



# Pupil premium strategy statement for Park Gate Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Gate Primary School
Number of pupils in school	388
Proportion (%) of pupil premium eligible pupils	14.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Lindsay McCarthy Headteacher
Pupil premium lead	Sheena Briscoe Inclusion Manager Supported by Nicola Beazley (EYFS/KS1) and Lucy Flood (KS2)
Governor lead	Val Morgan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74425
Recovery premium and Tutoring funding allocation this academic year	£3625 (Recovery) £3501.56 (Tutoring)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£81551.56</b>

# Part A: Pupil premium strategy plan

## Statement of intent

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 strategy is also integral to wider school plans for education recovery, notably in its targeted tutoring support for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

## Challenges

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

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.
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.

## 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	Assessments, book scrutiny, pupil conferencing and observations indicate improved oral language among disadvantaged pupils.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that 67% of disadvantaged pupils met the expected standard.
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2023/24 show that 67% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance evidenced as increasing year on year demonstrated by; <ul style="list-style-type: none"> <li>the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> </ul>

	<ul style="list-style-type: none"> <li>the percentage of all pupils who are persistently absent reduces year on year following the impact of the pandemic</li> </ul>
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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: £ 6025

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. Continue to increase the quantity of phonics readers for pupils across the school.</p> <p>Continue to purchase online programmes to use at school and home (Phonics Play and Phonics Tracker).</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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>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 <b>Years 4 &amp; 5</b> <a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-ks2/">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-ks2/</a> .</p> <p>Continue to purchase online, interactive programmes to use at school and home (Times Tables Rock Stars).</p> <p>We will support our Maths Leader with her appointment as a Maths Specialist, which will in turn bring the latest CPD to our staff.</p>	<p>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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	3

<p>To provide CPD for staff to effectively implement cognitive science approaches in the classroom through a model of Instructional Coaching</p>	<p>Cognitive science principles of learning can have a significant impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles: EEF Cognitive Science Approaches in the Classroom</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf</a></p>	<p>1</p>
<p>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.</p>	<p>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:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research_for EIF framework updated references_22_Feb_2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research_for EIF framework updated references_22_Feb_2021.pdf</a></p>	<p>1</p>

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

Budgeted cost: £3501.56 School-Led Tutoring funding allocated to providing additional tutoring, £3625 Recovery Premium to provide intervention, £6796 towards additional LSA time for Early Years (Language Development).

Budgeted cost: £13922.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional intervention sessions targeted at pupils who require further teaching as a direct result of the pandemic (including reading and phonics).</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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>The chosen programme at Park Gate is;</p> <p><a href="https://www.littleandlettersandsounds.org.uk/">https://www.littleandlettersandsounds.org.uk/</a></p>	<p>1 2 3</p>

<p>Additional fully trained (NELI) LSA3 in the Early Years setting to address and improve language needs, particularly for disadvantaged pupils who have relatively low spoken language skills. The focus on language needs through play is the approach for this cohort of children.</p>	<p><a href="#">NELI</a> was developed by leading academics in the field of language and literacy development and is an evidence-based early intervention programme to address children’s language needs. Several robust evaluations has led to NELI being the most well-evidence early language programme available to schools in England.</p>	<p>1 4 5</p>
<p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic (a significant proportion being disadvantaged). The tutoring funding will focus specifically on Year 6 (23/24) pupils who are assessed as requiring additional intervention.</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:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>

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

Budgeted cost: £61604

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued employment of an experienced Home School Link Worker and an additional day of Inclusion Manager time to improve attendance and support families with behaviour, attendance and wellbeing,</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4 5</p>

following the principles of good practice in the <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>		
Provide a structured programme of Personal Development Learning to provide pupils with high quality social and emotional support.	SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing: <a href="https://www.coramlifeeducation.org.uk/impact/">https://www.coramlifeeducation.org.uk/impact/</a>	5
Contingency fund for acute issues, including funding for making clubs/visits 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: £81,551.56**

## **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 2022 to 2023 academic year.

Our internal assessments suggest that more of our disadvantaged pupils are achieving ARE in reading, writing and maths, with the school seeing progress of pupils increase, enabling pupils to catch up with their peers. This is a positive step forward and one we will continue to work on during 23/24. As a result of the significant efforts of all staff and the interventions in place, the number of disadvantaged pupils achieving ARE at the end of KS2 in reading, writing and maths combined has increased by 38.9% from 21/22 to 22/23 (16.7% to 55.6%). Disadvantaged pupils have also caught up in writing and maths from previous years, with 66.7% achieving ARE in all three subjects. During 22/23 we maintained a high quality curriculum and focused part of our funding on closing the language gap in Year R through using our NELI trained Learning Support Assistant to continue to support with language development in Year R. This had very positive results. We also maintained the percentage of pupils passing the Year 1 phonics screening to above pre-covid levels (84%), achieving results above National and County.

Our assessment of the reasons for these outcomes points primarily to prioritising reading for targeted funding and then continuing to fill the gaps in learning created by Covid-19, through quality first teaching for all children. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and carefully targeting our funding on evidenced-based approaches is having a positive impact.

Overall, the attendance gap between National and school data for disadvantaged pupils is (2.0%) with Aut/Spr 23 data 8.7% school and 10.7% National. The school gap between attendance of non-disadvantaged and disadvantaged in school for Aut/Spr 23 was 3.4%. Non-attendance during Aut/Spr 22/23 for disadvantaged pupils was 8.7% compared to 5.3% for non-disadvantaged. If disadvantaged pupils are attending school less frequently than their peers, we know it is difficult for them to catch up, therefore this will remain an area of focus.

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 23/24.



Externally provided programmes

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

## Further information (optional)

### **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.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.