

# 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	The Parks Academy
Number of pupils in school	359 including Nursery
Proportion (%) of pupil premium eligible pupils	71%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021-2022, 2022-2023, 2023-2024
Date this statement was published	September 2021
Date on which it was last reviewed	August 2023
Date on which it will be next reviewed	July 2024
Statement authorised by	Delta Academies Trust
Pupil premium lead	Michael McGrath
Governor / Trustee lead	Fiona Arnott

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£288,090
Recovery premium funding allocation this academic year	£0
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	£288,090

# Part A: Pupil premium strategy plan

## Statement of intent

At The Parks Primary Academy, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

### Our context:

Our school serves the most deprived community in one of the most deprived cities nationally. See the table below for further information.

INDICES OF DEPRIVATION DECILES		
1.1 Index of Multiple Dep...	2.7 Barriers to Housing a...	1.5 Crime Decile
1.1 Education and Skills ...	1.1 Employment Decile	1.1 Health and Disability Decile
3.7 Living Environment ...	1.1 Income Decile	1.1 IDACI Decile
1.30 IDAOP1 Decile		

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- Provide appropriate support to pupils in their emotional and social development.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils unable to self-regulate and manage emotions in an age-appropriate way.
2	Pupils achieve well by the end of KS2 but fail to convert to a greater depth standard due to gaps in prior knowledge.
3	Pupils' vocabulary is limited due to a lack of exposure to the wider world, this in turn impacts on their ability to comprehend and read fluently.
4	Pupils' attendance is not in line with national and persistent absence is above national data for PP children.

5	Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the early years impacts on pupils' ability to hear sounds when practising blending and segmenting: thus, impacting on early reading and fluency.
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## 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
Reduce the gap between non-PP and PP pupils achieving in Reading, Writing and Maths at the end of KS2.	Pupil data from the end of KS2 shows an upward trend of PP pupils achieving national standard.
Implementation of the Essential Letters and Sounds shows an increase in pupils passing the Phonics Screening Test in Y1.	Three-year increase in the Y1 pass rate with pupils achieving above national expectations by the third year of implementation.
All pupils without other complicating factors are confident readers by the end of KS1.	In-house tracking data indicates that pupils are successfully moving through the book bands and are working on age-related books in preparation for KS2.
Pupils are able to self-regulate and manage emotions in appropriate way.	In house ELSA progress data shows movement in developmental strands for pupils.
Pupils' achievement in wider curriculum subjects is in line with non-PP pupils and cultural capital is developed and sustained.	RAG data shows the PP pupils perform broadly in line with PP children. Pupil voice shows a greater understanding of the world around them.
Attendance for pupil premium children improves and persistent absence reduces.	Attendance data indicates that the gap to national closes year on year.

## 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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Talk for Writing CPD	Scrutiny of Writing work across the academy and in particular KS2 have shown that some additional CPD is needed to take the academy that next step.	2, 3 & 5
Voice 21 CPD	Learning walks have shown that children at The Parks struggle to verbalise their work, work with partners, groups and present their work.	1, 2, 3 & 5
Numicon CPD	Internal data in the past year has shown that Maths is beginning to lag behind Reading and Writing in relation to the % of children working at age-related across the academy.	2
Essential Letters and Sounds CPD	Each year the academy is always working around national standard. ELS Phonics scheme will take the academy to working consistently above national within three years.  New fully-decodable books are needed across the academy to fit in with the new scheme	2, 3 & 5
Rekenrek CPD	Internal data in the past year has shown that Maths is beginning to lag behind Reading and Writing in relation to the % of children working at age-related across the academy. This intervention will focus on children across Lower KS2.	2
Ready to Progress CPD	Internal data in the past year has shown that Maths is beginning to lag behind Reading and Writing in relation to the % of children working at age-related across the academy. This intervention is for children across the academy who are struggling to keep up with their peers.	2

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

Budgeted cost: £ 115,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
Third Space Learning 1:1 Tuition for Maths	Using Covid catch-up premium money on children who are PP that are needing extra Maths intervention in Upper KS2.	2

Fluency Reading Interventions	Additional fluency interventions across the academy is needed to support children in Reading.	2 & 3
ELS Phonics additional intervention	Each year the academy is always working around national standard. ELS Phonics scheme will take the academy to working consistently above national within three years.	3 & 5
Ready to Progress Intervention	Additional support for those children that struggle in Maths. This closes previous year group gaps to ensure that progress is then accelerated.	2
Launchpad for Literacy Interventions	Additional intervention is needed to support those children who are working below age-related in phonics in EYFS/KS1. This intervention ensures that children who fall into this category are able to keep up with their peers.	5

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

Budgeted cost: £ 146,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Safeguarding Officer in place	There are approximately 60 children (20%) at The Parks who are open to social care at some level. These children are all PP.	1
Attendance and Behaviour Lead in place	Attendance at The Parks is significantly higher than national average and persistent absences is also.	1 & 4
Breakfast Club	Children who are hungry do not perform as well as their peers.	1 & 2
Reward Shop	Essential part of our behaviour policy.	1
Subsidised visits	Children from our community historically have not had the same life experiences as children from other areas. It is important that we subsidise trips so that our children can have the same life experiences as others.	1, 2 & 3
Parent workshops, stay and play, etc	It is important to ensure that parents are on board and have opportunities to find out how their children are learning so that they can support from home.	2, 3 & 5

Musical instrument tuition/choir	Every child should have the opportunity to learn to play an instrument/perform in front of an audience.	1
Additional ELSA staff member trained	Due to the number of children that are requiring support for this social emotional mental health, we need an additional staff member to be trained up in ELSA.	1 & 2
ELSA interventions	Two staff members need to be released daily to deliver social emotional and mental health interventions.	1 & 2

**Total budgeted cost: £ £296,795**

## 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.

<b>EYFS GLD</b>		
<u>Whole Cohort</u>	<u>PP</u>	<u>Non-PP</u>
69%	65%	80%

<b>Year 1 Phonics</b>		
<u>Whole Cohort</u>	<u>PP</u>	<u>Non-PP</u>
87%	85%	92%

<b>KS1 Teacher Assessments</b>						
	<u>Whole Cohort</u>		<u>PP</u>		<u>Non-PP</u>	
	EXS+	GDS	EXS+	GDS	EXS+	GDS
Reading	74%	41%	69%	34%	82%	53%
Writing	70%	15%	69%	14%	71%	18%
Maths	74%	30%	72%	28%	76%	35%

<b>Year 4 MTC Average Scores</b>		
<u>Whole Cohort</u>	<u>PP</u>	<u>Non-PP</u>
18.2	17.8	20.5

<b>KS2 Teacher Assessments</b>						
	<u>Whole Cohort</u>		<u>PP</u>		<u>Non-PP</u>	
	EXS+	GDS	EXS+	GDS	EXS+	GDS
Reading	67%	28%	58%	18%	92%	54%
Writing	74%	4%	67%	6%	92%	0%
Maths	70%	39%	64%	30%	85%	62%
Combined	59%	0%	49%	0%	85%	0%



## 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*

<b>Programme</b>	<b>Provider</b>
Thrive	Fronting the Challenges Projects LTD
TT Rockstars	Maths Circle
Essential Letters and Sounds	Oxford University Press
Reading Plus	Reading Plus LTD
Oxford Owl	Oxford University Press
Purple Mash	2 Simple
Language Angels	Nubridge Publishing LTD
Jigsaw	Jigsaw PSHE LTD
Complete PE	Complete PE LTD