

Pupil premium strategy statement – Parkside Primary School 2023-24

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	326
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	May 2024
Statement authorised by	R.Bell
Pupil premium lead	R.Bell
Governor / Trustee lead	R.Nixon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,933
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>	£3589
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£75522

Part A: Pupil premium strategy plan

Statement of intent

At Parkside primary we provide the highest quality education and continue to strive to ensure that all children reach their full potential both academically and socially. We deliver a bespoke curriculum that has the children at the heart of every decision we make. We endeavour to ensure that every child has the same opportunities and that any barriers are minimised for each and every individual so that each child can confidently progress onto the next stage of their academic journey equipped with the skills, knowledge, confidence and values to succeed.

At Parkside we know that quality first teaching has the biggest impact on our children's progress and attainment. We, therefore continue to make a commitment to high quality, continual professional development, to ensure that our teachers are equipped with the knowledge, skills and resources to teach our children. This year we will continue to embed the Rosenshine teaching and learning principles, alongside high quality, targeted interventions and supportive pastoral, nurture and wellbeing support to ensure that any gap for any child is narrowed.

At Parkside we want all children to aspire to be the very best they can be, they aim high and leave our school equipped with the skills and knowledge that the world is their oyster.

Challenges

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

Challenge number	Detail of challenge
1	Attainment Our 2022-23 data demonstrates that whilst our disadvantaged children are reaching expected levels, in particular in Key Stage One and Lower Key Stage Two they are not yet reaching greater depth levels in comparison to their non disadvantaged peers.
2	SEND The attainment of our children in 22-23, who are disadvantaged and also have additional special educational needs are not attaining at a comparable level to their non SEND and disadvantaged peers.

3	<p>Wider Opportunities</p> <p>Families are requiring more financial support in order for children to be able to attend educational visits and to be able to have access to resources that will enhance their access to education. Our food and uniform bank have become an integral part of our school offer as has our financial support for the purchase of uniform including school shoes. We need to continue to work with our families to promote healthy living in line with the sports premium strategy and the obesity statistics for our school.</p>
4	<p>Reading</p> <p>We recognise reading as the key to accessing the full curriculum. Not all families are engaged with reading support at home especially some of our disadvantaged families.</p>
5	<p>Early Identification of Needs and Speech and Language Support</p> <p>We recognise that there is a reduced level of support in our community for early identification of parenting needs, wider family needs or children's special educational needs. The needs for Early Help Support is required by the school setting, especially evident for our disadvantaged families in 2022-23. We need to ensure that we have early identification and support for families where children are displaying additional needs or need extra support, from a bespoke speech and language programme.</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
That an increasing number of children achieve at a Greater Depth level in Key Stage One and Lower Key Stage Two	Children who are pupil premium eligible will achieve at least in line with their non pupil premium eligible peers. They will be supported to rapidly narrow any gaps in their learning
Children who have SEND needs and are disadvantaged achieve in line with their SEND, non-disadvantaged peers.	Children who are pupil premium eligible and have special educational needs will achieve at least in line with their non pupil premium eligible, SEND peers.
All children come to school in warm, clean, well fitting uniform so that they are comfortable and ready to learn.	Children attend school in the correct, clean uniform so that they do not feel disadvantaged.
Parents know how to support their children at home with their reading and understand the importance of reading.	Parents are recording their children's reading on Boom Reader. Children and Parents see the value of reading at home.

Families and children in need of additional support are identified early and targeted support is provided swiftly	Families are well supported so that they can support their children to the best of their abilities, making informed decisions.
---	--

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: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD investment to ensure that teacher provide quality teaching first OLEVI Reading Champion School-LW NELI and SALT screening training Shakespeare Training Subject Leader Network EYFS- Interactions and purposeful setting Restorative practice Supervision- ELSA NPQs Mastering number CPD Monitoring and evaluation cycle	Effective Professional Development EEF (educationendowmentfoundation.org.uk) Preparing for Literacy EEF (educationendowmentfoundation.org.uk)	1,2, 5, 4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Daily Reading</i>		1,2,4
<i>Parenting support- potty training, importance of play in the EY, healthy choices, reading at home, mathematics- weekly stay and solve, phonics workshops, SEND parent drop ins, external funding support</i>	Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	5,2,1
<i>NELI programme</i>	Preparing for Literacy EEF (educationendowmentfoundation.org.uk)	1,2,5
<i>Keep ups- Little Wandle</i>		1,2,4,5
<i>Targeted Boosters</i>		1,2,4,5
<i>Targeted Intervention</i>	TA Recommendations Summary.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2,4,5

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

Budgeted cost: £15,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support for wider opportunities</i>	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3

<p><i>, funding educational visits, champion opportunities and forest school sessions</i></p>		
<p><i>Support from Uniform allowance</i></p> <p><i>Nurture Support</i></p> <p><i>Financial support for access to clubs</i></p> <p><i>Universal Breakfast club offer</i></p> <p><i>Food bank stocked and available with holiday grab bags prepared</i></p> <p><i>Uniform swap shop</i></p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</p> <p>Food banks in schools BERA</p>	<p>3,5</p>

Total budgeted cost: £15,522

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The attainment gap has continued to close for pupil premium children. 92% (90% of PP children) of children passed the phonic screening check in Year One with 97% (100% PP children) passing in Year Two.

Reading attainment across all year groups continued to improve this year. 93% of PP children reached EXP in reading in Y6 and 40% of PP children reached GD- The school continued to invest in high quality CPD through MAT based training, external training and internal CPD.

Wider strategies: Nurture and wellbeing is at the heart of the core offer at Parkside. Boxhall profiles or ELSA profiles have been used to assess the children who have attended ELSA sessions or nurture support. There have been positive gains in all profiles at the end of the programme.

The financial support for uniform or to access clubs has been adapted based on individual need and has ensured that our children are given additional opportunities. Bespoke packages have been put in place to prevent children becoming persistently absent. In the 22/23 academic year the attendance of our pupil premium children was higher than that of non pupil premium children.

We opened a universal breakfast club. This is now well attended with around 15-25 children accessing the facility every morning, this has helped to ensure that some of our families are on time and ready for their learning once they enter the classroom.

The food bank remains well resourced and is being accessed by a number of parents on a regular basis and by some families on a more in-formal basis.

The Pupil premium children who had the NTP were assessed when they started and at the end using the SRA scheme, this showed they had made progress. This was also the same for the Pupil Premium children who were taught in the phonic intervention groups. All children's scores increased and the words read per minute increased.

Teaching assistants have supported some PP children by grouping them for additional reading sessions so that they can support with fluency and comprehension.

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
NELI	
LW Catch Up	
ELSA	

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>Ensuring that all children continue to catch up to pre pandemic levels</p> <p>Helping children to prepare for or welcome them into the school following a move- Nurture- Social and Emotional Support</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>Children continued to close the progress and attainment gap this year. Children are settled in school and are able to access school and community opportunities and therefore form a sense of identity within the community.</p>