

# Pupil premium strategy statement – Parkside Primary School 2024-25

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	336
Proportion (%) of pupil premium eligible pupils	11%(14% inc PP+)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
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	£83561
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£83561

# 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 teaching and learning principles adapted at Parkside, which are broadly based on the Rosenshine 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 2023-24 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	Early Years to Year One Transition Children leaving early years working towards ELG need rapid catch up to be able to attain at expected or above by the end of Year One.
3	Wider Opportunities

	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.
4	<p>Early phonics and 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 developing a love of reading from the earliest stages. Not all parents understand the value in supporting phonics at home to ensure their children become successful early readers.</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 are required by the school setting, especially evident for our disadvantaged families in 2024-25. 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 when compared to their non-pupil premium peers.	<p>Children who are pupil premium eligible will achieve at least in line with their non-pupil premium eligible peers.</p> <p>They will be supported to rapidly narrow any gaps in their learning</p>
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 make progress 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 are equipped with the knowledge of how to support their children at home with their reading.	<p>Parents are recording their children's reading at least four times a week.</p> <p>Children's fluency increases when using the fluency tracker.</p>

To support parents in understanding the importance of a synthetic phonic scheme to allow for early reading and reading for life	Parents read with their children at home and understand the application of synthetic phonics.
Families and children in need of additional support are identified early and targeted support is provided swiftly	Early identification reduces the need for further escalation.

## 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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD investment to ensure that teacher provide quality teaching first OLEVI 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	<a href="https://educationendowmentfoundation.org.uk/effective-professional-development-eeef/">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/preparing-for-literacy-eeef/">Preparing for Literacy   EEF (educationendowmentfoundation.org.uk)</a>	1,2, 5, 4

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Daily Reading</i>	The DfE reading framework	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>	<a href="https://www.educationendowmentfoundation.org.uk/working-with-parents-to-support-childrens-learning">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a>	5,2,1
<i>NELI programme</i>	<a href="https://www.educationendowmentfoundation.org.uk/preparing-for-literacy">Preparing for Literacy   EEF (educationendowmentfoundation.org.uk)</a>	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>	<a href="https://d2tic4wvo1iusb.cloudfront.net/TA_Recommendations_Summary.pdf">TA Recommendations Summary.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1,2,4,5

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support for wider opportunities</i>	<a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	3

<p><i>, funding educational visits 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><a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a></p> <p><a href="#">Food banks in schools   BERA</a></p>	<p>3,5</p>

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Reading attainment continued to improve this year. 100% of PP children reached EXP in reading in Y6 and 33% of PP children reached GD- The school continues to invest in high quality CPD through MAT based training, external training and internal CPD. 100% (100% PP children) of children passed their phonic screening by Year Two.

Expectation Level: Expected & Above	Pupil Premium			Non Pupil Premium		
	Reading	Writing	Mathematics	Reading	Writing	Mathematics
⊕ Year 1	33.3%	33.3%	33.3%	87.8%	87.8%	87.8%
⊕ Year 2	75%	62.5%	87.5%	92.3%	92.3%	89.7%
⊕ Year 3	87.5%	87.5%	75%	85%	82.5%	92.5%
⊕ Year 4	83.3%	66.7%	100%	90%	82.5%	92.5%
⊕ Year 5	50%	62.5%	62.5%	95.1%	95.1%	95.1%
⊕ Year 6	100%	87.5%	62.5%	95%	95%	95%

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 informal 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	School based
LW Catch Up	School based
ELSA	School based

## Service pupil premium funding (optional)

*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***

Helping children to prepare for or welcome them into the school following a move- Nurture- Social and Emotional Support

To match or exceed the outcomes to those of their non SPP peers.

Specific, targeted support alongside high quality teaching

**The impact of that spending on service pupil premium eligible pupils**

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.