

This statement details our school's plans for use of pupil premium for the 2023 to 2024 academic year, 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 the last two year's spending of pupil premium had within our school.

This forms part of our overall 3 year strategy, 2021-24

School Overview

Detail	Data 2021/22	2022/23	2023/24
School name	Park Street C of E Primary School		
Number of pupils in school	121	117	121
Proportion (%) of pupil premium eligible pupils	9% 10 + 3 Services	13% 13 FSM Incl 2 Ukrainian +2 Services	11.9% 14 children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025		
Date this statement was published	16 th November 2021	Review 21 st November 2022	Review 9 th October 2023
Date on which it will be reviewed		November 2023	New statement next year
Statement authorised by	Governors		FGB 22/11/23
Pupil premium lead	Sarah Hawker		Sarah Hawker
Governor / Trustee lead	Andrew Day		Lorna Atwell

Funding overview

Detail	Amount 2021/22	2022/23	2023/24
Pupil premium funding allocation this academic year	£14,490 incl. Service children (2021-22)	£15235 £640 – services =£15,875 £13160 (Ukrainian chn – not confirmed)	£20,370
Recovery premium funding allocation this academic year	£2000	School Led Tutoring £1296.00= 60% Our 40% contribution = £864 Total to spend=£216 0(£30/hr = 72hrs)	School Led tutoring - £945 + our contribution £945 = £1890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0		
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£16,490		£21,315 incl. contribution for tuition



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 across the curriculum and make the expected progress in reading, writing and maths. Our strategy aims to diminish differences as early as possible, identifying disadvantage and working with parents to minimize its 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, 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.

Challenge number	Detail of challenge 2022 Year Groups
1	Discussions with pupils and assessments and observations have shown that most of our disadvantaged pupils have limited language/restricted vocabulary, particularly those in Y1 (3 pupils). Also, pupils in Y2 (1EAL) Y3 (1 EAL) Y4 (1 – EAL) Y5 (1 EAL) Y6(EAL - 2 Ukrainian children) and 1 in Y6 (SEND) This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
	2023/24: Reception (3 pupils PP, 1 EAL and PP) Y1, 1 child EAL and PP, Y2 (4 PP pupils – 1 EAL and PP, 2 SEND and PP), Y3 1 child PP and EAL, Y4 3 PP (1 Services, 1 PP, SEND and EAL), Y5 (1 PP - also EAL and SEN), Y6 3 PP – 1 Services, 1 PP and EAL
2	Baseline assessment of EYFS (now in Y1) children show that the PP children have less prior knowledge of letters and phonics. Phonics teaching and assessment is showing that they are still needing extra intervention to keep up. (ERT being delivered by a TA). Validated Phonics scheme implemented last year.
3	Attendance data is showing that attendance last year among disadvantaged pupils is lower than for non-disadvantaged pupils – 90.4% PP Eligible, 93.8% Not PP eligible. This year, so far, not PP attendance = 94.8%, PP= 93.8%. Gap is closing. 5 most persistent absentees last year were PP (1 services). This year, despite letters, 4 PP children are persistent absentees at 83.64 (+8.2% on last year's), 86.99 (same as last year), 87.1 (+1.5% on last year), 88.62 (+2.8%). Letters sent and meetings held.
2023 - 24	Attendance – Gap has closed a little so far – 93.2% PP eligible 94.8% Non PP. 4 persistent absence children are PP – 2 from the same family (83.7% (up 3.8 on last year), 86.2% (Recep – staggered start), 74.4% (Receipt deferred staggered start), 88.37% up 0.3 on last year). Letters sent and meetings held.
4	Identifying gaps and under-achievement so that this can be addressed in a timely manner. 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. These will continue for Y2-6, February and July.
5	Some of our disadvantaged pupils find maths challenging and baseline assessment shows they are significantly behind their less-disadvantaged peers on starting school. In 2021/22 this was 66% of the PP children in Reception. Number Sense intervention in place for some Y2 children. Engagement with the Cambridge Maths Hub, and Mastering Number programme, for R/1/2 and Y4/5

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. Well-being sessions for all children organised – House Group activities to encourage children forming relationships across year groups and classes.</p>
7	<p>Many children have missed out on enrichment and 'cultural capital' experiences, due to the pandemic. PP children have residential and trips paid for – Burwell House, British Museum, Houses of Parliament, Fitzwilliam, Residential to HMS Belfast, Imperial War Museum and St Paul's Cathedral. Harry Potter Studios and Flag Fen for Y3/4.</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
<p>Writing assessments and discussions with pupils show an improvement in their oracy and a broadening of their vocabulary, across the curriculum.</p>	<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>
<p>Improved reading attainment amongst disadvantaged pupils</p>	<p>The majority of disadvantaged pupils reach GLD in reading and pass the Y1 phonics test. KS2 show good progress in GL Assessments for English. In KS2 7/8 PP children are at ARE and making good progress in English. (1 is SEN and PP- in line for EHCP)</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> 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. 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.
<p>Improved maths attainment for disadvantaged pupils.</p>	<p>The majority of disadvantaged pupils reach GLD in number or at least ARE in maths. Others make good progress towards this. 50%. KS2 show good progress in GL Assessments for maths. In KS2 7/8 PP children are at ARE and making good progress in maths. (1 is SEN and PP- in line for EHCP)</p>

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour incidents linked to wellbeing <p>a significant increase in participation in enrichment and 'cultural capital' activities, particularly among disadvantaged pupils</p>
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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. Purple writing shows activities added Autumn 2022.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,500

2022-23 updates in purple

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>Working memory and mind mapping group run by SENCO to help children to embed learning so they can access knowledge in assessments –Attention Autism intervention for 1 Y2 PP, to support her with accessing learning</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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,2,4,5</p>
<p>Use of 'Transforming Learning across the Curriculum' in KS2, and Talk for Writing in KS1 to embed dialogic activities</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom</p>	<p>1</p>

<p>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>Physical interventions (daily – run by TAs) to improve concentration, handwriting and touch typing – Sensory circuits for 3 PP children (Y1, Y4 and Y6), Handwriting intervention for 4 PP children, Y5 and Y6, touch typing for Y5 and Y6 children</p>	<p>discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>2023-24 Lightning Squad to improve reading. NELi starting again for EYFS</p> <p>Sensory circuits and touch typing going well</p>	
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Reading comprehension at ARE for all PP children in other year groups.</p> <p>Teaching assistant time to deliver NELi To children who need this throughout the school. ERT to Y1 pupils who need extra help with phonics and reading</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>V poor phonics result 2023. 47%. Introduction of 'Lightning Squad' delivered by experienced tutor to catch up those who failed. 1 PP</p>	2

<p>2 Y2 PP pupils also accessing speech and language therapy</p> <p>IDL used for older children (e.g. 1 Y5 PP and EAL child)</p> <p>Teacher time after school (Hot Chocolate Club) for Y6 children to improve reading comprehension.</p>	<p>child disapplied, the other 2 failed.</p>	
<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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</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>Weekly Maths skills group run by SENCO</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>Mastering Number to continue in Reception to Y2. Started in Y 4/5</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</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,</p>	<p>6</p>

<p>other staff and children in assembly time and staff meetings.</p>	<p>behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Continued to be used throughout the school. Impact on children's ability to discuss their well-being.</p>	
<p>Improve uptake of PP children in extra-curricular activities and 'cultural capital' experiences. All PP children offered funded places at Music and Drama club. (KPA)</p>	<p>EEF arts participation +3 https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>7 PP Children attending KPA and sports clubs.</p>	7
<p>TA support funded in Class 1 to support high needs of PP children in this class (Y1s). Also supports teacher retention.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit and: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>TAs and teachers will follow the guidance in this document, in the deployment of TAs.</p> <p>Continuing</p>	1,2,3,4,5,6,7
<p>TA support from TA in KS2 to support disadvantaged children with interventions and small group work. This also to frees the teacher to work with the other disadvantaged children.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>TAs and teachers will follow the guidance in this document, in the deployment of TAs.</p>	1,2,3,4,5,6,7

	This TA being used throughout the school this year.	
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Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Pro-gramme 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.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Lightning Squad tuition for children failing the phonics check and those struggling in Y3.	1,5

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

Budgeted cost: £1870

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising the profile of our Christian Ethos to improve behavior – 1 day vision activities. Whole staff training on 'Zones of Regulation' approaches with the aim of improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Continuing. Christina List to spend time developing Christian Ethos.	6
Continue to embed principles of good practice set out in the DfE's Improving School Attendance advice. Office Administrator has been trained to record and report absences to HT. Continue this	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3

<p>consistently. Letters and meetings continue to take place to follow up and challenge parents whose children have poor attendance. Family Worker support to be sought with this as needed. FPNs issued for parents taking children out of school in term-time.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Regular letters sent. Parents have been invited in for meetings in October to see if any support can be given.</p>	
<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>	<p>All</p>

Total budgeted cost: £ 30,370

Part B: Review of outcomes in the previous academic years

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils.

2020/21 Review:

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.



In 2021/22 Review:

Children who received tuition made excellent progress and did well in end of year assessments (see statutory data analysis)

SEN child in Y6 achieved EXS in R,W and M (not PP).

58% (7/12) of PP children in Y2-5 moved from not at ARE to ARE in GL Reading assessments 2022. One already at ARE.

PP children in Reception last year did not get GLD in maths.

Other PP Children are all making good progress towards ARE in maths. 2 at GDS (Y5). 33% (4/12) moved from below to at ARE in 2021/22.

Not including the Ukrainian children, 73% of PP children are at ARE in reading, 36% in writing, 55% in maths. As there are only 11 PP children, the 3 Y1 pupils who are all below ARE considerably affect the data. As outlined in our activities, we have a focus on writing in this document and for the whole-school in our School Development Plan.

Attendance:

Attendance of PP pupils has improved and is still improving:

Attendance for 2021-22 whole school was 93.3%

PP = 90.51%

Gap of 2.79% to close

So far in 2022-23 (December)

Whole school 94.8%

PP 93.8%

Gap of 1%

3 PP children last year were under SSA for much of the year. 2/3 attendance much improved this year. 1 up 8.2%, 1 up 2.8%

Well-Being and Cultural Capital

Parent survey Summer 2022 - 98% of parents said children happy and safe. One parent didn't know.

Well-being focus in SDP 2022/23

PP children encouraged to take part in after-school clubs – PP paid for music theatre club for PP child.

All PP children (in relevant classes) attended all trips provided 2021-22 – still some restriction due to Covid-19. E.g.:

Choirmaster from Jesus College worked with Class 3 (3 PP children)

Fitzwilliam Trip (April 22) to see David Hockney exhibition (4 PP children)

Taken part in "A Midsummer Night's Dream" by William Shakespeare (July 2022) (Y3-6)

Autumn Term 2022

Residential to Burwell House (Y5/6)

Trip to British Museum (Y5/6)

Trip to Parliament (Y5/6)

Trip to Fitzwilliam (Y3/4)

In 2022/23 Review:

Children who received tuition made excellent progress and did well in end of year assessments (see statutory data analysis)

87.5% (7/8) of PP children in KS2 achieved ARE in GL assessments in English and maths at the end of the year. 50% of these children were not at ARE the previous year. All but one (SEN – EHCP) of the Reception children achieved GLD in maths.

62% of PP children in Y1-6 (13) are at ARE in reading, 46% in writing, 69% in maths. As there are only 13 PP children in these year groups, the 3 Y2 pupils who are all below ARE considerably affect the data. As outlined in our activities, we have a focus on writing in this document and for the whole-school in our School Development Plan.

Attendance:

Attendance of PP pupils:

Attendance for 2022-23 – PP pupils was 88.4%, Non PP = 94.9% - gap of 6.5%

So far in 2023-24 (November)

Whole school 94.8%

PP 93.2%

Gap of 1.6%

Well-Being and Cultural Capital

Parent survey for Ofsted parents said children happy and safe.

PP children encouraged to take part in after-school clubs – PP paid for music theatre club for PP child.

All PP children (in relevant classes) attended all trips provided 2022-23

Residential to Burwell House (Y5/6)

Trip to British Museum (Y5/6)

Trip to Parliament (Y5/6)

Trip to Fitzwilliam (Y3/4)

Grafham Water (Y5/6)

Botanical Gardens (Y3/4)

Stibbington outdoor ed. (Y3/4)

Wandlebury Park (Y1/2)

All offered Music and Drama after school club

KS2 took part in musical of 'The Tempest' by William Shakespeare, performed on Jesus Green, July 2023.

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
NELI - Nuffield Early Language Intervention	Nuffield

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?	2 children were eligible last year. One received tuition in maths, one received support with attendance through breakfast club offer. One has been offered KPA club attendance and currently having maths tuition.
What was the impact of that spending on service pupil premium eligible pupils?	One service child with poor attendance improved this over the year to 92.5% from 84.2%

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 an 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.