

Pupil Premium Strategy Statement Parkwood Primary School 2023 - 2025

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview:

Detail	Data
Number of pupils in school	524
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2023, 2024, 2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Lee McCormack
Pupil premium lead	Lee McCormack
Governor / Trustee lead	Terry Wildman (Craig Smith specifically for PP)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 120 765
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 13 770
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£ 134 535

Part A: Pupil premium strategy plan

Statement of intent

We will determine the challenges and barriers faced by our pupil premium children. We then intend to remove any barriers and challenges that stand between our pupil premium children and good progress so they are able to achieve well in all subjects in the same way our non-disadvantage children do.

As research suggests, high quality teaching has the biggest impact on the learning of a child. With this in mind, our investment will be in our teachers so that all our pupils, including our non-disadvantaged children, will reap the benefits. Teachers will be expected to know who their disadvantaged children are; deploy effective strategies for moving their learning forward; monitor and report on their progress during pupil progress meetings and ensure that the pupils are supported and challenged with the work they are set.

Our pupil premium children will be prioritised to benefit from the additional support we are able to offer using the recovery premium funds following the COVID-19 pandemic.

Early, robust diagnostic assessments will identify the challenges individuals are facing. We will use this information to make informed decisions as to the next steps that need to be taken for the individual in a timely manner.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2% and 5% lower than non-pupil-premium pupils.</p> <p>Pupil premium attendance 91.6% so far this year (95.5% for non-pupil premium children) Last year 89.7% (94.6% for non-pupil premium) Previous year 90.5% (92.9% for non-pupil premium)</p> <p>34% of our pupil premium children are persistently absent. (missing more than 10% of their time in school)</p>

2	<p>Evidence indicates that our current youngest pupil premium children perform less well than our non-disadvantaged children in phonics.</p> <p>During the last academic year 2022/23 64% of 17 pupil premium children did not reach the expected colour banding in RWI compared to only 23% of non-pupil-premium children.</p> <p>7 pupils in Year 2</p> <ul style="list-style-type: none"> - Average phonic pass mark of 32 not met (29) <p>16 pupil in Year 3</p> <ul style="list-style-type: none"> - Average score for phonics pass mark of 32 exceeded (34)
3	<p>A higher percentage of pupil premium children do not reach a GLD</p> <p>Current Year 1: 60% of 10 children did not make a GLD (writing and number being more of a concern).</p> <p>Current Year 2: 86% of 7 children did not make a GLD (writing and listening, attention and understanding being areas of weakness)</p>
4	<p>Internal assessment data show that writing attainment amongst disadvantaged pupils is significantly below that of non-disadvantaged</p> <p>KS2 2022/23 data</p> <p>63% of disadvantaged children were working below the expected standard in writing</p>
5	<p>Internal assessment data show that maths attainment amongst disadvantaged pupils is significantly below that of non-disadvantaged</p> <p>KS2 2022/23 data</p> <p>57% of disadvantaged children were working below the expected standard in maths</p>
6	<p>18% of our pupil premium children and/or their family are supported by our family liaison officer. Only 5% of non-pupil premium families are supported. Many of our pupil premium families need support to improve attendance.</p>
7	<p>The percentage of pupil premium children achieving EXS or above at the end of KS2 in 2022/23 50% whereas we have 69% of non-pupil-premium children achieving EXS or above. Our current Year 5 pupil premium children are performing less well than their peers indicating that this is an ongoing trend.</p>
8	<p>44% of the children on the wait list for pastoral support programmes are pupil premium children. Programmes include positive behaviour, raising self-esteem, friendships, managing worries and emotional regulation</p>

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
Bring attendance for pupil premium children into line with non-pupil-premium children	Reduce the attendance gap between pupil premium and non-pupil-premium to its lowest disparity of 2% Halve the percentage of persistently absent children to 15%
Improve the average score achieved in phonics by pupil premium children at the end of Year 2	The average score achieved at the end of Year 2 for pupil premium children's phonics to be in line with the pass mark of 32
Reduce the number of children not achieving a GLD in FS.	Reduce the number of pupil premium children not achieving GLD to 30% or less.
Increase the number of pupil premium children reaching expected in writing	The number of children working below expected to reduce to 30% or less
Increase the number of pupil premium children reaching expected in maths	The number of children working below expected to reduce to 30% or less
To increase the attendance of families supported by our FLO	Increase in attendance for each child of at least 5%
Improve reading comprehension among pupil premium children at the end of KS2	Increase the percentage of children achieving expected or above by 10%
Reduce the number of pupil premium children needing to be on the wait list for pupil premium through the delivery of consistent and effective pastoral support programmes	The percentage of pupil premium children on the waitlist will reduced by at least 20%

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£90 765**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to invest time in training for phonics and reading lead so that they are able to successfully coach our teachers and teaching assistants responsible for teaching phonics.	Effective teaching of phonics can have an overall impact of 5+ months so long as the teaching is explicit, systematic and matched to the children's current level of skill	2

Prioritise communication and language by providing and language rich environment in EYFS	Developing language and communication can add 7+ months progress to a child according to EEF	3
In EYFS, prioritise quality reading experiences and collaborative talk around a text. Vocabulary to be explored will be planned for specifically by teachers Use colourful semantics to model oral rehearsal of sentences during the collaborative talking time	Storytelling and group reading forms part of an early literacy approach which can add up to 4+ months progress	3
Continue to deliver NCETM Number Sense programme consistently and effectively	Outcomes from schools previously participated in this programme show that the biggest impact has been on EYFS.	3
Invest CPD time in training teachers to use feedback effectively to move learning forward *High quality teaching	Providing children with specific information as to how to improve can add 6+ months so long as the feedback is given during or immediately after learning	4, 5
Maths, reading and writing lead to focus CPD on information that emerges from diagnostic assessments	EEF suggests that taking account of prior knowledge is essential if pupils' learning needs are to be met.	4, 5, 7
Assessment lead to deliver CPD on making effective use of assessment data (effective interpretation and accurate administration)	EEF suggests that taking account of prior knowledge is essential if pupils' learning needs are to be met.	4, 5, 7

Train teachers to effectively deploy adaptive teaching strategies so that learning is suited to the needs of the children *Including the use of technology	High quality teaching has the biggest impact on pupil learning. Part of high-quality teaching is to ensure learning suits the needs of the children EEF suggests 'Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils.'	2, 3, 4, 5, 7
Train teachers to deploy the use of effective retrieval strategies	EEF suggests 'We know that retrieval practice supports knowledge retention.'	2, 3, 4, 5, 7
Train teachers to deploy the use of subject specific strategies or memorisation techniques such as to solve problems in maths	EEF consider this to have a significant impact on the learning of children. 'Great teaching is the most important lever schools have to improve pupil attainment'	4, 5, 7
Use EEF materials to deliver extensive CPD to staff to begin to train out children to think metacognitively when they face challenges	Teaching children to use metacognitive and self-regulation strategies can add an additional 7+ months progress	4, 5, 7
Reading lead to use EEF guidance to deliver extensive training regarding reading comprehension strategies	EEF research that the effective teaching of reading strategies will have an additional 6+ months progress	7

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

Budgeted cost: £ 13 770

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to make use of funding via the National Tutoring programme to offer bespoke 1:1 support for our most	Despite cost implications, this can have an impact on learning of up to 5+ months	2

vulnerable, pupil premium children		
Prioritise pupil premium children for targeted intervention from teachers	Research suggests that this can add 4+ months progress	7
Use trained TAs effectively to target children's reading comprehension and phonics	Research suggests that this can add 4+ months progress if the teaching assistant is well-trained.	2, 7

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

Budgeted cost: £ 30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance by identifying barriers to good attendance with families and supporting them to overcome these	There is little in the way of evidence to suggest that any particular strategy works to improve attendance due to the uniqueness of the individual circumstances. However, the EEF suggest there is some promise in parental engagement and being responsive to the individual needs of the child.	1
Language link individual children on entry into foundation stage and Year 1	Early literacy interventions can have an impact that transfers to other areas of the curriculum.	3
Offer workshops to parents to improve their phonics and maths knowledge so that they are armed with the information they need to support their child at home.	There's plenty of evidence to show that parental engagement can add up to 4 months	2, 3 5

Total budgeted cost: £ 134 535

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils 2022/23

Maths published data (whole cohort):

Key stage 2 maths by pupil group												
Breakdown	Maths progress					Maths attainment						
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieving the expected standard ?		Achieving a higher standard ?		Average score ?	
		School	National ?	School	National ?		School %	National % ?	School %	National % ?	School	National ?
All pupils	89	-2.43	0.04	-2.43	0.00	90	70	73	17	24	102.3	104.2

Attainment Overview for Pupils (from 2022-2023) in Year 6 - 2022-2023 Summer 2 - SAT Scaled Score

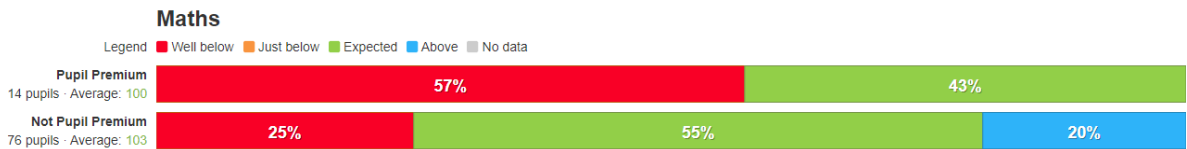
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Comparison of pupil premium children compared to those who aren't for maths:

Attainment Overview for Pupils (from 2022-2023) in Year 6 - 2022-2023 Summer 2 - SAT Scaled Score

Print



Writing published data (whole cohort)

Writing progress and attainment by pupil group ?

This is provisional data for 2022/23.

Filters ?

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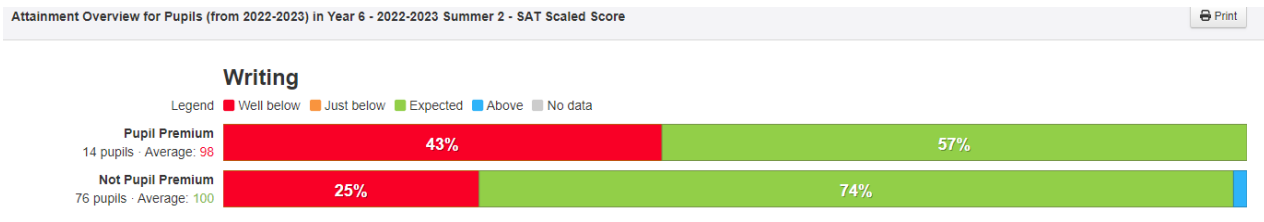
Key stage 2 writing by pupil group												
Breakdown	Writing progress					Writing attainment						
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieved the expected standard ?		Achieved a greater depth ?		Average score ?	
		School	National ?	School	National ?		School %	National % ?	School %	National % ?	School	National ?
All pupils	89	-1.87	0.04	-1.88	0.00	90	72	71	1	13		

Attainment Overview for Pupils (from 2022-2023) in Year 6 - 2022-2023 Summer 2 - SAT Scaled Score

Print

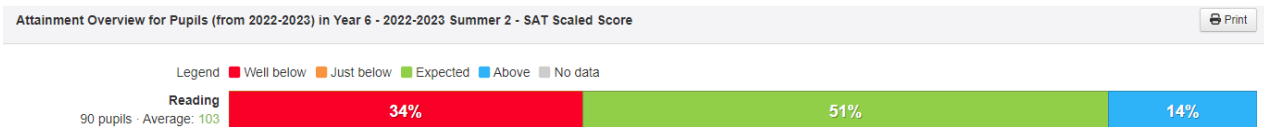


Comparison of pupil premium children compared to those who aren't for writing:

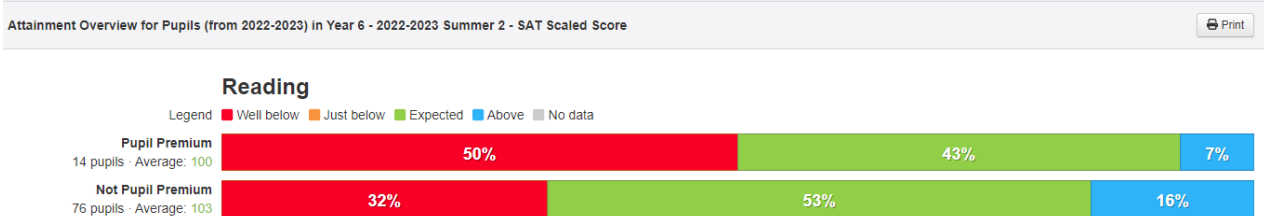


Reading published data (whole cohort):

Key stage 2 reading by pupil group												
Breakdown	Reading progress					Reading attainment						
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieving the expected standard ?		Achieving a higher standard ?		Average score ?	
		School	National ?	School	National ?		School %	National % ?	School %	National % ?	School	National ?
All pupils	88	-2.63	0.04	-2.63	0.00	90	66	73	14	29	102.9	105.1



Comparison of pupil premium children compared to those who aren't for reading:



Year 1 Phonics Screen (whole cohort)

Phonics year 1 screening check

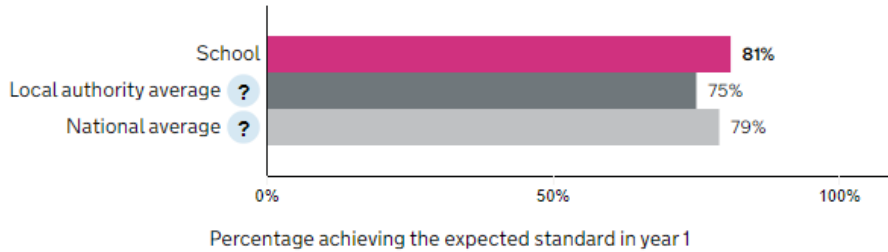
This is provisional data for 2022/23.

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Percentage achieving the expected standard in phonics

Number of pupils = 62

[View as table](#)

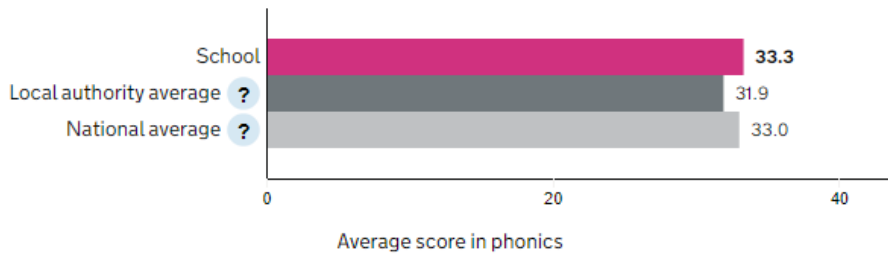


 [Explore data in detail](#)


Phonics average score

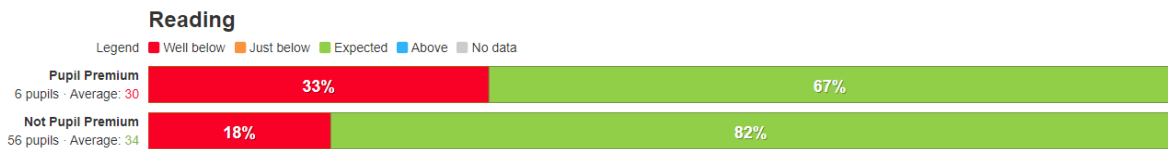
Number of pupils = 62

[View as table](#)



Comparison of pupil premium children compared to those who aren't for phonics:

Attainment Overview for Pupils (from 2022-2023) in Year 1 - 2022-2023 Summer 2 - Phonics Score  Print



Year 4 MTC published results (whole cohort)

Multiplication Table Check

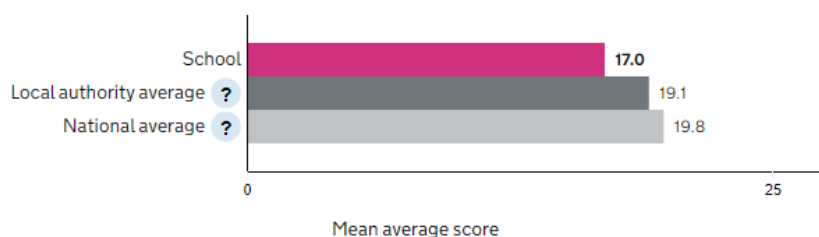
This is data for 2021/22.

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Mean average score ?

Number of pupils = 91

[View as table](#)



Comparison of pupil premium children compared to those who aren't for MTC:

Attainment Overview for Pupils (from 2022-2023) in Year 4 - 2022-2023 Summer 2

 Print

Maths - MTC

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



Absence published data (whole cohort):

Absence ?

This data includes all absences reported during the 2021/22 academic year (autumn term 2021, spring term 2022 and summer term 2022).

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Breakdown	No. of enrolments in the school	Absence					
		Sessions missed due to absence					
		School %	National % ?	Persistent absentees - absent for 10% or more sessions			
				No. of enrolments that are persistent absentees	School %	National % ?	
All pupils	527	7.0	6.3	122	23.1	17.7	
Male ?	257	6.8	6.4	55	21.4	18.1	
Female ?	270	7.2	6.2	67	24.8	17.3	
Ever 6 FSM ?	88	9.2	8.4	35	39.8	30.2	
Non-Ever 6 FSM ?	435	6.6	5.5	85	19.5	12.7	

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.

This data demonstrated that:

- Attendance for pupil premium children is lower than non-pupil-premium children.
- Non-pupil-premium children are performing significantly better in maths than pupil premium children, although this is not the case for the Year 4 MTC.
- Non-pupil-premium children are performing better in reading and writing than pupil premium children
- Non-pupil-premium children are performing better in phonics than pupil premium children

The previous strategy was written by the previous headteacher and was not approached in the same way as it has been this year: 2023/24 will be the first year of a three-year cycle. Some of the intended outcomes from the previous cycle have been achieved. A clear and structured phonics programme is now embedded. A love of reading culture is still be heavily promoted in school. Despite challenging financial circumstances, a FLO was employed to tackle attendance and to provide the much-needed support for our vulnerable families. Pastoral support programmes have remained consistent with a number of children participating in them.

Our strategy for the new cycle pinpoints very specific areas for improvement based on data to give us the best chance over the next three-year cycle to improve outcomes for pupil premium children.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Small steps learning	White Rose
Reading	Destination Reader
Phonics	RWI
Writing	Colourful Semantics
Phonics	Alphabet Arc
Phonics precision teaching	Medway Educational Phycologist
Pastoral Programmes	Medway Virtual Schools