



# Pupil premium strategy statement for Park Gate Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Park Gate Primary School
Number of pupils in school	397
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lindsay McCarthy Headteacher
Pupil premium lead	Sheena Briscoe Inclusion Manager
Governor lead	Maureen Fisher

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54 955
Recovery premium funding allocation this academic year	£5 364
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£60 319</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Park Gate Primary School, 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 greater progress for those who are already high attainers.

We will consider the challenges faced by all vulnerable pupils and the activities we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

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 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.

We also provide ongoing emotional support for our pupils and families to ensure consistent attendance and emotional resilience in order that pupils fully benefit from the high-quality teaching in school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted tutoring support for pupils whose education has been worst affected, including non-disadvantaged pupils.

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:

- ensure disadvantaged pupils are challenged in the work that they're set
- 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

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
2	Assessments, observations and discussions with pupils and staff suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our assessments and observations indicate that the disadvantaged pupils have been more greatly affected due to school closures with regards to knowledge gaps, particularly in maths.
4	Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. For those pupils who are persistently absent this is also negatively impacting on progress.
5	Discussions with staff and families and observations indicate an increase in social and emotional issues for pupils as a direct result of the pandemic.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments, book scrutiny, pupil conferencing and observations indicate improved oral language among disadvantaged pupils.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that 60% of disadvantaged pupils met the expected standard.
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2023/24 show that 60% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance evidenced as increasing year on year demonstrated by; <ul style="list-style-type: none"> <li>the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> </ul>

	<ul style="list-style-type: none"> <li>the percentage of all pupils who are persistently absent reduces year on year following the impact of the pandemic</li> </ul>
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### 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: £ 13 980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. Continue to increase the quantity of phonics readers for pupils across the school.</p> <p>Continue to purchase online programmes to use at school and home (Phonics Play and Phonics Tracker).</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <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 and Mastering Number Programme).</p> <p>Continue to purchase online, interactive programmes to use at school and home (Times Tables Rock Stars).</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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3

To provide CPD for staff to effectively implement cognitive science approaches in the classroom through a model of Instructional Coaching	Cognitive science principles of learning can have a significant impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles: EEF Cognitive Science Approaches in the Classroom <a href="https://d2tic4wvo1iusb.cloud-front.net/documents/guidance/Cognitive-science-approaches-in-the-classroom-A-review-of-the-evidence.pdf">https://d2tic4wvo1iusb.cloud-front.net/documents/guidance/Cognitive-science-approaches-in-the-classroom-A-review-of-the-evidence.pdf</a>	1
To provide ongoing training for staff (including new staff) to plan and deliver a deep, meaningful curriculum which is accessible to all, vocabulary rich and enables accelerated progress for disadvantaged pupils.	The Ofsted Education Inspection Framework Overview of Research details the evidence underpinning the importance of a curriculum which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research-for-EIF-framework-updated-references-22-Feb-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research-for-EIF-framework-updated-references-22-Feb-2021.pdf</a>	1

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

Budgeted cost: £ 5 364 Recovery funding has been allocated towards the cost of intervention sessions. Catch Up and School-Led Tutoring funding allocated to providing additional phonics/language teaching and NELI.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional intervention sessions targeted at pupils who require further teaching as a direct result of the pandemic (including phonics).	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 2 3
Delivery of a programme to address and improve language needs, particularly for disadvantaged pupils	<a href="#">NELI</a> was developed by leading academics in the field of language and literacy development and is an evidence-based early intervention programme to address children's language needs. Several robust evaluations has led to NELI being the	1 4 5

who have relatively low spoken language skills.	most well-evidence early language programme available to schools in England.	
Engaging with National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic (a significant proportion being disadvantaged, including high attainers).	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1

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

Budgeted cost: £40 975

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued employment of an experienced Home School Link Worker and an additional day of Inclusion Manager time to improve attendance and support families with behaviour, attendance and wellbeing, following the principles of good practice in the <a href="#">DfE's Improving School Attendance</a> .	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4 5
Provide a structured programme of Personal Development Learning to provide pupils with high quality social and emotional support.	SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing: <a href="https://www.coramlifeeducation.org.uk/impact/">https://www.coramlifeeducation.org.uk/impact/</a>	5
Contingency fund for acute issues, includ-	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside	All

ing funding for making clubs/visits accessible for all.	to respond quickly to needs that have not yet been identified.	
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**Total budgeted cost: £ 60 319**

## 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 in the 2020 to 2021 academic year.

Our internal assessments suggest that the performance of disadvantaged pupils during 20/21 was lower than non-disadvantaged pupils, despite the significant efforts of all staff to engage pupils in remote learning.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and due to the restrictions, closure and absences throughout the second half of the year, they were not able to benefit from the in class support and interventions to the degree that we had intended. We did, however, maintain a high quality curriculum, including during periods of partial closure, which was aided by the use of online resources, live lessons, remote small group and one to one support and the determination to provide access to technology for those families who needed this. Support through the DfE EdTech Programme and our allocated link school, enabled us to implement Teams successfully.

Although overall attendance remains higher than national for disadvantaged pupils the gap between attendance of non-disadvantaged and disadvantaged for 20/21 was 3.17%. Attendance during 20/21 for disadvantaged pupils was 5.38% compared to 2.21% for non-disadvantaged. If disadvantaged pupils are attending school less frequently than their peers, it is difficult for them to catch up.

Our assessments and observations indicated that for some pupils behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### Externally provided programmes

Programme	Provider
SCARF Programme	Coram Life Education

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- utilising a [DfE grant to train a senior mental health lead](#).
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

We looked at a number of reports, studies and research papers about effective use of pupil premium to support our decisions for the most effective way to use our funding.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.