulnerable pupils heard read regularly improving fluency |
| Improved maths attainment among disadvantaged pupils. | As a result, we anticipate outcomes in KS2 for maths to be:  EXS Mathematics between 73% and 85%.  GD Mathematics between 20% and 30%.  And in KS1  EXS Mathematics between 75% and 81%.  GD Mathematics between 17% and 26%. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Attendance will be at least in line with National expectation.  Lateness will reduce. |
| Pupils will have access to a range of experiences and opportunities so that they have the same cultural capital offer as their non-disadvantaged peers | Enhanced experiences and opportunities through our rich curriculum will increase children’s aspirations for their future and knowledge of the world around them allowing them to know and remember more. |

**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: £ 16,954

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continued annual membership of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils. Continue to increase the quantity of phonics readers for pupils across the school.  Purchase of fluency texts and texts for rapid catch up.  Reading stars scheme to encourage regular reading. Purchase of quality texts and badges for rewards. | 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](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training and Mastering Number Programme EYFS, KS1 and **Years 4 & 5** <https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-ks2/>.  Continue to purchase online, interactive programmes to use at school and home (Times Tables Rock Stars).  We will support our Maths Leader with her appointment as a Maths Specialist, which will in turn bring the latest CPD to our staff. | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3> | 3 |
| To provide ongoing training for staff (including new staff) to plan and deliver a deep, meaningful curriculum which is accessible to all, vocabulary rich and enables accelerated progress for disadvantaged pupils. | The Ofsted Education Inspection Framework Overview of Research details the evidence underpinning the importance of a curriculum which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment:  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research_for_EIF_framework_updated_references_22_Feb_2021.pdf> | 1 |

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

Budgeted cost: £23,158.50

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional intervention sessions for those disadvantaged children who did not pass phonics screening test at end of Year 1. | 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](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/)  The chosen programme at Park Gate is;  <https://www.littlewandlelettersandsounds.org.uk/> | 1 2 3 |
| Makaton training in the Early Years setting to address and improve language needs, particularly for disadvantaged pupils who have relatively low spoken language skills or are pre-verbal. The focus on language needs through play is the approach for this cohort of children. | There is a clear general consensus that Makaton is effective in facilitating communication and social interaction in children and young people. It allows children flexibility in communicating in ways that suit them, increasing feelings of inclusivity, and leading to a better quality of life. Regardless of a lack of empirical data, many people and schools around the country and world are adopting the use of Makaton and there is an attitude shift towards one of inclusion and acceptance for children who sign. Makaton gives a voice, be it literal or not, to children who may otherwise not have been able to express themselves.  <https://adc.bmj.com/content/106/Suppl_1/A177.1>  From British Medical Journal | 1 4 5 |

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

Budgeted cost: *£ 38,698.49*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continued employment of an experienced Home School Link Worker to improve attendance and support families with behaviour, attendance and wellbeing, following the principles of good practice in the  <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>  Support with referrals to parenting courses (e.g Barnardos) to support parents in helping to get their children into school. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 4 5 6 7 8 |
| Provide a structured programme of Personal Development Learning to provide pupils with high quality social and emotional support.  Incorporation of THRIVE principles following training to support pupils. | SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing:  <https://www.coramlifeeducation.org.uk/impact/> | 5 6 7 8 |
| Contingency fund for acute issues, including funding for making clubs/visits and extra-curricular opportunities (e.g Rock to the Beat) accessible for all. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

**Total budgeted cost: £78,810.99**

# 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 2023 to 2024 academic year.

Our internal assessments suggest that more of our disadvantaged pupils are becoming more engaged in reading and 33% achieving ARE in reading, writing and maths. This is a positive step forward and one we will continue to work on during 24/25. During 23/24 we maintained a high-quality curriculum and focused part of our funding on closing the language gap through careful selection of text selection and training for staff.

Our assessments and observations indicated that for some pupils behaviour, wellbeing and mental health have been significantly impacted longer term following the Covid-19 disruption to education. We used pupil premium funding to continue to provide targeted wellbeing support for pupils, including interventions where required and to support pupils who are finding it particularly challenging to return to school. We are continuing to strengthen our approach even further with the activities detailed in this plan and with further detail in the School Strategic Plan 24/25.

Externally provided programmes

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| Programme | Provider |
| SCARF Programme | Coram Life Education |
| Times Tables Rock Stars | Maths Circle Ltd |
| Little Wandle Letters and Sounds Revised | Wandle Learning Trust |

# Further information (optional)

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| **Additional activity**  Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:   * offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. * offering a full programme of sports opportunities beyond the school, with targeted events for disadvantaged pupils. * providing extensive opportunities for pupils to be involved in school life through roles and responsibilities building on their cultural capital and understanding of British Values. These roles include House Captains, Sports Leaders, Junior Road Safety Officers, Librarians, Play Leaders, Year R Helpers and Eco Warriors.   We looked at a number of reports, studies and research papers about effective use of pupil premium to support our decisions for the most effective way to use our funding. |