



## Pupil Premium Strategy Statement 2023-2026

This statement details our school's use of pupil premium for the 2023 to 2026 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	Parklands Primary School
Number of Pupil in School	413
Proportion (%) of pupil premium eligible pupils (including service pupil premium)	40 (10%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023 – 2026
Date this statement was published	January 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Carmilla Cassidy
Pupil premium lead	Georgie Robinson
Governor / Trustee Lead	Performance Committee Chair – Liz White

### Funding Overview

Detail	2022-2023
Pupil premium funding allocation this academic year (including service pupil premium)	£53010
Recovery premium funding allocation this academic year	£6380 (recovery pupil premium) £2700 (School Led Recovery Premium)
Pupil premium funding carried forward from previous years (sending £0 if not applicable)	£0
Total budget for this academic year. If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£61,740



## **Part A: Pupil Premium Strategy Plan**

### **Statement of Intent**

Parklands' approach to disadvantaged pupils is to improve social mobility through education. Therefore, as a starting block, we focus the use of the funding on enabling our pupils to meet, then exceed, age-related expectations in core areas wherever possible compared to their peers. We believe that equality of opportunity starts with education: reaching the children's potential by diminishing gaps, but also challenging and stretching learning to achieve children's potential. We also use funding to support the personal development of our pupils which may include covering the cost of additional curriculum opportunities, such as clubs or trips. As a school, we continually evaluate the success of this funding in securing the pupils' academic progress, with an aim of ensuring there is no attainment gap between the outcomes achieved for our pupils who qualify for the funding and other pupils nationally and within the school.

Our Strategy focuses on putting social mobility at the heart of our education offering, by raising standards for all children. Our approach will be responsive to common challenges and individual needs.

### **Our objectives for our children are to:**

1	Ensure staff have the skills and knowledge to identify children who need additional support and are able to deliver interventions both academically and emotionally.
2	Ensure staff (and children) have training to access appropriate resources.
3	To support parents in supporting their child /children's learning at home – especially in reading fluency.
4	To support parents to ensure children are able to attend clubs (including counselling, sports clubs and well-being club) by removing any financial disadvantage for our families and pupils
5	To work with parents to ensure that pupils attend school.

### **To achieve our objectives and overcome identified barriers we will:**

1	Knowledge and understanding of staff	<ul style="list-style-type: none"><li>- Ensure Quality First Teaching in all lessons to impact positively on pupil progress of Pupil Premium children.</li><li>- Scrutinise data effectively to identify individual, specific needs and implement actions to remove any barriers to learning and adapting teaching accordingly.</li><li>- Provide targeted, quality intervention and support to address and quickly close identified gaps in learning. Including small group and where needed 1:1 support.</li></ul>
2	Resources (at school and home)	<ul style="list-style-type: none"><li>- Provide reading resources for staff and parents to access</li><li>- Provide regular training opportunities for staff to ensure academic and emotional needs of all pupils are met.</li></ul>
3	Support at home	<ul style="list-style-type: none"><li>- Offer parent workshops on our curriculum offering, including specific workshops on early reading and the progression on reading through school</li></ul>
4	Financial disadvantage for our families can impact on enrichment opportunities for the pupils	<ul style="list-style-type: none"><li>- Utilise funding to ensure that all pupils have access to trips, residential, first-hand learning experiences, uniform and other necessary resources.</li></ul>
5	Attendance	<ul style="list-style-type: none"><li>- Monitor attendance closely to improve attendance of pupil premium children, resulting in a reduction of persistent absence.</li></ul>



## Challenges:

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

<b>Challenge Number</b>	<b>Detail of Challenge</b>
1	Knowledge and understanding of staff identifying individual, specific needs and how to adapt teaching precisely to meet these needs through whole-class teaching, interventions and emotionally.
2	Staff and children have training to access appropriate resources.
3	Higher levels of engagement with home, particularly with reading to ensure that a stronger partnership is built.
4	Financial disadvantage can have an impact on access to enrichment opportunities for our pupils resulting in limited aspirations.
5	Low school attendance and poor punctuality results in missed learning opportunities, which has a detrimental impact on the outcomes and academic achievements of the children.
7	Children and family's emotional welfare can act as a barrier to effective engagement with school.

## 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.

<b>Intended Outcome</b>	<b>Success Criteria</b>
To ensure disadvantaged pupils continue to leave EYFS socially, emotionally and academically ready for successful learning in KS1.	<ul style="list-style-type: none"><li>• 100% of children in receipt of pupil premium funding will leave EYFS at GLD.</li></ul>
To ensure reading attainment is high among disadvantaged pupils.	<ul style="list-style-type: none"><li>• 100% of disadvantaged pupils pass the Year 1 phonics screening assessment at the end of Year 1.</li></ul>
To ensure children make good progress from EYFS throughout Year 1 and Year 2.	<ul style="list-style-type: none"><li>• Children in receipt of pupil premium funding achieve at least expected at the end of KS1.</li></ul>
To ensure that the families are supported to attend school.	<ul style="list-style-type: none"><li>• Attendance of children who receive the pupil premium funding is in line with their peers.</li></ul>
To ensure that children in receipt of pupil premium funding are supported to enable them to take part in enrichment experiences to develop the whole child, including extra-curricular offers.	<ul style="list-style-type: none"><li>• 100% of disadvantaged pupils have attended (as desired) year group trips or additional clubs, including well-being at no family cost.</li></ul>
Academic difference is diminished at Parklands and children enter secondary school with an attainment level which enables them to continue to be successful in the next stage of their education.	<ul style="list-style-type: none"><li>• Children in receipt of pupil premium funding in Year 6 to achieve rates of progress that are in-line with or above non-disadvantaged pupils nationally in the core areas of Reading, Writing and Maths at the end of KS2.</li></ul>



## Activity in this Academic Year

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

### Teaching (e.g. CPD, Recruitment and Retention)

Budgeted Cost: £52,263

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics	Ongoing DfE validated Systematic Synthetic Phonics subscription (Oxford Owl and ELS) to secure stronger phonics teaching for all pupils.	1, 2 and 3.
ECT CPD	To implement a training programme for the new teachers and Early Careers Teachers. It is important to provide support for staff so that they can take ownership of the approaches and implement and deliver them successfully. (EFF, 2021)	1
Additional groups KA/GR	By having small groups, teachers will have the time to ensure pupils are carefully monitored and quality feedback is given. Groups to be streamed based on half-termly assessments to meet the needs of specific groups of children (in accordance with the EEF, 2023).	1 and 2
Staff CPD	After using data to identify our school's priorities, all teachers and teaching assistants are provided with tailored professional development training on strategies to effectively support learners – particularly in phonics and reading fluency (in accordance with the EEF, 2023).	1 and 2
CPD PP Conference	In order to effectively support continuous and sustained professional development across the whole school, PP lead to attend Pupil Premium Conference. This will be used to share best practice across the whole school, enhancing the provision for all Pupil Premium children (in accordance with the EEF, 2023).	1, 2, 3, 4 and 5

### Targeted Academic Support (e.g. tutoring, 1:1 support structured interventions)

Budgeted Cost: £5529

Activity	Evidence that supports this approach	Challenge number(s) addressed
Utilise Senior Welfare Officer.	Staff should aim to develop an in-depth understanding of any challenges that disadvantaged pupils are facing including attendance data, behaviours incidences, access to technology and curricula materials. In addition, information on wellbeing, mental health and safeguarding needs to be identified and supported.	1, 2 and 6.
Parent workshops offered outlining key ways to support their child(ren).	Parents play a crucial role in supporting their children's learning and levels of parental engagement are consistently associated with better academic outcomes. Evidence from EFF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. (EFF). In addition, parents benefit from receiving tips, support and resources to make home activities more effective.	3 and 6



Data is tracked and supported through precise, high-quality teaching, monitoring and assessment.	Releasing leaders to roll out quality interventions to boost results across KS1 and KS2 - with a focus on arithmetic, reading comprehension and phonics.	1 and 2
Leaders released to monitor and support pupils in receipt of pupil premium funding.	A pupil premium strategy is more likely to be effective if school leaders plan how to sustain it from the outset and monitor practice in an annual cycle. (EFF)	1,2 and 5

### Wider Strategies (e.g. related to attendance, behaviour, wellbeing)

**Budgeted Cost:** £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
DSLs and SWO to offer pastoral support	To use members of the safeguarding team and pastoral lead to monitor attendance and to support vulnerable families with attendance. Improving pupils' attendance, is "often vital in boosting attainment." (EFF, 2021)	5 and 6
SWO and PP lead to offer pastoral and financial support	Senior Welfare Officer and Pupil Premium lead to work closely with families so that we are aware of additional family financial needs and families are aware of the support school can offer. EFF, (2021) School leaders should aim to develop an in-depth understanding of any challenges that disadvantaged pupils are facing. These can be identified using a wide range of internal data and information.	3, 4, 5 and 6
Funding for uniform and school trips	Pupils will have opportunities and access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital (in accordance with the EEF, 2023).	4
Funding for access to clubs (before and after school)	Pupils will be given opportunities to engage in a wide range of activities beyond the curriculum experience (in accordance with the EEF, 2023).	4
Funding towards attendance	Family Support Worker and Senior Leaders to dedicate time and resources to help ensure attendance is less of a barrier to learning (in accordance with the EEF, 2023).	5 and 6

**Total Budgeted Cost:** £62,792



## 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.

Due to COVID-19, performance measures have not been published for 2020-2021 and 2020-2021 results will not be used to hold schools to account.

## Key Areas of Impact



the families.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are, at present, on track to achieve the outcomes we set out to achieve by July 2024, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the teaching of phonics using the ELS scheme was particularly effective, as were the opportunities offered to pupils beyond the classroom, including the use of pastoral lead to offer wellbeing support.

The further information section below provides more details about our planning, implementation, and evaluation processes.

#### EYFS Good Level of Development

Parklands 2019	Parklands 2022	National 2019
79%	82%	72%

#### Year 1 Phonics Screening Check

Parklands 2019	Parklands 2022	National 2019
93%	92%	82%

#### Year 2- End of KS1 Outcomes

##### Reading

	Parklands 2019	Parklands 2022	National 2019
AT	83%	85%	75%
GD	29%	33%	25%

##### Writing

	Parklands 2019	Parklands 2022	National 2019
AT	81%	83%	69%
GD	20%	27%	15%

##### Maths

	Parklands 2019	Parklands 2022	National 2019
AT	81%	85%	76%
GD	29%	33%	22%

2022

#### Year 6 – End of KS2 Outcomes

##### Reading

	Parklands 2019	Parklands 2022	National 2019
AT	72%	77%	72% (2022)
GD	27%	33%	27%

##### Writing

	Parklands 2019	Parklands 2022	National 2019
AT	85%	85%	69% (2022)
GD	30%	28%	20%

##### Maths

	Parklands 2019	Parklands 2022	National 2019
AT	82%	85%	71% (2022)
GD	28%	20%	27%

##### SPAG

	Parklands 2019	Parklands 2022	National 2019
AT	85%	88%	72% (2022)
GD	47%	48%	36%

##### Combined

	Parklands 2019	Parklands 2022	National 2019
AT	65%	73%	59% (2022)
GD	18%	10%	11%



<b>2021</b>	<p><b>EYFS:</b></p> <table border="1"> <tr> <th>% GLD</th><th>All</th><th>Boys</th><th>Girls</th><th>Pupil Premium (1 ch)</th></tr> <tr> <td>School 2022</td><td>82%</td><td>73%</td><td>87%</td><td>100%</td></tr> <tr> <td>National 2019</td><td>72%</td><td>66%</td><td>78%</td><td>n/a</td></tr> </table> <table border="1"> <tr> <th>% ELG 2021</th><th>Reading</th><th>Writing</th><th>Maths</th></tr> <tr> <td>School</td><td>82%</td><td>82%</td><td>82%</td></tr> <tr> <td>Pupil Premium (1 ch)</td><td>100%</td><td>100%</td><td>100%</td></tr> </table> <p><b>Phonics Outcomes</b></p> <table border="1"> <tr> <td></td><td>2021</td></tr> <tr> <td>Pass %</td><td>97%</td></tr> <tr> <td>Pupil Premium % (5 ch)</td><td>100%</td></tr> </table> <p><b>Year 2</b></p> <table border="1"> <thead> <tr> <th></th><th colspan="2">Expected</th><th colspan="2">Greater Depth</th></tr> <tr> <th></th><th>% National 2019</th><th>% School 2021</th><th>% School 2019</th><th>% School 2021</th></tr> </thead> <tbody> <tr> <td>Reading</td><td>75</td><td>85</td><td>29</td><td>33</td></tr> <tr> <td>Writing</td><td>69</td><td>83</td><td>20</td><td>27</td></tr> <tr> <td>Maths</td><td>76</td><td>85</td><td>29</td><td>33</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th><th>Expected</th><th>Greater Depth</th></tr> <tr> <th>2021 %</th><th>Pupil Premium (4 ch)</th><th>Pupil Premium (4 ch)</th></tr> </thead> <tbody> <tr> <td>Reading</td><td>75</td><td>0</td></tr> <tr> <td>Writing</td><td>75</td><td>0</td></tr> <tr> <td>Maths</td><td>75</td><td>0</td></tr> </tbody> </table> <p><b>Year 6</b></p> <table border="1"> <thead> <tr> <th>% At expected</th><th>Reading</th><th>Writing</th><th>Maths</th><th>SPAG</th><th>Combined</th></tr> </thead> <tbody> <tr> <td>National 2021</td><td>74</td><td>69</td><td>71</td><td>72</td><td>59</td></tr> <tr> <td>School 2021</td><td>77</td><td>85</td><td>85</td><td>88</td><td>73</td></tr> <tr> <td>Pupil Premium 2021 (14 ch)</td><td>71</td><td>79</td><td>93</td><td>87</td><td>57</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th>% Achieving HS</th><th>Reading</th><th>Writing</th><th>Maths</th><th>SPAG</th><th>Combined</th></tr> </thead> <tbody> <tr> <td>National 2021</td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>School 2021</td><td>33</td><td>28</td><td>20</td><td>48</td><td>10</td></tr> <tr> <td>Pupil Premium 2021 (14 ch)</td><td>36</td><td>21</td><td>21</td><td>57</td><td>7</td></tr> </tbody> </table>	% GLD	All	Boys	Girls	Pupil Premium (1 ch)	School 2022	82%	73%	87%	100%	National 2019	72%	66%	78%	n/a	% ELG 2021	Reading	Writing	Maths	School	82%	82%	82%	Pupil Premium (1 ch)	100%	100%	100%		2021	Pass %	97%	Pupil Premium % (5 ch)	100%		Expected		Greater Depth			% National 2019	% School 2021	% School 2019	% School 2021	Reading	75	85	29	33	Writing	69	83	20	27	Maths	76	85	29	33		Expected	Greater Depth	2021 %	Pupil Premium (4 ch)	Pupil Premium (4 ch)	Reading	75	0	Writing	75	0	Maths	75	0	% At expected	Reading	Writing	Maths	SPAG	Combined	National 2021	74	69	71	72	59	School 2021	77	85	85	88	73	Pupil Premium 2021 (14 ch)	71	79	93	87	57	% Achieving HS	Reading	Writing	Maths	SPAG	Combined	National 2021						School 2021	33	28	20	48	10	Pupil Premium 2021 (14 ch)	36	21	21	57	7
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### Service Pupil Premium Funding

The school had 1 pupil in receipt of service pupil premium.

### Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
TT Rockstars	<a href="http://www.play.ttrockstars.com">www.play.ttrockstars.com</a>
Tapestry	<a href="http://www.tapestry.com">www.tapestry.com</a>
Essential Letters and Sounds – Phonics subscriptions	Essential Letters and Sounds <a href="https://essentiallettersandsounds.org/app/">https://essentiallettersandsounds.org/app/</a> Oxford Owl = <a href="https://www.oxfordowl.co.uk/">https://www.oxfordowl.co.uk/</a>
Oxford Reading Buddy	<a href="https://www.oxfordreadingbuddy.com/uk">https://www.oxfordreadingbuddy.com/uk</a>
Connex Education – National Tutoring	<a href="https://connex-education.com/tutoring/">https://connex-education.com/tutoring/</a>
Seesaw (Online Platform)	<a href="http://webseesaw.me">http://webseesaw.me</a>