

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	497
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	Mark Joy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 145 350
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>	£ 0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£ 145 350

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 where additional funding is made available, such as funded music lessons.

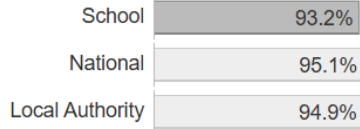
Early, robust diagnostic assessments will identify the challenges individuals are facing. We will use this information to make informed decisions as to the next steps that need to be taken for the individual in a timely manner.

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. However, this is beginning to decrease.</p> <p><u>2024/25 to date:</u></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Attendance percentage</th> <th style="text-align: left; border-bottom: 1px solid black;">Attendance percentage</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">School 94.1%</td> <td style="padding: 5px;">School 95.7%</td> </tr> <tr> <td style="padding: 5px;">National 95.1%</td> <td style="padding: 5px;">National 95.1%</td> </tr> <tr> <td style="padding: 5px;">Local Authority 94.9%</td> <td style="padding: 5px;">Local Authority 94.9%</td> </tr> </tbody> </table> <p style="text-align: center;">PP Non-PP</p> <p><u>2023/24</u></p>	Attendance percentage	Attendance percentage	School 94.1%	School 95.7%	National 95.1%	National 95.1%	Local Authority 94.9%	Local Authority 94.9%
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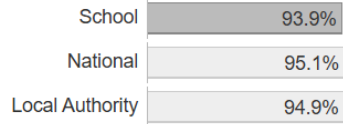
Attendance percentage



PP

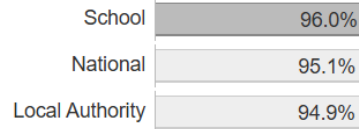
2022/23

Attendance percentage



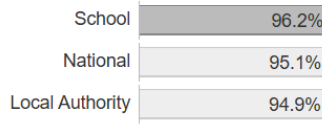
PP

Attendance percentage



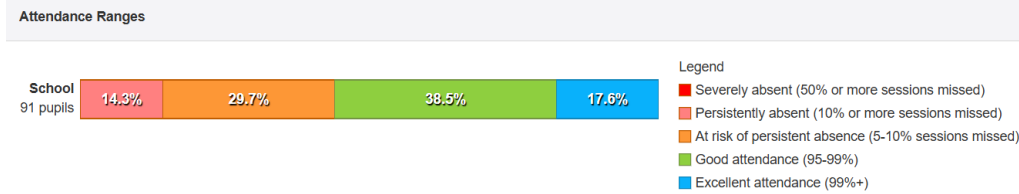
Non-PP

Attendance percentage

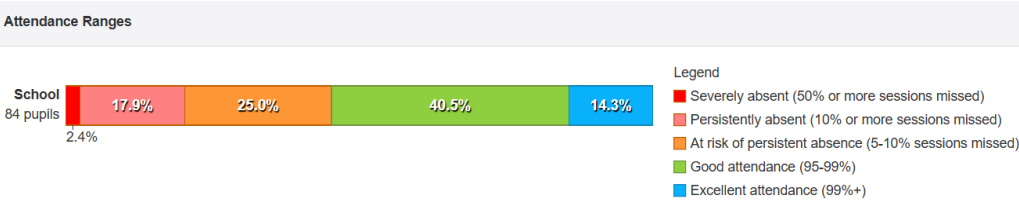


Non-PP

Persistent absence 2024-25 thus far (Dec 2024):



Persistent absence 2023- 24



There has been an improvement since 2023/24, however persistent absence needs to decrease further still.

2

Evidence indicates that our current youngest pupil premium children perform less well than our non-disadvantaged children in phonics.

PP children (Year 1 2023/24)



Non-PP children (Year 1 (2023/24)



3

A higher percentage of pupil premium children do not reach a GLD

PP children:



Non-PP children:






4	<p>Internal assessment data shows that writing attainment amongst disadvantaged pupils is significantly below that of non-disadvantaged</p> <p>Year 1 - 6 2023/24 data</p> <p>PP children</p> <p>Attainment Overview for Pupils (from 2023-2024) who are pupil premium, in Years 1-6 - 2023-2024 Summer 1 Print</p> <p>Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data</p> <p>Writing - Main Assessment 93 pupils · Average: WTS</p> <table border="1"> <tr> <td>Well below</td> <td>25%</td> </tr> <tr> <td>Just below</td> <td>53%</td> </tr> <tr> <td>Expected</td> <td>23%</td> </tr> </table> <p>Non-PP children</p> <p>Attainment Overview for Pupils (from 2023-2024) who aren't pupil premium, in Years 1-6 - 2023-2024 Summer 1 Print</p> <p>Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data</p> <p>Writing - Main Assessment 373 pupils · Average: WTS</p> <table border="1"> <tr> <td>Well below</td> <td>12%</td> </tr> <tr> <td>Just below</td> <td>43%</td> </tr> <tr> <td>Expected</td> <td>44%</td> </tr> </table>	Well below	25%	Just below	53%	Expected	23%	Well below	12%	Just below	43%	Expected	44%				
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5	<p>Internal assessment data show that maths attainment amongst disadvantaged pupils is significantly below that of non-disadvantaged</p> <p>Year 1 - 6 2023/24 data</p> <p>PP children</p> <p>Attainment Overview for Pupils (from 2023-2024) who are pupil premium, in Years 1-6 - 2023-2024 Summer 1 Print</p> <p>Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data</p> <p>Maths - Main Assessment 93 pupils · Average: WTS</p> <table border="1"> <tr> <td>Well below</td> <td>14%</td> </tr> <tr> <td>Just below</td> <td>43%</td> </tr> <tr> <td>Expected</td> <td>37%</td> </tr> <tr> <td>Above</td> <td>6%</td> </tr> </table> <p>Non-PP children</p> <p>Attainment Overview for Pupils (from 2023-2024) who aren't pupil premium, in Years 1-6 - 2023-2024 Summer 1 Print</p> <p>Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data</p> <p>Maths - Main Assessment 373 pupils · Average: EXS</p> <table border="1"> <tr> <td>Well below</td> <td>7%</td> </tr> <tr> <td>Just below</td> <td>24%</td> </tr> <tr> <td>Expected</td> <td>56%</td> </tr> <tr> <td>Above</td> <td>13%</td> </tr> </table>	Well below	14%	Just below	43%	Expected	37%	Above	6%	Well below	7%	Just below	24%	Expected	56%	Above	13%
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6 To be updated.	<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> <p>Our pupil premium children of 2023/24 performed better than our pp children of 2022/23 (see results below)</p>																
8 To be updated.	<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	<p>Reduce the attendance gap between pupil premium and non-pupil-premium to its lowest disparity of 2%</p> <p>Achieved by December 2024. This must now be maintained until the end of the academic year 2024/25</p> <p>Halve the percentage of persistently absent children to 15%</p> <p>Persistent absence is currently sitting at 14.3% (Dec 2024)</p> <p>This must now be maintained until the end of the academic year 2024/25/</p>
Improve the average score achieved in phonics by pupil premium children at the end of Year 2	<p>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</p> <p>Achieved by end of 2023/24: Average score of 34 achieved:</p>  <p>This must now be maintained for 2024/25</p>
Reduce the number of children not achieving a GLD in FS.	<p>Reduce the number of pupil premium children not achieving GLD to 30% or less.</p> <p>2023/24:</p>  <p>This has reduced significantly since 2022/23</p> 
Increase the number of pupil premium children reaching expected in writing	<p>The number of children working below expected to reduce to 30% or less</p> <p>Writing continues to be a focus for the school as we have yet to close this gap (Dec 2024)</p>
Increase the number of pupil premium children reaching expected in maths	<p>The number of children working below expected to reduce to 30% or less</p> <p>At the end of 2023/24, we are 1% away from this target.</p>
To increase the attendance of families supported by our FLO *To be updated.	Increase in attendance for each child of at least 5%

<p>Improve reading comprehension among pupil premium children at the end of KS2</p>	<p>Increase the percentage of children achieving expected or above by 10%</p> <p>2023/24</p> <p>2022/23</p> <p>This target has been met 2023/24. This needs to be maintained for 2024\25.</p>
<p>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</p> <p>*To be updated.</p>	<p>The percentage of pupil premium children on the waitlist will be reduced by at least 20%</p>

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
<p>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.</p>	<p>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</p>	<p>2</p>
<p>Prioritise communication and language by providing and language rich environment in EYFS</p>	<p>Developing language and communication can add 7+ months progress to a child according to EEF</p>	<p>3</p>

<p>In EYFS, prioritise quality reading experiences and collaborative talk around a text. Vocabulary to be explored will be planned for specifically by teachers</p> <p>Use colourful semantics to model oral rehearsal of sentences during the collaborative talking time</p>	<p>Storytelling and group reading forms part of an early literacy approach which can add up to 4+ months progress</p>	3
<p>Continue to deliver NCETM Number Sense programme consistently and effectively</p>	<p>Outcomes from schools previously participated in this programme show that the biggest impact has been on EYFS.</p>	3
<p>Invest CPD time in training teachers to use feedback effectively to move learning forward *High quality teaching</p>	<p>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</p>	4, 5
<p>Maths, reading and writing lead to focus CPD on information that emerges from diagnostic assessments</p>	<p>EEF suggests that taking account of prior knowledge is essential if pupils' learning needs are to be met.</p>	4, 5, 7
<p>Assessment lead to deliver CPD on making effective use of assessment data (effective interpretation and accurate administration)</p>	<p>EEF suggests that taking account of prior knowledge is essential if pupils' learning needs are to be met.</p>	4, 5, 7
<p>Train teachers to effectively deploy adaptive teaching strategies so that learning is suited to</p>	<p>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</p>	2, 3, 4, 5, 7

the needs of the children *Including the use of technology	EEF suggests 'Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils.'	
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)

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 vulnerable, pupil premium children	Despite cost implications, this can have an impact on learning of up to 5+ months Ended July 2023/24	2
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
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

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: £ 145 350

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

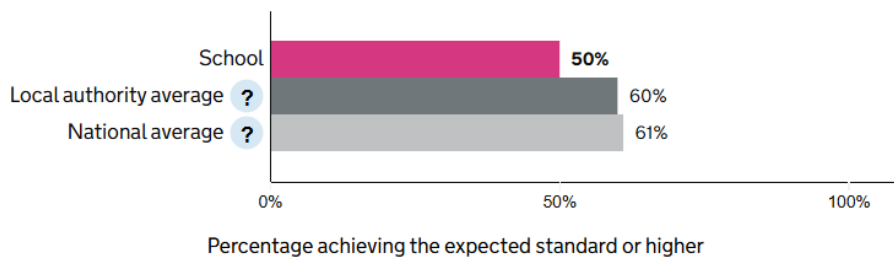
2023/24

Reading, writing and maths combined

Percentage of pupils achieving the expected standard or higher ?

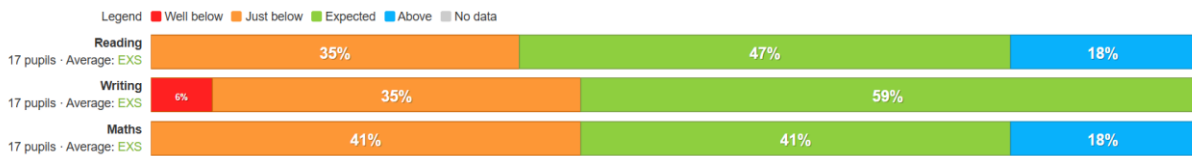
Number of pupils = 90

[View as table](#)

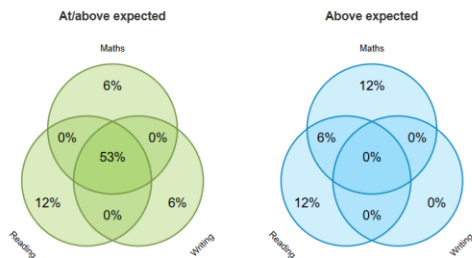


Attainment Overview for Pupils (from 2023-2024) in Year 6, who are pupil premium - 2023-2024 Summer 2 - Main Assessment

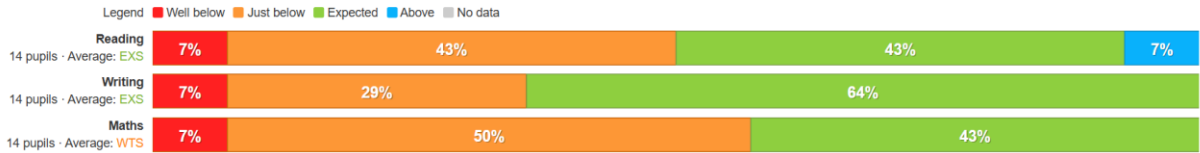
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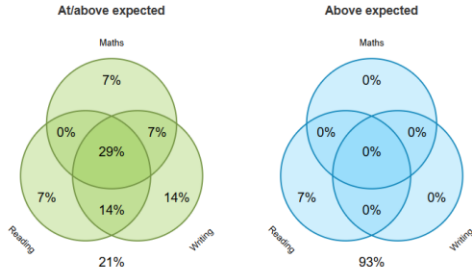
Combined attainment



2022/23 for comparison

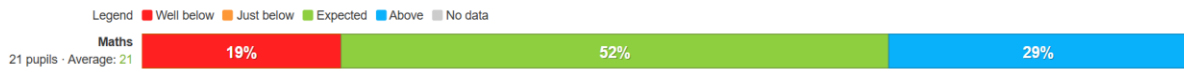


Combined attainment



The improvement from the end of KS2 from 2022/23 to 2023/24 for PP children is significantly better.

MTC results 2023/24



MTC results 2022/23



There are now more children reaching the average score and above

*Data for phonics can be found above in earlier sections.

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/PiXL
Phonics	RWI
Writing	Colourful Semantics
Phonics	Alphabet Arc

Phonics 1:1 tuition	RWI
Phonics speedy reading	RWI
Pastoral Programmes	Medway Virtual Schools