



Pupil premium strategy statement 2023-2026

School overview

Metric	Data
School name	Parklands Community Primary and Nursery School
Pupils in school	199 (Nursery to Y6)
Proportion of disadvantaged pupils	58%
Pupil premium allocation this academic year	£148,520
Academic year or years covered by statement	September 2023 - July 2026
Publish date	August 2023
Review date	July 2024, July 2025, July 2026
Statement authorised by	Kim Cairns
Pupil premium lead	Laura Hughes
Governor lead	Anthony Dybacz

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	+1.8
Writing	+4.1
Maths	+1.8

Disadvantaged pupil performance overview for last academic year

Measure	Percentage
Meeting expected standard at KS2	Reading: 78% Writing: 70% Maths: 59% GPS: 82% Combined: 59%
Achieving high standard at KS2	Reading: 15% Writing: 7% Maths: 11% GPS: 15%

Strategy aims for disadvantaged pupils

Measure	Activity
<p>Priority 1</p> <p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils</p> <p>To ensure summative end of KS2 results are at least in line with national average</p> <p>All staff have access to high quality CPD and moderation/assessment opportunities which enable them to ensure that quality first teaching of Maths & English is embedded in their everyday practice</p>	<ul style="list-style-type: none"> • Ensure all staff have access to high quality CPD • Clear expectations established as a team and agreed • Establish and use a rigorous monitoring schedule to include lesson observations, book looks, classroom environment checks and capture pupil voice • Senior leaders to monitor impact • Work alongside high-quality providers, including English and Maths Hubs • Further embed and enhance practice from English and Maths Hub • Deliver regular training on English from DHT & phonics from lead, monitor practice • Middle leaders to lead and monitor their subject's intent, implementation and impact • Work with other teachers from the Trust and other partnerships-opportunities to share best practice • Maintain strong moderation processes and Pupil Progress Meetings • Deep dives for English and Maths • Develop blended learning to support pupils – Google Classroom • Buying TT Rock Stars & Numbots • Buying Accelerated Reader • Buying CPG resources to support tutoring • Regular tutoring provided • NFER tests to support teacher assessment • Quality first teaching CPD for staff
<p>Priority 2</p> <p>There is a sharp focus on scaffolding learning combined with ongoing feedback and challenge.</p> <p>Training for all staff on best practice in teaching English and Maths; purchase of resources</p>	<ul style="list-style-type: none"> • A rigorous monitoring schedule, including from DHT non-contact time, provides regular opportunities to offer training to staff. • Through timely, expert feedback from all staff, all pupils understand what they have achieved in their lessons and the necessary next steps to progress. • Maintain mathematics and phonics resources to enable pupils to access learning. • Subscription to RWI portal to provide an effective delivery of phonics, including tutoring. • Engage with English & Maths Hub • Increased staff to pupil ratios to support pupil progress • Embed the delivery of Power Maths to ensure scaffolded lessons where all pupils access learning. • Embed the delivery of Mastering Number in EYFS/Y1/Y2. • Maintain a consistent shared reading approach across key stage 2. • SLT to monitor teaching and learning and assess impact through focused tracking of pupil premium children. • English, phonics and mathematics leaders to monitor lessons, with a sharp focus on spotlight pupils. • Increased staff to pupil ratios to support pupil progress. • To manage the capacity of adults in every YG from Rec to Y6 to

	<p>provide a more favourable staff to pupil ratio, resulting in positive progress gains.</p> <ul style="list-style-type: none"> • To upskill support staff with appropriate approaches and pedagogy to teaching interventions. • To identify pupils who may require more targeted support on a daily basis and provide. • Peer coaching to be maintained across the school initially within English, mathematics and phonics.
<p>Priority 3 For all disadvantaged pupils in school to make nationally expected progress rates across all subjects</p> <p>Support for all staff in establishing and delivering a progressive & coherent curriculum.</p>	<ul style="list-style-type: none"> • Subject leaders ensure that there is clear progression of skills in their area across school and have mapped these out. • All staff plan ways for children to practise and apply their English and maths skills in other curriculum areas. • School focus on key subject areas as identified in the SEF. • DHT to work with subject leaders on strategic action planning. • Maintain high quality environment across the school, in particular within Early Years, both indoors and outdoors. • Enhance the use of knowledge organisers so that children to know more and remember. • Monitor the use and impact of progression documents which show vocabulary, knowledge and skills across the year in each subject. • Deep dives for foundation subjects. • Continue to collect pupil voice to monitor subject impact. • SLT and middle leaders to engage with Trust Education Officer on curriculum developments. • Further develop subject leader skills to ensure efficient and effective leadership of all subjects. • Embed the use of knowledge organisers as an assessment tool to ensure children know more and remember more. • Maintain a high-quality external environment of Early Years. • Monitor the teaching and learning of foundation subjects and use 'impact in the absence of data' strategy to do so.
<p>Priority 4 For all disadvantaged pupils in school to make or exceed nationally expected progress rates in Phonics/Reading.</p> <p>Embed a systematic approach to teaching phonics.</p> <p>Ensure that regular high quality shared reading sessions are taught to rapidly develop children's vocabulary and reading</p>	<ul style="list-style-type: none"> • Subscription to the Ruth Miskin portal will ensure that staff maintain up to date CPD and training. • Phonics lead to monitor and maintain effective RWI delivery. • Phonics lead to work collaboratively during termly visits from the English Hub and RWI Consultant. Recommendations from these will be implemented and monitored • Pupil reading levels will be tracked and used to plan next steps using the Accelerated Reader in KS2 and RWI in KS1 & EY. • Purchase books to ensure a wide choice for pupils at every level. • Books for children on birthdays, as prizes, and Christmas to get books into the homes and to value them. • Additional adults in classes to support the delivery of RWI • Maintain 1-1 phonics tutoring, pinny time and additional after-noon group tutoring session. • Train any new staff to school and ensure this remains up to date. • Dedicate time to enable staff to watch portal videos. • Phonics leader to continue to embed training; track phonics progress • English leader to ensure that reading objectives document in line

<p>skills.</p> <p>Provide extensive range of reading books.</p>	<p>with new shared reading policy.</p> <ul style="list-style-type: none"> • Visit to the library for all pupils. • Half termly 'Rise and Read' offered to all pupils. • SLT to monitor the impact of shared reading lessons taught across KS2. • All reading corners in classrooms value books and promote a wide range of reading.
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Ensuring staff use evidence-based whole-class and group-based teaching interventions • Due to low socio-economic and disadvantaged upbringing, children are less likely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. • In KS1 and KS2, children are less likely to use talk to connect ideas and explain what is happening coherently. • Around 75% of all pupils entered Reception below their age-related expectation. (75% pupil premium children) • On entry to Nursery and Reception, the vast majority of children have low Language and Communication skills – 75% of disadvantaged children entered Reception working in the low 30-50 age band and below, with 50% significantly below. • On entry to reception, the vast majority of children enter school well below in PSED (42%) and pupils across the school find regulating their emotions challenging. • High levels of SEND across the Early Years Foundation Stage, K1 and KS2. • Higher than average numbers of children access SEND provision across the school. • Emotion dysregulation as a result of trauma and/or deprivation in the home impacts on academic progress. • Pupils lack sleep routines and boundaries in some homes which causes a barrier to learning. • Attendance and Punctuality issues. Attendance figures show a higher percentage of PP pupils are absent from school.
<p>Projected spending</p>	<p>Total: 75,000</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve at least national average in KS2 Reading	July 2024
Progress in Writing	Achieve at least national average in KS2 Writing	July 2024
Progress in Mathematics	Achieve at least national average in KS2 Maths	July 2024
Phonics	Achieve at least national average expected standard in PSC	July 2024
Other	Ensure attendance of disadvantaged pupils is at least 95% (excluding Covid-19)	July 2024

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
1. Keep up not catch up: Use of consistent approach to teaching English and Maths; deployment of additional staff to support pupils	<ul style="list-style-type: none"> • Maintain RWI practices • Maintain resources for maths • Qualified teacher in Nursery to enable good start to education • Senior leader to work with teachers in Reception, Year 1 and Year 2 • Continue with the implementation and resourcing of Power Maths • Maintain the effective delivery of RWI and Read to Write • Dedicated time for subject leads to monitor the implementation and impact of Power Maths, RWI and R2W providing feedback for development • Moderation opportunities • Whole staff book monitoring • Peer coaching to support teaching consistency • Maintain the delivery of Extended Writes and Shared Reading • 1-1 RWI tutoring
2. Structured interventions using up-to-date assessment information and responsive to the changing emotional needs of pupils	<ul style="list-style-type: none"> • 1:1 RWI Phonics • Wellcomm intervention • Dedicated leadership time for phonics leader • TT Rock Stars & Numbots • Non-teaching SENDCo • Learning Mentors provide support to those who require it • Sensory circuits • Nurture groups • Nesy intervention

Barriers to learning these priorities address	<ul style="list-style-type: none"> • Ongoing covid isolations/additional testing is affecting attendance • Pupils basic emotional and social needs may not be currently met and thus mean they are not in a position to make accelerated progress • Learning behaviours need developing to support pupil progress, particularly in the EYFS and KS1.
Projected spending	£55,000

Wider strategies for current academic year

Measure	Activity
<p>Priority 1 Readiness to learn: effective pastoral & safeguarding support provided by Learning Mentors and specific interventions delivered. Smile Studio and Butterfly Room available for children to access at break and lunchtimes for drop in sessions; mental health and well-being support; friendship support. Nurture groups and support provide time for children to settle at key parts of the day.</p>	<ul style="list-style-type: none"> • Nurture groups and nurture breakfast club • Two full time learning mentors to support daily with safeguarding and with TAF, CIN & CP cases. • Learning mentors to provide pastoral support to identified pupils. • Deliver Triple P Parenting course attended by Learning Mentors. • Free snack for Years 1 and Years 2. • Bespoke nurture group for identified children. • Develop the school 'Share Shelf' to support families and pupil readiness to learn. • Attendance tracking, support and actions taken alongside EWO. • ELSA sessions provided. • Trauma Recovery and Attachment training for all staff. • Utilise NHS Mental Health Support team, Health Box and bespoke counselling services such as local hospice for bereavement support. • Mental Health Lead Teacher training completed by Headteacher. • Maintain the Butterfly Room & Smile Studio with sensory and calming resources. • Maintain Gregg's Breakfast for Year 1 to Year 6 • Sensory circuits for pupils with SEND
<p>Priority 2 Provide a range of rich experiences including trips, visitors and residential stays to broaden children's cultural capital. Parents engage in a wide range of workshops to learn more about how to help their child, strengthen relationships and ensure teaching staff can learn</p>	<ul style="list-style-type: none"> • Year 4 to have ukulele lessons • Subsidise trips • Regular visits within the locality • Poet to visit • Family Learning Workshops • Meet the teacher sessions • Professional drama teacher for 'Play in a Day' • Use of 'No Outsiders' programme • Triple P Parenting provided to parents from Learning Mentors • Fundraising events throughout the year – bingo, movie nights, summer fair • Poetry recital coffee morning • Queensbury project to run for year 5/6 pupils • Home visits Early Years new starter children • To ensure the curriculum is balanced and carefully sequenced, and the

more about the families of the children they teach.	<p>curriculum allows opportunities for cultural development</p> <ul style="list-style-type: none"> • To allow all disadvantaged children a subsidised residential visit from Y2 to Y6. • School link with Queens to offer enhancements to learning and partnership for pupils and staff. • Forest School grant utilised to provide whole school opportunities. • School link with local high school – providing visits including cooking, drama and science sessions. • To allow pupils to partake in visits, both virtually and in school, which build on skills and knowledge from the curriculum. • To have themed curriculum days to deepen children’s understanding of specific curriculum areas
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Pupil poor attendance impacts on learning across all subjects and ability to access trips/residentials and school visits • Ensure targeted children attend school and have access to learning mentor • Levels of deprivation within the community
Projected spending	£60,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> • Ensuring enough time is given to allow staff high quality Professional Development • Accessing training • Funding CPD for staff • Absence of children and staff • New to the school staff who begin with disrupted university training 	<ul style="list-style-type: none"> • Use of INSET Days and twilight sessions, staff meetings • Cover for the SLT on a weekly basis • All subject Leaders to be released for half a day every half term – cover provided • ½ day per week protected time for Phonics lead • Access to National College Online Training
Targeted support	<ul style="list-style-type: none"> • Ensuring children identified receive consistent daily/weekly support as planned • Consistency of support staff working with pupils • Ensuring time is given to Maths and English lead to support interventions • Time for SENDco to oversee 	<ul style="list-style-type: none"> • Staffing levels appropriate to need in each classroom and provisions changed when necessary • SENCo to support all staff on intervention planning, delivery and assessment • Protected time for Maths and English lead • Non-contact day for SENDCo to

	interventions and targeted support	oversee interventions
Wider strategies	<ul style="list-style-type: none"> • Engaging the families facing the most challenges • Ensuring all children in Y2 to Y6 has a residential 	<ul style="list-style-type: none"> • Protected time for learning mentors to have impact with highest need families • Working closely with the TRUST, and the LA on Covid Restrictions

Review: last year's aims and outcomes

Aim	Outcome
<p>Progress in Reading, Writing, Maths</p> <p>High-quality CPD and moderation/assessment opportunities to ensure quality first teaching.</p>	<p>KS2 – all results at or above national with accelerated progress across key stage 2 – 78%</p> <p>KS1 –progress is evident from EYFS.</p> <p>Year 1 phonics pass rate was 92%</p> <p>Insight systems in place for in-house assessment data capturing and used each term by all year groups.</p> <p>Pupil progress meetings have taken place leading to rapid progress for pupils</p> <p>The teaching delivery of English and mathematics is consistently strong, never less than good, following school approaches.</p> <p>Strength in use of NFER assessments for maths, reading, grammar</p> <p>STAR Reader and STAR Maths is now in place to support teacher judgements</p> <p>Moderation carried out for all year groups which has ensured accurate teacher judgements and further developed teacher assessment for learning to close gaps.</p> <p>Additional local authority led Y2/Y6 Moderation attended which ensured accurate end of key stage judgements.</p> <p>Monitoring of mathematics, English, geography, history, science, DT, languages and art with subject leaders and SIP leading to enhancements and refining of subject intent and implementation.</p> <p>As a result, a high quality, progressive curriculum is ensuring that the vast majority of children know more and remember more.</p> <p>Continued implementation of Power Maths scheme Reception to Year 6 ensures.</p> <p>Embedded use of accelerated reader</p>
Teaching delivery and staff training	<p>CPD delivered to all staff – shared reading, early reading strategies, maths, curriculum</p> <p>Continued extensive training from DHT through modelling, peer-teaching</p> <p>Mentoring/coaching systems in place to support NQTs</p> <p>Peer planning support provided by DHT for English and Maths Lead for Maths</p> <p>Peer coaching implemented– maths, shared reading, phonics, extended write, ensuring strong, consistent teaching.</p> <p>Moderation training provided by the local authority</p> <p>Phonics support provided by English Hub – strength in phonics teaching identified</p>

	<p>All external advisors and consultants including SIP recognised consistently strong teaching which positively impacted on pupil attainment.</p>
<p>Support for staff in establishing and delivering a progressive and coherent curriculum</p>	<p>Planning documentation for all subjects has been updated – purpose of study/intent refined in line with school values. Knowledge organisers have been implemented and further refined across the foundation subjects by middle leaders. Extensive support from DHT in developing the role of the middle leader; MAT network meetings have enhanced subject leader knowledge. Staff meetings utilised for book monitoring/developing consistency in expectations, support knowledge of the curriculum. Deep dives have taken place to quality assure the impact of the curriculum. Progression of knowledge and skills documents further refined for history and geography in line with specific concepts being taught. Progression of knowledge and skills documents being used for all subjects. Progression of vocabulary documents implemented to show where vocabulary is taught and embedded. Implemented RHE scheme to support the PSHE curriculum SLT have engaged with SIP to support the school curriculum Book monitoring shows fidelity to the curriculum planned</p>
<p>Progress in Phonics</p>	<p>Phonics data Y1: 92% passed Y2 December: 36% Significant improvement for Reception on end of summer 2 assessments when compared with spring.</p> <p>The teaching of phonics is consistently good as recognised by external consultants.</p>
<p>Keep up not Catch up</p>	<p>Power Maths scheme implemented Embedding mastery programme attended by maths lead to support rapid progress Mastering Number programme implemented in EYFS, y1, y2. Read to write has been taught across the year with adjustments developed by the English lead Recovery curriculum implemented for reading, writing and maths and foundation subjects. Multiple tuition clubs provided for y1, y2 and y6. CPG books bought to support additional tuition support Assessments bought – NFER – to support pupil targets/interventions planned Termly pupil progress meetings with SLT to identify target pupils and put in place appropriate strategies for intervention Additional moderation and training support for New to Year 2/6 teachers</p>

Interventions	<p>1:1 phonics interventions ongoing across the year</p> <p>SALT</p> <p>TT Rockstars interventions used in KS2 with a particular focus on y4 for the multiplication check</p> <p>Bespoke curriculum plans developed for the year.</p> <p>Pupil progress meetings used to accurately identify pupils requiring further interventions in specific subjects which have been put in place</p> <p>Nurture groups/sensory circuits</p> <p>Fresh Start Phonics intervention</p> <p>Reading Fluency intervention for KS2</p>
Pupil well-being	<p>Learning mentors working with families to engage parents and support TAF/CIN/Safeguarding</p> <p>Butterfly room now used for sensory circuits and nurture groups</p> <p>Resources sourced for the butterfly room/smile studio to provide nurturing space for those that use it</p> <p>NHS mental health support for multiple pupils</p> <p>Healthbox for multiple pupils</p> <p>All pupils given the option of breakfast each day</p>
Rich and broadened experiences for pupils	<p>Ukulele lessons attended by all year 4 pupils</p> <p>Young Voices</p> <p>Family learning – sleep workshops set up, Timid to Tiger, Anxiety, Computing</p> <p>Early life group.</p> <p>Drama specialist worked in y4, 5 and 6 – all pupils learnt a play and performed this. Year 6 had additional days in preparation for their end of year performance</p> <p>Sports and enrichment clubs provided across the year</p> <p>Cheerleading and football clubs provided by external provider</p> <p>No Outsiders program implemented all classes have taught from the scheme</p> <p>Visit to the library, walk of the local area</p> <p>Visit to Safety Central for upper ks2</p> <p>Jewish workshop – whole school</p> <p>Poetry recitals</p> <p>Choir – y5/6 singing at the Care Home</p> <p>Chester Zoo visit – whole school</p> <p>Visits to Queen School and Town Lane for Forest School</p> <p>Virtual author visits</p> <p>Visit to STEAM festival, with further visit from Chester University Marine Biology Department</p>

TOTAL PROJECTED SPEND	£177,000
School to top up through business donations. Donation amount:	Farmington Institute: £2500 Greggs Breakfast – helping to fund breakfast for children Regular reading book donations £2000 Winter Grant Scheme £15pp for school holiday meals Local Councillor Grant: £1500 PTA: £2000 Parent donation: £50

Barrier	Action	Cost
Some of our children have had events in their lives which mean that they are not always ready to focus on learning. These can occur over time or in some cases may have been a historic incident which has had a significant impact.	1 full time learning mentor	£28,500
	Breakfast	£3,500
	Mental Health Support (Health box, worry warriors, trailblazers)	£1000
Due to their cultural capital, some of our children have not had a variety of rich experiences from which they can draw upon when learning.	Visits from experts	£1000
	Theatre or Cinema Visit	£1200
	Visits to the local high school for experiential days	£100
	Drama Specialist	£2400
	Christmas/Birthday/Y6 Leavers books	£1250
	Sourcing books – whole class reads	£3000
	Accelerated Reader	£1000
	Passion for Learning	£1500
A number of pupils display specific learning difficulties such as dyslexic traits so struggle to: record their learning, remember	SENDCo to deliver training	£3000

things and organise themselves.		
WellComm assessments carried out upon entry into school indicate that a high proportion of our children struggle to communicate effectively due to speech and language needs. Many of our children are not raised in a language rich environment.	Early Year provision resources £1500 Outdoor Early Years environment £1000 Wellcomm Training £500	
Support at home is not always available due to parents not having the skills and/ or confidence to help their child to learn.	Family learning	£200