



# Park Street C of E Primary School

## Pupil premium strategy statement



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 Street C of E Primary School
Number of pupils in school	121
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	16 <sup>th</sup> November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	FGB 22/11/2021
Pupil premium lead	Sarah Hawker
Governor / Trustee lead	Andrew Day

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,795 + £930 Service children
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£17,725

## Part A: Pupil premium strategy plan

### Statement of intent

Our ultimate objectives for our pupils are to diminish average achievement difference between 'Disadvantaged' and 'Other' pupils in all year groups, so that all pupils make good progress and achieve high attainment across all subject areas. This can be done by accelerating the progress made by disadvantaged children to maximise percentage of pupils attaining age related expectations and above.

We expect all pupils, including disadvantaged to have good attendance, to be ready every day to access learning and make the expected progress in reading, writing and maths. Our strategy aims to diminish differences as early in possible, identifying disadvantage and working with parents to minimize it's impact, from when the children start school in Reception, or other year groups. Higher attaining disadvantaged children are challenged to ensure that they make progress towards 'greater depth' objectives.

Our strategy will work by ensuring that all pupils have very high-quality first teaching. Disadvantaged pupils have greatest access to this; often, where Teaching Assistants are used, they often support the class while the teacher works with the pupils needing extra support or challenge. Teachers identify gaps using rigorous diagnostic assessment, both formative and summative, and then work with pupils to address these, making pupils aware of their own progression, following the principles of Visible Learning (John Hattie). Where needed, tuition is added to boost this approach, tutors working alongside the teacher to align the learning with that being taught in class. This approach benefits the non-disadvantaged alongside their disadvantaged peers.

Our allocation of Pupil Premium funding also ensures that disadvantaged and non-disadvantaged pupils and their teachers have access to high-quality resources for learning, whether that be a DfE validated phonics scheme, motivational digital platforms to increase the impact of pupil practice of maths and spelling concepts, and high quality, standardized diagnostic assessments.

Finally, to ensure equality of opportunity for all our pupils, we ensure that we offer everybody a wide variety of curricular and extra-curricular experiences to maximise cultural capital, encouraging disadvantaged pupils to take full advantage of this through financial support as needed.

Our key principles align with our Christian Ethos, in facilitating all our pupils, whatever their background, to be able to access 'Life in all its fullness' (John 10.10)

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<p>Discussions with pupils and assessments and observations have shown that most of our disadvantaged pupils have limited language/restricted vocabulary, particularly those in EYFS (3 pupils). Also, pupils in Y2 and Y4 (both EAL) 1 in Y3 (EHA) and 1 in Y5 (SEND)</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p>
2	<p>Baseline assessment of EYFS children shows that the PP children have less prior knowledge of letters and phonics. Phonics teaching and assessment is showing that they are needing extra intervention already to keep up. Current scheme is not yet validated by the DfE</p>
3	<p>Attendance data is showing that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. 5 most persistent absentees are PP (1 services).</p>
4	<p>Identifying gaps and under-achievement so that this can be addressed in a timely manner.</p> <p>Standardised tests used last year were very useful at identifying children with gaps and who were falling behind, especially in KS2, so that interventions could be put in place, and progress and attainment measured accurately.</p>
5	<p>Some of our disadvantaged pupils find maths challenging and baseline assessment shows they are significantly behind their less-disadvantaged peers on starting school. This year this is 66% of the PP children.</p>
6	<p>Our assessments and observations indicate that the wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>Observations show that children need help with expressing their feelings, and developing adequate social skills following the Covid-19 pandemic.</p>
7	<p>Many children have missed out on enrichment and 'cultural capital' experiences, due to the pandemic</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
Writing assessments and discussions with pupils show an improvement in their oracy and a broadening of their vocabulary, across the curriculum.	<p>Percentage of PP children at ARE or above is in line with non-disadvantaged children in writing.</p> <p>Assessments and observations indicate improved oral language, particularly amongst EYFS children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
Improved reading attainment amongst disadvantaged pupils	The majority of disadvantaged pupils reach GLD in reading and pass the Y1 phonics test. KS2 show good progress in GL Assessments for English.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%.</li> </ul> <p>the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 1% lower than their peers. Pupils with Covid-19 related absence to be removed from these statistics.</p>
Improved maths attainment for disadvantaged pupils.	The majority of disadvantaged pupils reach GLD in number or at least ARE in maths. Others make good progress towards this.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant reduction in behaviour incidents linked to wellbeing</li> </ul> <p>a significant increase in participation in enrichment and 'cultural capital' activities, particularly among disadvantaged pupils</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: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1,2,4,5
<p>Use of 'Transforming Learning across the Curriculum' in KS2, and Talk for Writing in KS1 to embed dialogic activities across the school curriculum. These can support pupils to articulate and organise key ideas as they speak and write, and consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time in 'Talk for Writing' and "Transforming Learning Across the Curriculum" (Pie Corbett) which expounds techniques for improving discourse and vocabulary, across the curriculum, not just in English.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</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>Subscription to high-quality, motivating technology platforms that children can also access at home</p>	<p>Use of technology is motivating and can improve the impact of pupil practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	<p>1,4,5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund subject leader release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</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="https://publishing.service.gov.uk/Maths_guidance_KS_1_and_2.pdf">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="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>5</p>
<p>Improve the quality of social and emotional learning using the 'Zones of Regulation' scheme.</p> <p>Two trained teachers to cascade training for other staff and children in assembly time and staff meetings.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/eef-social-and-emotional-learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>6</p>
<p>Improve uptake of PP children in extra-curricular activities and 'cultural capital' experiences.</p>	<p>EEF arts participation +3</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	<p>7</p>
<p>TA support funded in Class 1 to support implementation of Early Years Toolkit and high needs of PP children in this class. Also supports teacher retention.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit</a></p> <p>and:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>TAs and teachers will follow the guidance in this document, in the deployment of TAs.</p>	<p>1,2,3,4,5,6,7</p>

<p>TA support from very experienced TA who is also tutoring, one day per week in Class 4 to support disadvantaged children with interventions and small group work. Also to free the teacher to work with the disadvantaged children.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>TAs and teachers will follow the guidance in this document, in the deployment of TAs.</p>	<p>1,2,3,4,5,6,7</p>
---	---	----------------------

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,5</p>

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

Budgeted cost: £2295

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Raising the profile of our Christian Ethos to improve behavior – 1 day vision activities.</p> <p>Whole staff training on ‘Zones of Regulation’ approaches with the aim of improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="http://educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	6
<p>Embedding principles of good practice set out in the DfE’s <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Fund teacher release time to attend training around improving attendance, particularly for EYFS and SEN pupils</p> <p>AHT/SENCO to have attendance improvement as one of her PM targets</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	3
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £ 17,795**

## 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 for 2020/21 (GL assessments) suggested that the performance of disadvantaged pupils was largely lower than their peers. Because we have relatively few (10 last year), it is difficult to compare percentages year on year, as one child is a large percentage. However, at the end of the year, 60% of PP children were working at ARE in Reading, 40% in writing and 60% in maths. We were not able to realise the ambition to 'close the gap' for these children, primarily because of the disruption to schooling caused by the Covid-19 pandemic. Writing particularly suffered due to lost opportunities for vocabulary development and supervised extended writing for the more reluctant writers. As a result, this is a focus in our next strategy.

In the second national lockdown, the head teacher and teaching staff worked with families to ensure that as many disadvantaged children as possible were in school. 70% attended. This enabled us to monitor their well-being and ensure that their opportunities for academic progress and social contact were maximised. We also maintained the teaching of our high-quality curriculum, through daily 'live' teaching sessions which all children attended.

Attendance of Pupil Premium and SEN children was significantly lower than their peers last year; Covid-19 is still having an impact on this in 2021-22. Consequently, improving this is a strong focus strategy over the next three years.

Although behaviour and pupil well-being in school was good last year (we found most pupils delighted to be back when schools were open), we feel that well-being and emotional regulation and awareness needed care, especially for the disadvantaged pupils. We were able to provide support in small group teaching when the school was partially open, which enabled staff to make time to monitor this.

We are very aware that we were unable to provide the enrichment and 'cultural capital' experiences for our disadvantaged pupils that we would usually fund. As a result, this is an important part of our strategy, to rebuild these opportunities, integrated with our curriculum, over the next three years.

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
None	

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No children were eligible for this last year.
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

### Additional activity

Additional activity outlined in our School Development Plan includes research-based strategies outlined by John Hattie in Visible Learning. This approach makes very clear the importance of high expectations for all, and the power of identifying gaps in learning to focus teaching on addressing these. Pupils are made aware of the progression of their learning through the sharing of 'Learning Journeys' for all subjects. Clear objectives and success criteria are followed, and this year teachers will be following CPD in Solo-Taxonomy, to increase the effectiveness of these for all pupils.

In Key Stage two, pupils lead their own 'Learning Reviews' in Parents' Evenings. This is empowering for disadvantaged pupils particularly, to be coached to articulate their own strengths and areas for development.

As apparent in the earlier sections of this strategy, we have researched the EEF guidance, to help us to make decisions in allocating this funding and in adapting our practice to best impact progress for all pupils, especially the disadvantaged.

Using a grant from 'Church Schools of Cambridge, we use and Art Therapist, provided by a local charity, to work with disadvantaged and other pupils one day per week to improve their well-being, and increase opportunities for them to share the difficulties and challenges they face.

We will review and evaluate this strategy regularly, being prepared to adjust our approach should any area not be making an impact.