

Pupil premium strategy statement - Parklands Community Primary and Nursery School

The Pupil Premium Grant is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Our primary aim in using the Pupil Premium Grant is to diminish any differences between pupil groups.

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. This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

School overview

Detail	Data
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022 - 2025
Date this statement was published	3 rd September 24
Date on which it will be reviewed	2 nd September 25
Statement authorised by	Kim Cairns, Headteacher
Pupil premium lead	Hollie Davis
Governor / Trustee lead	Anthony Dybacz, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,955
LAC and Service Pupil Premium funding this academic year	£22, 770
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0

Total budget for this academic year	£169, 725
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£139 560

Part A: Pupil premium strategy plan

Statement of intent

Our approach for using Pupil Premium is based on a tiered approach:

- Investing in high quality teaching
- Targeted academic support
- Wider strategies

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 progress for those who are already high attainers.

We have high expectations and ambitions for all of our pupils, including those eligible for pupil premium funding. When creating our PP Strategy, we recognise the importance of considering the context of our school, the starting points of our children and the subsequent challenges faced. We use the EEF Guide (Education Endowment Foundation) to support decisions made in how we invest our Pupil Premium Funding and we base spending decisions on current research and best practice.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

As identified by the EEF, we acknowledge that ‘good teaching is the most important lever schools have to improve outcomes for disadvantaged students’ and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and strong recruitment processes. Therefore, 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, given the high proportion of pupils eligible for pupil premium, 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.

Targeted support is used to narrow gaps and support children to reach their full potential not only academically but through providing wellbeing support to ensure pupils are emotionally ready to learn. This is regularly reviewed to ensure the pupils who need support receive it, and when support is no longer required, another pupil can benefit from

this. A further barrier for our disadvantaged pupils is their lack of wider experiences (cultural capital) and therefore we aim to maximise opportunities to provide such experiences through both our curriculum design and wider school offer. We recognise the importance of strong home-school links and aim to work with parents to form a partnership so that parents are fully involved in encouraging and supporting their child's progress.

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:

- 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
- ensure that teaching and learning opportunities meet the needs of all the pupils by providing appropriate adaptations and levels of support
- ensure that appropriate provision is made for pupils who belong to vulnerable groups - this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

Challenges

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

Challenge number	Detail of challenge
1	<i>Nationally, disadvantaged children do less well than their peers. Staff endeavour to work on closing the attainment gap for PP children and non-PP throughout their school career.</i>
2	<i>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. Disadvantaged pupils' social and emotional well-being needs improvement to ensure they thrive.</i>
3	<i>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.</i>
4	<i>Barriers to learning which may be related to SEND (Special Educational Needs and Disabilities) or SEMH (Social Emotional Mental Health).</i>
5	<i>Assessments carried out upon entry into school indicate that a high proportion of our children are unable to communicate effectively due to speech and language needs. A language rich environment is not always a typical experience for our pupils.</i>
6	<i>Parental confidence/skills to support pupil learning at home varies.</i>
7	<i>Attendance and punctuality for disadvantaged pupils is not yet in line with national standards.</i>
8	<i>Many children move and join school throughout the year at different points and attend for different lengths of time.</i>

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
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.	<ul style="list-style-type: none"> • At least 65% of disadvantaged pupils achieve the expected standard in KS2 Reading, Writing and Mathematics. • Pupils achieve in line with non-disadvantaged pupils nationally.

<p>To ensure summative end of KS2 results (Reading, Writing, Mathematics, GPS) are at least in line with national average.</p>	<ul style="list-style-type: none"> • Pupils will make rapid progress from their respective starting points, including those pupils new to the school, especially those new to the country.
<p>Disadvantaged pupils who are not on track to meet their age-related expectation by the end of KS2 will make accelerated progress. The gap between their expected attainment level and prior attainment level will close.</p>	<ul style="list-style-type: none"> • The percentage of disadvantaged pupils attaining at least expected standard in KS2 SATs will be in line with the percentage of non-disadvantaged pupils attaining at least expected standard • Where a child has complex SEND needs, they will make progress towards their long term EHCP outcomes. • Data from interventions shows rapid progress
<p>Pupils are taught by staff who have had 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"> • All staff receive/access CPD for best practice/high quality teaching of English and Mathematics
<p>Pupils access a wide range of interventions to meet their learning needs and gaps in knowledge</p>	<ul style="list-style-type: none"> • As the children’s learning needs are analysed and addressed, PP pupils make at least expected progress or exceed the targets set
<p>Achieve improved attendance and punctuality, particularly for those identified as disadvantaged</p>	<ul style="list-style-type: none"> • Percentage attendance and punctuality rates of identified PP pupils increases and the gap between PP and no PP narrows • Improved attendance for those identified will be noted and evaluated using or including <ul style="list-style-type: none"> ○ CPOMs records ○ Attendance letters ○ Attendance reports ○ Attendance action plans <p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 3% <p>the percentage of all pupils (including disadvantaged) who are persistently absent being below 23%</p>
<p>For all disadvantaged pupils in school to attain end of unit outcomes across all foundation subjects</p>	<ul style="list-style-type: none"> • At least 65% of disadvantaged pupils achieve the expected standard in science and foundation subjects.

Support for all staff in establishing and delivering a progressive & coherent curriculum.	<ul style="list-style-type: none"> Disadvantaged pupils attain in line with their peers.
For all disadvantaged pupils in school to make or exceed national average attainment in Phonics/Reading.	<ul style="list-style-type: none"> Disadvantaged pupils in Year 1 attain in line with non-disadvantaged pupils.
Improve oral language and vocabulary skills among disadvantaged pupils.	<ul style="list-style-type: none"> 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. Vocabulary rich curriculum – curriculum foundation subjects have identified vocabulary to teach the children for each half term Adults model and use rich vocabulary as soon as children enter school in EYFS Staff engaging in conversation with children to model oral language development
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations isolated/rare incidents of bullying a significant increase in participation in enrichment activities, particularly among disadvantaged pupils Reduced incidents of heightened anxiety as logged on CPOMS (Child Protection Online Management System) Reduced incidents of heightened behaviours due to emotions as logged on CPOMS For the vast majority of disadvantaged pupils to be show high levels of self-regulation, self-esteem and self-confidence.
To enhance the cultural capital of disadvantaged pupils.	<ul style="list-style-type: none"> All disadvantaged pupils will have been offered opportunities to engage in: <ul style="list-style-type: none"> -sports/arts or creativity-based activities -representing the school externally eg as part of a sports team, public speaking/choir performance

	<ul style="list-style-type: none"> • Visits and visitors are planned and carried out for all pupils • Specialist teacher (drama) is sourced for pupils • Pupils access a subsidised residential • Pupils access forest school • Y6 pupils access the Queensberry project • Passion For Learning opportunities for classes
To increase parental engagement	<ul style="list-style-type: none"> • Parent surveys show an increase of confidence in supporting their child. • Parents attend school events well (over 75%) • Parents attend well at parents' evenings and subject learning workshops (over 75%)

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 64 095

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustain consistently strong teaching and learning to ensure all pupils access quality first teaching and make good progress from their starting points.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF High Quality Teaching	1, 4, 5
Sustain strong implementation of RWI (DfE validated Systematic Synthetic Phonics programme) to secure	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1,3, 4, 5

<p>stronger phonics teaching for all pupils</p> <p>Subject leader time (1 hour per week)</p> <p>£1000</p>		
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p> <p>Early Language Development</p> <p>Arts Participation to improve oracy</p>	<p>1,3, 5, 8</p>
<p>Support staff employed and reorganised to allow more targeted support of pupils in years 4, 5 and 6.</p> <p>Staffing cost £ 23 000 TA</p> <p>Specialist SEND teacher in Y4 1 day per week £14 000</p> <p>Deputy head time 1 day per week £16 000</p>	<p>We have analysed the needs of our KS2 cohort and have identified that making a small group of pupils with SEND/SEMH identified needs and catering for them would allow teachers to increase the amount of attention and support each child will receive.</p> <p>Children receive teaching from a qualified teacher and 2 support assistants.</p> <p>Research has shown that improving the nature and quality of TAs’ talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks. Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress.</p> <p>EEF TA Support To Improve Outcomes</p>	<p>1, 2, 4</p>
<p>CPD opportunities for all subject leads:</p>	<p>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the</p>	<p>1, 3, 4, 5</p>

<p>Subject leader training for curriculum subject leads</p> <p><i>CPD LA English and maths</i> £300</p> <p><i>National College</i> £1600</p>	<p>Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.'</p> <p>EEF Guide to Pupil Premium 2023</p>	
<p>All pupils can evidence that they know more and remember more in all subjects, embedding concepts in their long-term memory.</p> <p><i>Teachers promote opportunities for discussion and check pupil understanding routinely and systematically in all lessons – use of Flashback Four at the start of each lesson</i></p> <p><i>Knowledge organisers for some foundation subjects are used to support pupils to know more and remember more</i></p> <p><i>Knowledge organisers are adapted for SEND pupils and tailored to their needs and learning</i></p> <p>Staff time £1000</p>	<p>Subject matter is broken into blocks or units with predetermined objectives and specified outcomes.</p> <p>A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge.</p> <p>EEF Mastery Learning</p>	1, 4, 5
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>-Power Maths</p> <p>£1200</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>Mathematics guidance: key stages 1 and 2</p>	1,3,4,5

<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).</p> <p>£1500</p>	<p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
<p>Embed strategies for English (reading and writing) teaching and curriculum planning in line with DfE and EEF guidance through the use of Ready Steady Write scheme of work</p> <p>£625</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access English training and CPD.</p> <p>£1000</p>	<p>The EEF guidance has been produced based on a range of the best available evidence: Improving Literacy in KS2 Improving Literacy in KS1</p>	1,3,5
<p>Providing CPD to staff based on quality first teaching across the curriculum.</p> <p>Funding release time for subject leaders and teachers.</p> <p>£1000</p>	<p>The EEF guidance has been produced based on a range of the best available evidence. High Quality Teaching Effective Professional Development National College Training</p>	1,2,3,5
<p>Recruitment and retention of staff – providing cover time to undertake professional development: NPQTL, NPQH, RWI lead</p> <p>£1000</p>	<p>The EEF has provided guidance on teacher CPD Effective professional development The DFE has provided guidance on practical resources for schools to help reduce workload. Reducing school workload</p>	1
<p>Sourcing technology and other resources to support high quality teaching and learning. Auditing of</p>	<p>Using digital technology to improve learning</p>	1,2,3,4,5, 8

<p>technology and iPad apps. Accessing training based on the use of ICT to enhance teaching and learning through a subject specialist.</p> <p>£870</p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 55 770

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured 1-1 or small group interventions using up-to-date assessment information and responsive to the changing emotional needs of pupils to meet the needs of disadvantaged pupils with SEND.</p> <p>£1000 resources</p>	<p>The EEF guidance:</p> <p>Selecting interventions</p> <p>Teaching Assistant Interventions</p> <p>Special Educational Needs in Mainstream Schools</p> <p>5 a day principle to benefit pupils with SEND</p>	1, 2, 3, 4, 5
<p>Targeted Year 6 booster group interventions delivered by teaching staff to close attainment gaps. Delivered with bought CPG resources and focusing on core subjects English and Mathematics.</p> <p>£500</p>	<p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p>EEF Targeted Support</p>	1, 3, 4
<p>Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place</p> <p>£500</p>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>The average impact of the deployment of teaching assistants is about an additional</p>	1, 3, 4, 5

	<p>four months' progress over the course of a year.</p> <p>EEF Teaching Assistant Interventions</p>	
<p>Wider resources: 1:1 class set of Chromebooks (used to support focused reading and writing)</p> <p>£12 000</p>	<p>“Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Some forms of technology can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills.”</p> <p>EEF Using Digital Technology To Improve Learning</p>	1, 2, 4, 5
<p>Additional 1-1 and small group phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <p>Staff release and training time/supply cover</p> <p>£14 000</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1,5
<p>WellComm speech and language intervention (pre-school within play specific targets)</p> <p>£4600 staff time</p>	<p>There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach. A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills.</p> <p>EEF Communication and Language Approaches</p> <p>The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust with the aim of providing easy to use support for everyone involved with children.</p> <p>Requiring no specialist expertise, they quickly identify areas of concern in language, communication, and</p>	1, 2, 3, 4, 5, 6

	<p>interaction development in order to ensure early targeted intervention.</p> <p>Once a profile has been drawn up for each child, The Big Book of Ideas provides focused teaching and intervention activities to meet individual needs.</p> <p>Wellcomm Speech and Language</p>	
<p>Providing small group interventions for disadvantaged pupils, new to the country pupils and those with English as an additional language to support language development and literacy skills.</p> <p>£9000 staff time</p> <p>Assessment gap analysis for those pupils with EAL completed by teachers during assessment time.</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:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1,5
<p>Purchasing of Widgit to continue to support staff implementing dual coding and adapted resources for pupils requiring these.</p> <p>£300</p>	<p>Cognitive science principles of learning have real impact on pupils in the classroom. Reducing cognitive load through adapting resources ensures all pupils can access learning and allows learning to move to long-term memory.</p>	1, 2, 3, 4
<p>Reading program L'explore used to assess reading and eye tracking in order to support progress of reading skills.</p> <p>£680</p>	<p>According to the report, around 13 percent of children in the UK could have undiagnosed eye conditions – like short-sightedness, or astigmatism – that hold back the development of their literacy skills. For example, it is more difficult to learn to read if you can't see well enough to discriminate the different in how letters look or see what the teacher is pointing to. While these issues can affect all children, those from disadvantaged backgrounds are more likely to go without a diagnosis.</p> <p>EEF Eye Tests To Improve Reading</p>	1, 4, 6
<p>Reading interventions for targeted pupils - Reading Plus and read theory.</p> <p>£1400</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>EEF Reading Intervention</p>	1, 2, 3, 4, 5

<p>Accelerated Reader assessment £790</p>	<p>EEF's Teaching and Learning Toolkit shows that feedback interventions can have a very high impact on pupil outcomes, based on extensive evidence.</p> <p>Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text. Develop pupils' fluency through:</p> <p>guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and</p> <p>repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.</p> <p>EEF Literacy KS2</p>	<p>1, 4, 5</p>
<p>Targeted sensory circuits used as part of pupil planned sensory diets across the day delivered by teaching assistants.</p> <p>£3000 staff time</p>	<p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.</p> <p>Physical development approaches may be more effective when educators thoughtfully vary the difficulty of tasks, provide feedback to children, combine instruction with active play, provide a range of resources and environments, including outdoors, for physical activities, and draw on theories of learning to design activities.</p> <p>EEF Physical Development</p>	<p>2, 3, 4, 7</p>
<p>Use of Speech and Language supports language development and progression. SALT TA to plan and deliver speech interventions and TA time to deliver in class.</p> <p>Bucket Therapy</p> <p>£8000 staff time and resources</p>	<p>EEF – oral language interventions consistently show positive impact on learning.</p> <ul style="list-style-type: none"> • High quality small group interventions • Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. <p><i>EEF – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</i></p>	<p>1, 3, 5</p>

	EEF Oral Language Interventions	
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Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 57 695

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Readiness to learn: effective pastoral & safeguarding support provided by Pastoral support and safeguarding lead and specific interventions delivered.</p> <p>£40 000 staff employment</p> <p>-Butterfly Room available for children to access at break and lunchtimes for drop-in sessions; mental health and well-being support; friendship support. Sensory circuits and nurture groups, support provide time for children to settle at key parts of the day.</p> <p>Passion for Learning also work with identified pupils.</p> <p>£1650</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p> <p>Improving Social and Emotional Learning in Primary Schools</p> <p>Improving Behaviour in Schools social and emotional learning</p>	2,3,4
<p>Provide a range of rich experiences including trips, visitors and residential stays to broaden children's cultural capital.</p> <p>Subsidising year 2 and year 5/6 residential.</p> <p>£10 000</p>	<p>Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.</p> <p>Physical Activity</p> <p>Arts Participation</p> <p>Outdoor Adventure Learning</p>	6
<p>Offering a wide range of extra-curricular activities</p> <p>Disadvantaged pupils will be encouraged and supported to participate.</p>		

<p>Use of a drama specialist to enhance cultural capital in all year groups termly to further enhance the teaching and learning of oracy and drama.</p> <p>£1545</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>EEF Participation In The Arts</p>	<p>3, 4, 6</p>
<p>Attendance Support</p> <ul style="list-style-type: none"> • Individual targets set for each identified pupils • Analysis of punctuality and attendance • Meet with parents of families identified • Analyse attendance over time (including morning club) to identify PP pupils and evaluate improvements <p>Breakfast provided for all pupils to ensure all have access to a nutritious breakfast and to encourage pupils to arrive in good time for the start of lessons.</p> <p>£800</p>	<p><i>Pupils' attainment can only be improved if they are attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</i></p> <p><i>As many as 1.8 million school age children in the UK are at risk of hunger in the morning. A hungry pupil cannot concentrate.</i></p> <p>Sutton Trust</p> <p><i>Persistent absence is an immediate issue facing schools across the country. According to the most recent data, almost one in four pupils missed more than 10 per cent of sessions in the autumn term of 2021, and 1.4 per cent of pupils missed at least 50 per cent of sessions.</i></p> <p><i>We know these pupils are disproportionately more like to come from socio-economically disadvantaged backgrounds. So tackling persistent absence is an important part of improving education outcomes for this group.</i></p> <p>EEF Improving Attendance for Disadvantaged Pupils</p>	<p>7</p>
<p>Wrap around care, breakfast club and meal provision.</p> <p>£1000 catering £2000 staff</p>	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance.</p> <p>Breakfast for all pupils</p>	<p>6, 7</p>
<p>Communicating with, and supporting, parents to engage in</p>	<p>The EEF Teaching and Learning Toolkit has a strand on Parental Engagement</p>	<p>6</p>

<p>their child's education and support family well-being.</p> <p>Continue use of CPOMS to record safeguarding information relating to parent communication and logging of behaviours.</p> <p>£700</p>	<p>Working with parents to support Children's learning</p>	
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Total budgeted cost: £ 177,560

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- 1) Attainment for disadvantaged pupils is below that of their non-disadvantaged peers, There is a trend of disadvantaged pupils not achieving the higher standard in line with non-disadvantaged peers.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The End of KS2 (Y6) data for 2023-2024:

	Pupils in receipt of PP who achieved EXS	Pupils in receipt of PP who achieved the higher standard	Not PP pupils achieving the expected standard	Not PP pupils achieving the higher standard
Reading	78%	22%	55%	11%
Writing	78%	6%	67%	0%
Mathematics	84%	17%	67%	11%
GPS	100%	44%	66%	33%
RWM Combined	66%	0%	66%	0%

At the end of key stage 2 (Year 6), pupil premium children achieved higher than their non-disadvantaged peers. This appears to be a journey for children throughout school. Data shows in Years 1, 2 and 4 that PP children achieve higher than their non-disadvantaged peers in reading.

In all other year groups and subjects, non-disadvantaged children achieve better than the PP children. Therefore, teachers and SLT will carefully track and analyse baseline and termly assessments for children to ensure intervention and appropriate support is in place for children to make accelerated progress with the aim to closing the gap between PP and non-PP children.

2. *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. Disadvantaged pupils' social and emotional well-being needs improvement to ensure they thrive.*

Children have benefitted from daily Greggs breakfast to ensure they have eaten, and therefore have the energy to learn. Subsidised breakfast club has been offered to families and some have been offered this for free.

Sensory circuits run by staff each morning have been advantageous in helping children to be ready to learn and enabled children with additional needs or who may have had a disorganised start to the day focus in the classroom.

Dedicated spaces throughout school have been useful in providing children a safe, break out location when needed. Staff are able to support children in these areas to de-escalate if appropriate and be ready to return to the classroom when they are ready. Children are

also able to access different areas of school to eat lunch if this is too overwhelming for them.

Passion For learning have provided trips and clubs to school including to Daresbury Laboratory or Santa's workshop where children are able to access experiences they may not be able to otherwise.

Children were involved in the Queensberry project to support them and their families through direct one to one intervention and group workshops that aimed to educate and raise awareness of the issues that affect our communities with a focus on risk tasking behaviour.

School has benefitted from a full-time safeguarding & pastoral lead who is able to support children and their families.

2) 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.

Children are provided with subsidised trips (as well as some free). For example Y3 and Y5 attended a trip to the Liverpool synagogue and cathedral at no charge so as to increase the children's cultural capital.

Children in Years 2-6 participated in 'Play in a day' (drama workshop). Y6 worked with a specialist drama teacher and had the opportunity to perform at a local theatre for an audience. Year 2 and 3 PP children were selected to attend an art exhibition and focus children were identified and selected for sports competitions throughout the year. This provided opportunities for children to enrich their cultural capital.

3) A high number of our disadvantaged pupils also have additional needs (SEND) and have specific learning difficulties.

Identified children participate in sensory circuits daily which are planned activities to help them be ready to focus on learning. These sessions aim to facilitate sensory processing to help children regulate and organise their senses to achieve the 'just right' or optimum level of alertness required for effective learning.

Concrete resources are used within lessons and appropriate adaptations made to ensure learning is accessible and challenging for all pupils. Regular communication between school and parents ensure the appropriate support is given to help these children make progress from their starting points.

4) Assessments carried out upon entry into school indicate that a high proportion of our children are unable to communicate effectively due to speech and language needs.

A language rich environment is not always a typical experience for our pupils.

Investment in training and resources for early years has provided staff with the knowledge and skills needed to support and develop early communication and vocabulary.

Speech and language training offered to all staff.

Staff continuously model rich vocabulary and conversation to and with pupils.

In all year groups, identified vocabulary is identified, taught and used with pupils across foundation subjects to ensure a breadth of rich vocabulary development. High quality texts are read to children for 15minutes every day. This has allowed children to hear how reading is modelled and has offered opportunities for discussion around vocabulary.

5) *Parental confidence/skills to support pupil learning at home varies.*

Our relationship with parents is extremely important. We have an open-door policy in school and parents are encouraged to come into school for events such as assemblies, performances and to spend time with their children and teachers including workshops such as ‘A Day In The Life Of...’ where parents come in to have lunch with staff and pupils and participate in learning sessions and play opportunities.

School spider is used effectively to communicate with parents (including in different languages to support where English is not used as the first language at home).

In EYFS, parents come to ‘Stay and play’ half termly.

Our SENCO and safeguarding and pastoral lead are available to support parents.

The school hosts a weekly baby group to build parent confidence from a young age.

6) *Disadvantaged pupils attend less and are not always punctual.*

Attendance is an area to continue to improve across the school.

	Attendance PP	Attendance non-PP	Unauthorised absences PP	Unauthorised absences non-PP	Persistent absence PP	Persistent absence non-PP
22-23	90.36%	93.88%	4.46%	1.6%	24%	16%
23-24	91.35%	92.73%	3.11%	1.97%	32.53%	23.76%

Overall, attendance and unauthorised absences has improved since last year for PP children but non-disadvantaged attendance has not. There has been a rise in persistent absentees who are disadvantaged as well as with those who are not. Staff and SLT have made this a priority for next year and have identified further support that can be offered to help children improve their punctuality and attendance. Staff will work closely with parents and families to facilitate this.

We have analysed the performance of our school's disadvantaged pupils during the previous years. Our evaluation of the approaches delivered last academic year indicates that the following were particular strengths:

- breakfast for our pupils supported well-being and readiness to learn
- subsidising residential visits and trips to raise cultural capital was well attended across years 2 5/6
- the support offered to families including pastoral support provided by the school's pastoral lead, nurture support for parents and children, food parcels, access to services.
- varied rich experiences to improve cultural capital with a particular focus on the arts.

Areas that were less effective include the following:

- Clubs were not well attended. More needs to be done to encourage disadvantaged pupils to attend well.
- Attendance, particularly persistent absenteeism, requires further actions. A robust system will be further developed to improve this.

Externally provided programmes

Programme	Provider
Music curriculum	Charanga ltd £200
Writing Scheme – Ready Steady Write	Literacy Counts
Power Maths	Pearson £1200
Accelerated Reader	Renaissance £790
Symbol based language tool	Widgit £300
Lexplore reading assessment tool	Lexplore Analytics £680
Play in a Day	Rebecca Courtney £1600
Nurture Support	Passion For Learning £1700
Read Write Inc phonics	Ruth Miskin RWI £2600
Extra-curricular activities	Vara Sports £23 500
Times Table Rockstars	Times Table Rockstars £175
Data analysis/demographic analysis/assessment	Insight £720
PFI charge for free school meals	Edsential £6500