

Park is an inclusive school where we focus on the wellbeing and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights' standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

1

## Pupil premium strategy statement 2021-2022

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 Primary
Number of pupils in school	640
Proportion (%) of pupil premium eligible pupils	25% (30/11/21) 20.8% National Average
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 21
Date on which it will be reviewed	Annually in November
Statement authorised by	Park's GB
Pupil premium lead	Victoria Loughran
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 137,190
Recovery premium funding allocation this academic year	£ 17,690
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	£ 154,880



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2



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## Part A: Pupil Premium Strategy Plan

### Statement of intent

#### Park's Equality Statement:

Park is an inclusive school where we focus on the wellbeing and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights' standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

At Park, our unwavering intention is that all children, irrespective of individual challenges, are provided with every opportunity to make good progress, achieve well and have access to all aspects of our broad and delicious curriculum. The focus of our Pupil Premium Strategy is to support disadvantaged pupils (including those that the school identifies as disadvantaged but are not PP eligible) to achieve that aim.

Within our provision we will include all children who we, at Park, consider to be vulnerable/ disadvantaged whether they are afforded PP or not.

At Park we believe that we must start with a High Quality First provision which means establishing a consistently excellent fundamental learning offer and thereafter we consider how to ensure equity so that equality of opportunity is a reality. A focus on excellent provision has proven to have the greatest impact upon closing the 'disadvantage gap' whilst, at the same time impacting those who are not known to the school as 'disadvantaged'. Historically our PP children do well when compared with their peers at Park and nationally so our previous strategies are clearly impacting.

It needs to be stated that implicit within the expected outcomes expressed below is the ongoing expectation that non-disadvantaged pupils' progress and attainment will be sustained and improved simultaneously.



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Our strategy is also contained within our whole school plans for 'recovery'. One of our strategic objectives this year is to ensure that our curriculum allows children to thrive again. This is linked to academic capacity (NTP and Recovery Premium) as well as learning dispositions and being learning ready, it also relates to the enrichment elements of the curriculum which have been impossible for the last 18 months.

Our Pupil Premium and Recovery Strategy will be responsive to data (hard and soft) but will not be driven by assumption. We are adopting a whole school approach of complementary strategies so that all children are empowered to make good progress; within this we will be ensuring that all disadvantaged children are afforded equity.

We will:

- Ensure all children are challenged and that there is no place for low expectation;
- Act early and use data perceptively;
- Be aspirational for all;
- Be responsible; an inclusive whole school approach means that outcomes for disadvantaged pupils should be levelled up with the expectations for all,

## Challenges

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

Challenge number	Detail of challenge
1 (oracy)	Qualitative and quantitative data suggests that there is underdeveloped oral language capacity among many of our disadvantaged pupils. This evidence prevails from their nursery data.
2 (learning progression)	The covid challenge has impacted our disadvantaged families more significantly than our non- disadvantaged. Due to the amount of time the children have been at home, in disadvantaged homes where resources and experience may be less 'rich' progression in learning has been significantly negatively affected.



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3. (phonics)	Our phonics qualitative and quantitative data also suggests that our disadvantaged pupils have more difficulties with phonics than their non-disadvantaged peers
4. (specific cohorts)	The Year 4 cohort of 2021-22 have been disproportionately challenged by Covid. They were a cohort whose data was already discrepant with the rest of the school but they are also a cohort with a greater number of disadvantaged pupils (not always evident in PP figures) and it was the cohort who were subject to more bubble closures.
5. (study space-physical and head)	Home learning is increasingly problematic in a disadvantaged home where pupils have less supportive resourcing and environments (space to learn etc)
6. (KS1 attainment)	KS1 attainment data suggests that progress in KS1 for our disadvantaged children is less than that of our non-disadvantaged children
7. (SEMH and wellbeing)	Our observations and discussions have identified social and emotional issues for many pupils (isolation, lack of socialisation, social and emotional issues) due to lack of enrichment and motivational opportunities. These challenges are particularly acute for, though not isolated to, our disadvantaged children. Teacher referrals have increased and there is now a greater emphasis on social and emotional intervention groups)  All children have had less exposure to enrichment and motivational opportunities
8. (attendance)	Attendance data - our YTD attendance for PP children is 91% compared to 94% for non-PP.
9. (best start)	On entry to Reception qualitative data in the last two years indicates that our disadvantaged pupils arrive below age related expectations when compared to their non disadvantaged peers.
10. (getting the foundations right and really understanding the challenges)	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been negatively impacted by partial school closures to a greater extent than for other pupils. This is borne out in national data. The result is that mathematical fluency, writing capacity and reading all need to be addressed in a systematic progressive manner. This is not about catching up to age-expected but, instead, ensuring that the basics are there so that we are future proofing good progress built on solid foundations.



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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.

Within the targets set for 24/ 25 we have appropriately considered the cohort's experience; Y6 in 24/25 will be our current Y3 and Y2 in 24/25 will be our current Nursery cohort whose early years experience has been significantly detrimentally affected. Our targets are therefore ambitious with understanding.

Intended outcome	Success criteria
Improved oral language skills and increased vocabulary (used well) among disadvantaged pupils	<ul style="list-style-type: none"> <li>Quantitative and qualitative (books/ session engagement/ in lesson responses) assessments indicate significantly improved oral language skills among disadvantaged pupils.</li> </ul>
Decreased gap between the attainment and progress of our disadvantaged children when compared with our non-disadvantaged children at KS1	<ul style="list-style-type: none"> <li>KS1 attainment gap between our disadvantaged and non-disadvantaged returns to its 2019 level in Reading, Writing and Mathematics as quickly as we perceive it to be possible.</li> <li>The current trend seen over Covid period is reversed.</li> </ul>
All disadvantaged children have accessible opportunities to all elements of our curriculum.	<ul style="list-style-type: none"> <li>Barriers (financial/ accessibility/ academic capacity) removed from any child accessing any aspect of the children.</li> </ul>
Any gaps in maths, writing and reading attainment are narrowed across the whole school. Progress of all pupils remains in the first quintile.	<ul style="list-style-type: none"> <li>Gap decreased at KS1 combined in 2024/25 so that it is not ever greater than 15% for our core children (those who have been with us for at least two years at the point of assessment).</li> <li>At KS2 combined (at GD and Expected) in 2024/25 the gap between disadvantaged and non-disadvantaged is not greater than 5 % for our core children (those who have</li> </ul>



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	been with us for at least two years at the point of assessment).
To achieve and sustain positive mental health and wellbeing for all pupils at Park, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>Disadvantaged children accessing: clubs, visits, residentials etc and are not disproportionately represented on behaviour logs,</li> <li>Student voice and surveys as well as teacher observations indicate a sense of wellbeing and emotional literacy which supports the maintenance of wellbeing.</li> <li>Disadvantaged children increasingly empowered to discuss their mental health.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly those viewed at school level as disadvantaged.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>Overall attendance being 96%</li> <li>The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2% (target is 95%)</li> <li>The percentage of all pupils who are persistently absent being below 10% and the figure amongst disadvantaged pupils being no more than 1.5% above their peers.</li> </ul>

## 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: £ 82,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Key focus on explicit vocabulary instruction both in English, Reading and wider curriculum</i>	<p>Explicit vocabulary instruction has been proven to develop pupils' language capability to support their reading and writing.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/KS2_Literacy_Guidance_2017.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/KS2_Literacy_Guidance_2017.pdf</a></p>	1, 2, 5 and 6



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<p><i>Purchase of standardised diagnostic assessments.</i></p> <p><i>Training for staff to ensure assessments are interpreted and administered correctly.</i></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="https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests">https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests</a></p>	<p>1, 3 and 5</p>
<p><i>Embedding dialogic activities across the school curriculum. These can support pupils' effective articulation in order to consolidate understanding and extend vocabulary.</i></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="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1, 2, 3, 6, 7, 9</p>
<p><i>Whole school CPD and approach to Metacognition and self-regulated learning (both explicitly and through LPA)</i></p> <p><i>Fund teacher release time to work with 'experts' as well as funding professional learning community.</i></p>	<p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	<p>1, 2, 3, 4, 5, 6</p>
<p><i>Enhancement of perceptive maths and English teaching and Cc planning in line with DFE and EEF guidance.</i></p> <p><i>Aiming for a mastery approach across the core</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/mhttps://educationendowmentfoundation.org.uk/educatio">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/mhttps://educationendowmentfoundation.org.uk/educatio</a></p>	<p>1, 2, 3, 4, 6, 9, 10</p>



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<p><i>subjects to create agile learners, creative in approach and flexible problem solvers due to deep understanding.</i></p> <p><i>(CPD, subject knowledge and release time for learning communities and sharing good practice)</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2aths-ks-2-3">n-evidence/guidance-reports/literacy-ks2aths-ks-2-3</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf</a></p>	
<p><i>Leadership structure which focuses on quality of education in its whole sense.</i></p>	<p>In school evidence which tells us that the leadership needs to be distributed in order for it to be fulfilled and effectively functional.</p>	<p>1 2, 3, 4 5, 6, 7, 8, 9, 10</p>
<p><i>Improve the quality of social and emotional learning with a focus on emotional literacy.</i></p> <p><i>Emotional literacy approaches will be embedded in routine daily practice and reinforced regularly through CPD.</i></p>	<p>Extensive evidence associates childhood social and emotional skills with improved outcomes at school and in life (relationships, behaviour, academic capacity, attitudes)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>2, 7, 10</p>

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

Budgeted cost: £ 41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>phonics</i></p>	<p>Phonics is the bedrock of reading. Without being able to read children have difficulty accessing the curriculum in general. Internal evidence suggests that 1-1 phonics intervention which is</p>	<p>3</p>



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	consistently provided achieves excellent outcomes.	
<i>NELI</i>	The NELI programme is free for eligible schools. We are taking part in the programme as historically Communication & Language is an area that lots of our children struggle with. Last year, 24% of the cohort were emerging in Communication and Language at the end of the year. Communication and Language is also a focus in the new EYFS curriculum.	1, 9, 10
<i>NCETM Mastering Number</i>	Achieving maths mastery through fluency is necessary so that all children can access the curriculum fully. Once number is concrete the abstract concepts in mathematics are manageable.	2,4,6,10
<i>School Led Tuition</i>	<a href="#">School Led Tuition</a> <a href="#">Recovery Premium Proposal</a>	All

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

Budgeted cost: £ 31,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Invest in visual arts, music, dance, performing arts, theatre and creative curriculum opportunities.</i>	Evidence that playing a musical instrument and access to theatre and performing arts has a benefit to attainment across the curriculum (especially to those children who lack access to this outside school) <a href="https://my.chartered.college/2018/07/do-school-trips-to-the-theatre-provide-any-educational-benefits/">https://my.chartered.college/2018/07/do-school-trips-to-the-theatre-provide-any-educational-benefits/</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/arts-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/arts-education</a>	All (an engaging and delicious curriculum will improve attendance, increase engagement and improve



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		progress and attainment)
<i>Invest in a thrive-again curriculum and increase access for all.</i>	Anecdotally, children who are engaged in all school activities and perceive that opportunities are open to them, are ready to learn and are impassioned. With relationships at the core of our practice, genuine feelings of engagement at all levels are fundamental and will increase wellbeing for all.	As above
<i>Engage parents more actively in their children's learning and build on the relationships formed through remote learning.</i>  <i>(parent classes, food bank, SBSW, FSWs, trainee social workers)</i>	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Effective parental engagement can lead to learning gains of +3 months over the course of a year.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	All
	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	8
<i>Contingency fund</i>	A need has been identified to set aside a small contingency fund which will allow us to respond proactively	All

**Total budgeted cost: £ 154,880**



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## 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. [Statement](#) 2020-2021

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

*In order to track our PP children we voluntarily submitted our own standardised testing data to FFT in order that we could track these specific groups of children as well as submitting our end of KS1 and 2 Teacher assessments.*

*In KS1, our data for 2020 suggested that while we closed the gap in terms of progress, the attainment gap was still large. This trend continued into 2021 and our attendance data would suggest that our PP children attended school less during this period.*

*In KS2, our attainment for PP pupils stayed strong in 2020 but the gap widened in 2021. Our progress stayed inline with national for this group but the gap between our non-PP and PP increased slightly.*

*Over the course of the 20-21 academic year we worked incredibly hard to ensure the effective inclusion of our disadvantaged pupils. We broadened our definition, included all considered to be vulnerable in our in school lockdown offer (60 children on site daily) and provided over 100 food parcels per week as well as an excellent technology offer in terms of devices and access.*



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## 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
National Tuition Programme	Protocol trained our inhouse tutors as we knew that tutors known to the children (often the most vulnerable) would have the greatest impact.

## Further information (optional)

*Additional to our use of Pupil Premium funding, in order to support our disadvantaged pupils (who are far more in number than our PP number suggests) We have started a food bank , sourced additional government laptops and routers ; ESOL classes, provide Early Early Help - a presence in the playground, Forest School/ Outdoor Learning, mood meters, Tree of Life etc. Due to the emphasis of the building of relationships within the school community we can and do regularly provide signposting and advice on housing, health care, help with setting routines at home, translating etc. We also have a School Based Social Worker who is able to advise on any issues that may need the input from Child Services.*

*We have recently had a focus on families who for a number of reasons have not applied for Pupil Premium (lack of awareness; or confusion over eligibility ) and supported parents in their applications. The lack of Early Years Pupil Premium has also been addressed in the same way and it has now been agreed that an application will now be part of the admissions process. We anticipate that our future percentage will be much more reflective of our demographic.*



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