

Pupil premium grant expenditure 2020 to 2023



Overview of the school

As outlined in the pupil premium policy the spending of funding in relation to pupil premium firstly looks to ensure pupils are receiving good or better quality teaching. Additional provision can be provided to support pupils eligible for pupil premium to ensure their progress and attainment is in line with their peers. This may also be delivered in the form of pastoral support to ensure they are in a position where they are able to learn.

Pupil premium is spent according to need and does not mean that each pupil receives direct funding.

The Pupil Premium Governor for Parkwood Primary School is

| Number of pupils and pupil premium grant (PPG) received | | | |
|--|-----------------------------------|-----------------------------|--------------|
| Number of pupils on role | 597 | | |
| Total number of pupils eligible for PPG | Pupils – 87 (last year 75 pupils) | | |
| | FSM ever 6 - 77 | Adopted from care - 4 | LAC - 6 |
| Total amount of PPG received | £127015 | | |
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| Date of last pupil premium review | December 2020 | Planned date of next review | March 2021 |
| | | | |
| Pupil Premium Governor | | Pupil Premium Lead | Clare Cairns |

School Context

Parkwood Primary is an above average sized primary school with 589 pupils on roll with a capacity of 630 . The school has a 90 place EYFS, 9 KS1 classes, 6 lower KS2 classes and 6 upper KS2 classes..

In a locality that is a mixed socioeconomic area with pockets of deprivation, on entry data is just below national expectations. Over the last 3 years outcomes have been below national expectations but over the last 12 months there has been a determination for outcomes to improve by increasing the quality of teaching, use of CPD and development of the curriculum.

With 15% of pupils accessing PP funding, the proportion of disadvantaged pupils is in line with the national average. Raising outcomes for disadvantaged pupils is a key focus throughout the SIP along with developing quality first teaching to impact on improving standards and outcomes.

Identified barriers and challenges for disadvantaged pupils is key to improving their outcomes. Children's on entry levels to EYFS are below national averages. This impacts on attainment and therefore remains a priority in EYFS and across school; this is identified on the SIP. To ensure accuracy of on entry data the school engages in LA moderation and work with the Early Years Team which involve staff in observations and sharing of best practice alongside moderation of judgements to ensure accuracy.

Attendance for disadvantage pupils in 2019-20 was below national. Regular monitoring and analysis of school attendance data is undertaken on a termly basis and support to improve attendance, alongside incentives, building relationships and supporting pupils and families is prioritised within the pastoral team.

At Parkwood Primary, we recognise that all pupils, regardless of their background, should have equal access to a curriculum which will enable them to reach their potential. The pupil premium is a Government initiative that targets extra money to pupils from deprived backgrounds, which, research shows; underachieve, compared to their peers.

| Barriers to future attainment (for pupils eligible for PP, including high ability) | | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | Person/Team Responsible |
| A. | Poor speaking, listening and communication skills on entry to EYFS | CC, HC, HT & Literacy Lead |
| B. | Disadvantaged pupils have limited life experiences come from households with limited stability, poor attitudes to education and low aspirations. | SLT |
| C. | Historically, disadvantaged pupils do not achieve as well as more non-disadvantaged pupils. | SLT |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | Person/Team Responsible |
| D. | Disadvantaged children's attendance rates are traditionally not as high as their non-disadvantaged peers | CC, SW & SLT |
| E. | Lower levels of parental engagement. | CC, HW |
| F. | Attendance throughout the pandemic has been lower within this group of children | SLT |
| G. | Learning gap between disadvantaged pupils and their peers has widened during lockdown | SLT |
| H. | Emotional/mental health of children, particularly disadvantaged children, significantly negatively impacted by pandemic | CC, pastoral team |

| Previous performance of disadvantaged pupils in EYFS (national % = 71.8%) | | | | | | | | | |
|--|-------------------------------|-----------------------------------|------------|-------------------------------|-----------------------------------|------------|-------------------------------|-----------------------------------|------------|
| Total Pupils | 2018/19 | | | 2019/20 | | | 2020/2021 | | |
| | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> | Gap | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> | Gap | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> | Gap |
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| % of pupils achieving GLD | 62% | 64% | -2% | 96% | 73% | | | | |
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| Previous performance of disadvantaged pupils in Phonics (national end year 1 = 82% end of year 2 = 92%) | | | | | | | | | |
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| Total Pupils | | | | Number of Pupils eligible for PPG | | | | | |
| Phonics | 2018 | | | 2019 | | | 2020/2021 | | |
| | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> | Gap | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> | Gap | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> | Gap |
| % of achieving Phonics pass Y1 | 78% | 82% | -4% | 72% | 78% | -6% | | | |
| % of achieving Phonics pass Y2 | 85% | 90% | -5% | 80% | 92% | -12% | | | |

| Previous performance of disadvantaged pupils in KS1 SATs (national combined = 67%) | | | | | | | | | |
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| Total Pupils | | | | Number of Pupils eligible for PPG | | | | | |
| KS1 SATS | 2018 | | | 2019 | | | 2020/2021 | | |
| | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> | Gap | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> | Gap | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> | Gap |
| % at National Standard in Reading | 89% | 82% | +7% | 80% | 83% | -3% | | | |

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| % at National Standard in Writing | 82% | 77% | +5% | 70% | 73% | -3% | | | |
| % at National Standard in Maths | 85% | 78% | +7% | 78% | 82% | -4% | | | |
| % at National Standard in WRM Combined | 75% | 72% | +3% | 70% | 71% | -1% | | | |

| Previous performance of disadvantaged pupils in KS2 SATs | | | | | | | | | |
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| Total Pupils | | | | Number of Pupils eligible for PPG | | | | | |
| KS2 SATS | 2018 | | | 2019 | | | 2020/21 | | |
| | Disadvantaged | School/Nation | Gap | Disadvantaged | School/National | Gap | Disadvantaged | School/National | Gap |
| % at National Standard in Reading | 48% | 59/71% | -11% | 49% | 67/71% | -18% | | | |
| % at National Standard in Writing | 63% | 75/78% | -12% | 62% | 80/78% | -18% | | | |
| % at National Standard in Maths | 63% | 72/79% | -9% | 55% | 78/79% | -23% | | | |
| % at National Standard in GPS | 56% | 75/78% | -19% | 54% | 75/74% | -21% | | | |
| % at National Standard in WRM Combined | 49% | 60/68% | -11% | 36% | 59/67% | -23% | | | |

| Planned PPG spending by item/project 2020-2023 | | | | | | |
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| Barrier/Problem | Intervention & Actions Include evidence-based research | Intended Outcomes | Monitoring | Cost | | |
| | | | | 2020/ 2021 | 2021/ 2022 | 2022/ 2023 |
| Teaching | | | | | | |
| <p>1. Effectiveness of Teaching & Learning</p> <p>Quality first teaching in key stage 2 identified as requiring improvement. Progress and attainment for the disadvantaged children is not in line with non disadvantaged pupils.</p> | <p>School leaders deliver high quality CPD in relation to quality first teaching and effective differentiation across the curriculum incorporating modelling, challenge, pitch, high expectations and engagement.</p> <p>School leaders to lead whole school CPD (including planning, coaching, team teaching etc.) linked to improving teaching and support to all support staff.</p> <p>Evidence of the impact of CPD will be monitored by senior leaders on a termly basis.</p> <p><i>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.</i> https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p> <p><i>Providing high-quality feedback to pupils is integral to effective teaching.</i> https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/</p> <p><i>The quality of teaching in formal education holds huge potential in reducing, and in some cases even eliminating, the attainment gap.</i> https://educationendowmentfoundation.org.uk/public/files/Publications/Developing_</p> | <p>Learning walks are used to inform CPD requirements with all staff involved in the process.</p> <p>Work scrutiny monitoring reflects a good standard of teaching and learning.</p> <p>All pupils make at least expected if not better progress from starting points.</p> <p>Support staff have a positive impact on improving progress and outcomes.</p> | <p>Termly monitoring cycle – lesson observations, book scrutiny, learning walks.</p> | <p>Cost</p> <p>SLT non-contact time 1 day a week (39 weeks) £600 day £23,400</p> <p>External CPD-Pixl/balance/PoR/Destination reader £5000</p> <p>£28,400</p> | <p>Cost</p> | <p>Cost</p> |

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| | Great Teaching TDT.pdf https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/ | | | | | |
| <p>2. Early language acquisition/phonics and reading</p> <p>Identification: language skills are below the expected level for age appropriate acquisition for the majority of disadvantaged children.</p> <p>Gap between the attainment of disadvantaged and non-disadvantaged pupils in Phonics and Reading:</p> | <ul style="list-style-type: none"> - All children entering EYFS to be screened in speech and language acquisition. Early intervention of any concerns will be targeted at the most vulnerable. - Continued review of the targets identified and new ones set regularly where appropriate. - Older children with lower than expected reading and writing progress to be language screened and appropriate targeted support put in place - Staff trained in the teaching of phonics to deliver CPD in relation to early reading and phonics. - Consistent approach to teaching of early reading and phonics to be embedded across EYFS/KS1. - Identification of strategies and interventions to close gaps in phonics from end of Y1, Y2 and into Y3 to ensure children continue to make good progress towards reading and comprehension. - Book banding supports teaching of early reading across EYFS/KS1/2. - Ensure all teachers are trained in the delivery of POR and destination reader. <p><i>EEF research highlights that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</i></p> <p><i>The EEF guide to The Pupil Premium states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</i></p> | <p>Outcomes in language acquisition improves- gap between school/national narrows inc. for PP</p> <p>Outcomes in reading attainment at the end of KS2 improves- gap between school/national narrows inc. for PP</p> <p>Disadvantaged pupils make at least expected progress from starting points.</p> <p>Phonics teaching is at least good consistently across EYFS, KS1 KS2.</p> | <p>lesson observations, book scrutiny, learning walks.</p> <p>Language link assessments Termly Pixl</p> <p>information Pupil Progress Meetings</p> | <p>Cost</p> <p>Speech and language therapist – assessment and support £1500</p> <p>Specialist SP/I TA £17500</p> <p>Lead Practitioner/SL T support through non contact time £11000</p> <p>£30,000</p> | <p>Cost</p> <p>%</p> | <p>Cost</p> <p>%</p> |
| <p>3. Identification of learning gaps:</p> <p>Attainment remains below national at KS2 and disadvantage pupils progress and attainment is not in line with their peers.</p> | <p>Training for all teachers on identifying learning gaps and effective whole class teaching to eliminate areas of concern</p> <p>Teachers will be provided with additional feedback time within the school day. Use of Balance will be evident within lessons and books</p> <p>TAs trained to give quality feedback</p> <p>Modelled approached to giving effective feedback shared with staff through CPD; INSET; pupil progress meetings.</p> | <p>Feedback is precise and targeted.</p> <p>Responding to feedback given is evident in pupils' books.</p> <p>Book scrutiny evidences positive impact of feedback on pupil progress.</p> | <p>Book Scrutiny, pupil voice.</p> <p>Pixl assessments/balance assessment, Moderation meetings,</p> | <p>Cost</p> <p>3%</p> <p>TA time to cover feedback time £24,570</p> <p>TAs trained to give quality feedback £1500</p> | <p>Cost</p> <p>%</p> | <p>Cost</p> <p>%</p> |

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| | <p>Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback</p> | Disadvantaged gap between school and national outcomes narrows. | Pupil Progress Meetings | £26070 | | |
| <p>5. Effective deployment of support staff Identification: Monitoring highlighted inconsistencies in impact of TA deployment and feedback on pupil outcomes.</p> | <p>CPD sessions to ensure quality interactions with support staff and disadvantaged pupils where support is targeted at individual need.</p> <p>CPD for support staff on effective support and feedback in lessons.</p> <p>CPD led by SLT to embed deeper understanding of how to develop children's understanding in Literacy and Maths.</p> <p>All TAs to participate in 0.5 day half-termly training led by a member of SLT.</p> <p><i>Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice.</i> https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</p> | <p>Monitoring evidences positive impact of TAs support in lessons on pupil progress and attainment.</p> <p>Book scrutiny clearly shows the impact TAs are having on pupils learning.</p> | <p>Lesson observations, book scrutiny, learning walks</p> <p>TA appraisals</p> | <p>Cost</p> <p>CPD – all TAs x0.5 days half termly £6525</p> | <p>Cost</p> <p>%</p> | <p>Cost</p> <p>%</p> |

Targeted Academic Support

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| <p>1. Targeted Support Identification of data indicates gaps in learning are not always effectively addressed.</p> <p>Whole school attainment and progress data indicates that pupil premium children are not achieving as well as</p> | <p>KS1 & KS2 TAs to complete targeted support to ensure disadvantaged pupils make at least expected progress in R, W and M.</p> <p>Additional teacher time to undertake specific targeted support of disadvantaged children in R W and M</p> <p>Pre-Teach and Consolidation activities undertaken for Y1-Y6 identified disadvantaged pupils with a Teacher or TA.</p> <p>Modelled interventions from SLT within school.</p> | <p>R,W,M Pixl assessment demonstrates progress at an individual pupil level, this is reflected in work scrutiny.</p> <p>Teachers effectively discuss progress of disadvantaged pupils in progress meetings including targets,</p> | <p>Book Scrutiny</p> <p>Pixl assessments, Pupil Progress Meetings</p> | <p>Cost</p> <p>Additional Teacher time £12500</p> <p>TA time £17500</p> | <p>Cost</p> <p>%</p> | <p>Cost</p> <p>%</p> |
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| non PP children across RWM. | <p>Training on the best and most effective interventions to use.</p> <p>All TAs to understand how to use Pixl PLCs</p> <p><i>EEF evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</i></p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> | strategies, intervention etc. | | £30,000 | | |
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Wider Strategies

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| <p>1. SEMH</p> <p>Identification:</p> <p>A high % of disadvantaged pupils come to school with social, emotional needs which create barriers to learning.</p> | <p>School and pastoral leaders ensure early identification of pupils with SEMH difficulties and relevant action taken.</p> <p>Support for identified pupils</p> <p>Inclusion lead to:</p> <ul style="list-style-type: none"> - Support and identify Early Help for families. - Support vulnerable pupils, particularly those who are seen as disadvantaged who need intervention to help with SEMH needs. - Hols weekly pastoral meetings with pastoral team to quickly identify need and to act swiftly - Parent support sessions and parenting workshops to be implemented when Covid situation allows. - Lead nurture groups for identified pupils. - Use Boxall profile to identify and monitor pupils needs and impact of support. - Where appropriate disadvantaged children to have access to counselling and play therapy to <p>Trauma informed practice/SEMH to ensure children’s emotional wellbeing is supported to be investigated and training undertaken for key staff.</p> <p><i>Evidence to suggest that personalised support to remove barriers to learning through Learning Mentor support can have a positive impact on outcomes for disadvantaged pupils, parents and families.</i></p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/</p> | <p>Parent/staff feedback highlight vulnerable pupils</p> <p>Improved/positive relationships reported by staff, children and parents.</p> <p>The emotional wellbeing of all children is improved.</p> <p>Boxall profile</p> <p>Children have high aspirations. Surveys</p> <p>Pupils make progress against identified targets.</p> | <p>Parent/pupil voice.</p> <p>CPOMS, EH minutes</p> <p>Boxall profile.</p> | <p>Cost</p> <p>30% of Pastoral lead salary £9000</p> <p>Trauma training £2000</p> <p>Boxall profiles £500</p> <p>Counselling and Play therapy £10,800.50</p> <p>£22,300</p> | <p>Cost</p> <p>%</p> | <p>Cost</p> <p>%</p> |
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| | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> | | | | | |
| <p>2. Attendance</p> <p>Attendance data indicates attendance of disadvantaged pupils is lower than non-disadvantaged and rates of PA are significantly higher.</p> | <p>Weekly, monthly and termly monitoring and tracking of attendance and PA of disadvantaged pupils is conducted; immediate action is implemented.</p> <p>.</p> <p>Appropriate actions are taken by Attendance Officer – regular contact with parents/carers, pastoral lead involvement, breakfast club</p> <p>APP involvement to support families who are struggling.</p> <p>APP to work with the attendance lead in school to monitor and support families with persistent attendance issues. Home visits conducted where required.</p> <p>Use of CPOMs to record and monitor attendance.</p> <p>Incentives schemes and strategies to support improving attendance.</p> <p>QFT engages and inspires pupils to attend and learn every day.</p> <p><i>There's a clear link between poor attendance and lower academic achievement DfE research (2015)</i></p> | <p>Improved attendance of disadvantaged pupils. Gap between dis/non-dis narrows.</p> <p>Disadvantaged children meet school attendance expectations</p> <p>Disadvantaged children are arriving to school on time.</p> | <p>Attendance data; APP meetings; CPOMs; Monthly monitoring meetings.</p> | <p>Cost</p> <p>25% of pupil welfare lead salary £4600</p> <p>Licence cost of CPOMs £1,250</p> <p>£5850</p> | <p>Cost</p> <p>%</p> | <p>Cost</p> <p>%</p> |
| <p>3. Parental Engagement</p> <p>Disadvantaged pupils often come from households with limited stability, poor attitudes to education and low aspirations.</p> | <p>School and pastoral leaders to develop parental engagement and ensure this supports learning at home.</p> <p>Regular communication with school is encouraged and communication with parents is achieved through a variety ways letters, workshops, phone calls.</p> <p>Regular parent workshops are conducted by pastoral team.</p> <p>Meet and greet by school leaders/teachers and start/end of school day to build positive relationships with families.</p> | <p>Parents recognise the important of home learning to support the progress and attainment of disadvantaged children.</p> <p>Improved communication between home and school.</p> | <p>Parent feedback; .</p> | <p>Cost</p> <p>Parent Workshops £150 x4 per half term = £3,600</p> | <p>Cost</p> <p>%</p> | <p>Cost</p> <p>%</p> |

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| | <p>Research suggests that the impact of raising parents' aspirations are important for support disadvantaged pupils. +3 months.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement</p> | <p>Improved relationships between school and families.</p> <p>% of parents engaging with school improves- monitored through uptake at parent meetings etc.</p> | | | | |
| <p><u>Additional barriers to learning</u></p> <p>Current data shows disadvantaged pupils with SEND are low attaining and making limited progress.</p> | <p>SENCO to support where appropriate.</p> <p>Targeted meetings with parents to ensure pupils across school with particular SEND are receiving same access to QFT.</p> <p>Disadvantaged SEND pupils catered for through SMART targets on provision maps .</p> <p>Whole school provision map created with SENCO to ensure all children who are borderline SEN Support are monitored closely and support provided through graduated approach (Assess, plan, do, review). Any changes communicated to parents in prompt and timely manner.</p> <p><i>Pupils with SEND might face significantly greater challenges in learning than the majority of their peers</i></p> <p><i>The impact of SEND on academic attainment is closely related to the EEF's focus on economic disadvantage: 27% of pupils with special educational needs are eligible for free school meals compared to 12% of pupils without special educational needs.</i></p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/how-to-apply/themed-rounds/improving-outcomes-for-pupils-with-send/</p> | <p>Progress against individual/personalised targets will be met.</p> <p>Improved progress in R,W,M for identified group- SEND/PP</p> | <p>Pixl assessments, Moderation Pupil Progress Meetings</p> | <p>Cost</p> <p>14%</p> <p>1/4 per week SENDCO support £300 1 day per week (38 weeks)- £5000</p> <p>Education Psychologist Support- £2000</p> <p>£7000</p> | <p>Cost</p> <p>%</p> | <p>Cost</p> <p>%</p> |