

# Park Spring 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 Spring Primary School
Number of pupils in school	454
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021/22 2022/23 2023/24
Date this statement was published	Nov 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rachel Horan, Headteacher
Pupil premium leads	Victoria Benson/Rachel Horan
Governor / Trustee lead	Chole Coleman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£223,053
Recovery premium funding allocation this academic year	£27,550
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	£250,603

# Part A: Pupil premium strategy plan

## Statement of intent

### Ultimate objective for disadvantaged children at Park Spring is:

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

For all disadvantaged pupils in receipt of pupil premium to achieve Age Related Expectation at the end of Year 6 and then at GCSE level.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

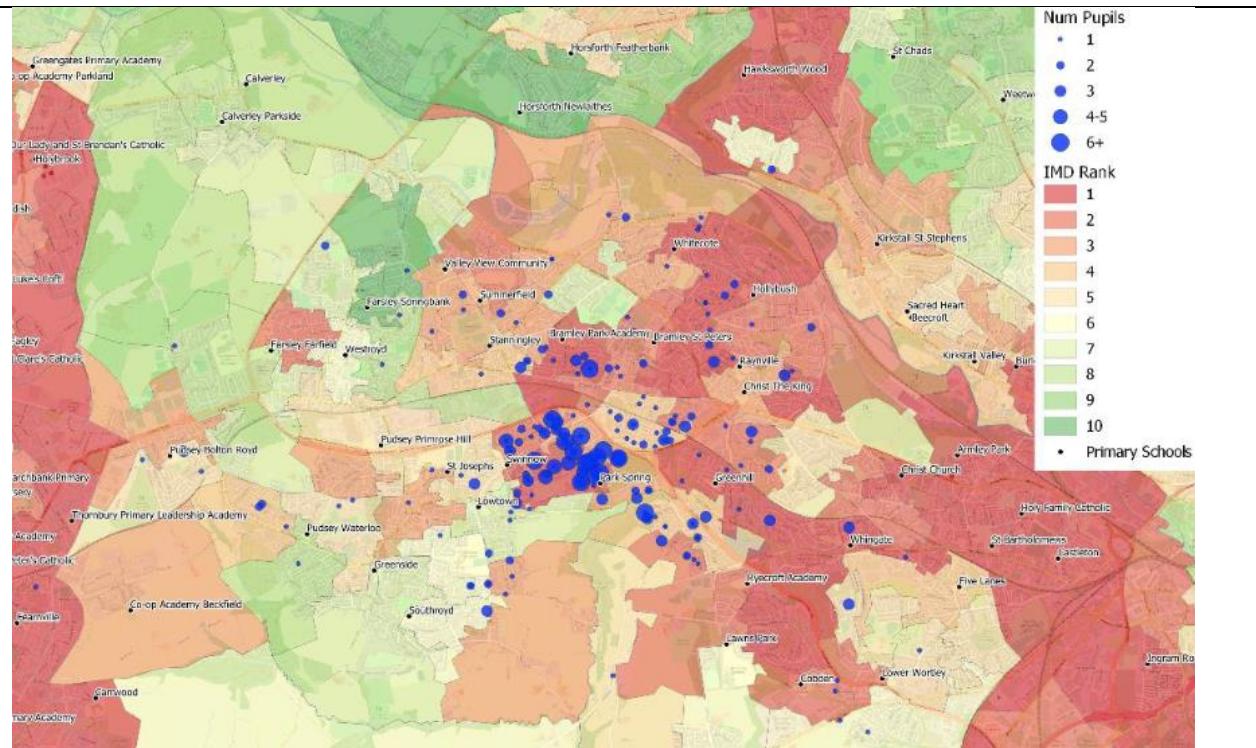
### **Demography and School Context**

Park Spring Primary School is located on a housing estate in Swinnow, in the west of Leeds. The school is located in an area of high-density social housing and almost two thirds (64%) of the pupil population lives within 1 kilometre of the school.

Most children attending the school live in areas which have higher than average levels of deprivation and more than a third of pupils (36%) live in areas that are amongst the 10% most deprived in England(IMD measure). The cohort of 2019 has a relatively large number of children from less deprived areas (compared to other year groups) but this appears to be a ‘blip’: the cohort of 2020 (current Reception) doesn’t have any children who live in less-deprived areas.

IMD data indicates that deprivation issues relating to crime, living environment, family structure, health and adult educational outcomes –as well as income deprivation –are key to understanding the challenges faced by local communities.

The pupil population characteristics generally reflect the characteristics of the local community in terms of ethnicity; combined with the skewed gender profile of the pupil population and the relatively high levels of deprivation, this means that the school has large numbers of ‘poor white boys’; this group is widely recognised as being one of the most vulnerable to low educational outcomes.



The areas used in these analyses are Lower Super Output Areas (LSOA): these are defined by the government and each contains around 1,500 people on average. Figures for LSOAs describe the overall characteristics of the population living in the LSOA, and it should be recognised that not all individuals who live in an LSOA will conform to these overall characteristics.

This table uses the Income Deprivation Affecting Children Index (IDACI) as its measure of deprivation. IDACI measures the proportion of children under 15 living in families that are 'income deprived'. This measure is useful because it focuses on income deprivation which specifically and directly affects children.

12% of children attend Park Spring live in an area that is amongst the 10% most deprived in England.

41% live in an area that is amongst the 20% most deprived in England.

69% live in an area that is amongst the 30% most deprived in England.

Only 1% live in an area that is amongst the 20% least deprived in England.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

**We want our school to be a happy and healthy place to learn for every child, including those who may be socially disadvantaged. Through the school's ethos of 'Achieving Together • Inspired To Be Successful'**

**In our approach to planning and executing this strategy, we follow key principles that we believe can maximise the impact of our pupil premium spending:**

**High expectations-** We firmly believe in all children. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

**High quality provision-** Quality teaching is key to good progress and attainment. We continue to ensure that all pupils receive good teaching; ensuring that all teaching and learning opportunities meet the needs of all the pupils. We ensure consistent application of key elements of teaching and learning such as planning, feedback and assessment. We provide high quality professional development for all staff.

**Emphasis on basic skills-** High standards in English and Mathematics can only be achieved if our children are confident and competent in basic skills and knowledge, such as reading age-appropriate texts fluently and having number fact fluency (a rapid recall of number facts, including times tables).

**Broad and balanced curriculum-** Pupils access the very broadest opportunities across all subjects. This includes providing or subsidising rich cultural experiences and building up pupils' 'cultural capital'.

**Knowing our children-** Pupils eligible for pupil premium funding are not always socially disadvantaged or at risk of underachievement. Some potentially higher attaining pupils need challenge to make sure they don't under-achieve. In making provision for socially disadvantaged pupils, we recognise that not all pupils receive free school meals will be socially disadvantaged. We reserve the right to allocate funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

**Early intervention-** High quality provision in the Early Years Foundation Stage with a strong emphasis on Oracy, reading and characteristics of effective learning builds a solid foundation for subsequent success in Key Stages 1 and 2.

**There are key processes in place as we formulate and execute this strategy-**

### **Evaluation**

We review how effective our previous strategy was. The last two years has seen disruption caused by the coronavirus, making it hard to reliably measure impact. Before the pandemic, however, we were increasingly confident that the strategies we had developed were successful.

## **Identifying barriers to learning**

Pupils can experience many barriers to their learning. We identify these barriers and set out ways to overcome them as much as we can. Analysis has shown that typical barriers may be:

- attendance and punctuality issues
- lack of support at home
- weak language and communication skills
- behaviour and emotional difficulties

There may be also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

## **Use of assessment**

We acknowledge the importance of assessment as a basis for planning provision including additional support and challenge. Assessment data is analysed each term in order to evaluate the performance of all pupils, but specifically how pupil premium pupils are performing in terms of their peers.

# **Achieving These Objectives**

The range of provision the Governors consider making for this group include and would not be limited to:

- Providing additional support in class as well as delivery of specific interventions to narrow the attainment gap.
- SEMH support, for children and families, in order to support children's readiness to learn.
- Funding of speech and language interventions both internally and through traded SLA
- Reducing class/ teaching group sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' Teacher to identified year groups - providing small group work with an experienced teacher focussed on overcoming gaps in learning
- Funding of on-line learning to support learning (timetables, reading etc.)
- 1:1 support
- Use of the Tutor Trust Tutors
- Additional learning support.
- Pay for or subsidise all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- To allow the children to learn a musical instrument
- The Allocation & delivery of devices.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	Poor language skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary.
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	There is a small, key group of pupils in receipt of PP not making expected progress despite interventions.
4	Children's emotional well-being, social and behavioural needs affecting children being in the position to make progress and their readiness to learn.
5	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absence.
6	Complex family needs
7	Limited life and cultural experiences, which for some of our children restricts understanding of some curriculum areas.

## 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
Improved oral language skills for children identified as needing the support	The progress made by children receiving speech and language support in Early Years Foundation stage is rapid, particularly in Communication and Language
The gap is narrowed in the progress and attainment of PP and non-PP children, in particular in reading at the end of KS2.	Disadvantaged pupils make at least expected progress from their individual starting point in all areas of the curriculum and especially in Reading, Writing and Maths
For the gap to be narrowed between disadvantaged and non-disadvantaged in EYFS	To begin to narrow the gap between disadvantaged and non-disadvantaged children by the end of EYFS. Disadvantaged pupil's attainment is closer to ARE at the end of Reception (based on pupil's own baseline).

	Disadvantaged pupils receive intervention as soon as the need is identified at baseline.
Increased attendance rates for disadvantaged children	<p>Ensure the attendance of disadvantaged children is above 95%.</p> <p>Reduce the number of disadvantaged children who are PA.</p> <p>Improvement in attainment of PP children as they are accessing learning more regularly.</p>
Family- school partnerships supports the engagement of disadvantaged children in learning	<p>To develop and strengthen effective family school partnerships and relationships with vulnerable families.</p> <p>Encourage families to take a more active role in school life.</p>
Even greater engagement and enrichment that stems from increased opportunities for cultural and curriculum visits/experiences	<p>Pupil feedback indicates enriched learning experiences.</p> <p>Teacher observation confirms positive attitudes</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: £ 121,095

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

<p>Carry out early language intervention using the Neli program.</p> <p>Increased staffing ration (EYFS) - to support language and communication</p>	<p>Language and communication have been identified as a key area need for pupils in EYFS. Additional staffing allows for more regular, high quality, adult interactions with children in order to develop language skills and vocabulary.</p> <p>EEF evidence: 6 months' extra progress can be made through oral language intervention Endorsed by the EEF Research: <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>	1 and 3
<p>Carry out individual and small group interventions to support and challenge pupils appropriately.</p> <p><i>Intervention teacher UPSK2,</i></p>	<p>Small group intervention with highly qualified staff has been shown to be effective, as referenced in reliable evidence sources such as visible learning, John Hattie and the EEF toolkit.</p> <p>Children who keep up or catch up on specific gaps in their learning are more able to at least reach age-related expectations.</p> <p>EEF evidence relates to various aspects: individualised instruction (4 months' extra progress impact); one-to-one tuition (5 months); small group tuition 4 months); reading comprehension strategies (6 months)' teaching assistant interventions (4 months).</p>	1,2,3
<p><i>Providing additional teaching capacity in Reception, Yr1 and Yr6.</i></p>	<p>EEF evidence -Early intervention in EYFS and Year 1. The evidence suggests early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. This approach seems to be particularly beneficial for children from low income families. 2019-20 shows a dip in progress at the end of each Key Stage 2 for disadvantaged children. The additional teaching capacity is being used to address this.</p>	3
<p>Invest in high quality reading material to support whole class reading, reading for pleasure and the individual reading curriculum.</p>	<p>A deep dive was undertaken by Noctua 22/06/21 which said to continue to promote a love of reading across school, with a particular focus on disadvantaged pupils. Ensure pupils are regularly exposed to high quality texts and are familiar with key authors and core texts.</p>	3

Invest in new systematic synthetic phonics programme and new decodable reading books.	<p>Our provision in phonics is effective and outcomes in Year 1 have been above national. The new programme will help to ensure fidelity in our teaching and the new books will refresh our reading materials so that children remain engaged, developing a love of reading at an early age with the long-term view of ensuring children reach at least age related expectations.</p> <p>EEF Evidence: 5 months' extra progress can be made through effective phonics.</p>	2 and 3
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28,431

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Chatter Bug Speech and Language Therapy –in addition to cluster provision</i>	Our past experience indicates that this has a positive impact on selected children's communication skills. EEF evidence: 6 months' extra progress can be made through oral language interventions.	1 and 2
<i>On line resources including -Lexia, Bedrock, Reading Eggs and Mathletics an online reading and spelling programme.</i>	<p>These online resources have been identified as effective ways for children to practise key instant recall facts in maths and reading and phonics practise. Online resources are available to any pupil with access to a device and many disadvantaged children used these resources as their only remote learning during periods of isolation. It is essential these continue to be available for children to access. Teachers are able to monitor usage and set accurate tasks / challenges for pupils.</p> <p>EEF evidence: 5 months' extra progress can be made through effective phonics.</p>	2 ,3 and 6
Additional TA time to deliver 1. booster before school 2. 1:1 Reading for those children who do not read at home	<p>Targeted intervention for specific phonic and reading difficulties. Proven track record of positive impact in-house</p> <p>EEF evidence: 6 months extra progress can be made by reading comprehension strategies; 4 months' extra progress can be made using small group tuition.</p> <p>Pupils require additional support to access their year group curriculum expectations. This</p>	3

	<p>includes pre teaching, reading support and access to resources / materials.</p> <p>Small group intervention with highly qualified staff has been shown to be effective, as referenced in reliable evidence sources such as visible learning, John Hattie and the EEF toolkit.</p>	
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## **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £95,930

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Behaviour support workers to support pupils in class and provide intervention programmes (e.g., nurture, drawing and talking, little voices)	Pupils rely on SEMH support in order to be able to learn. This support also prevents behaviour issues which may result in children missing learning / begin distracted in class or distracting others. <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a>	4 and 6
Cluster Services are bought in by the Family of Schools to support school	The Cluster services allows us access to targeted interventions with regards to SEMH.	
Chimp management training for Yr3/4 pupils	Quality first teaching for behaviour as we recognise that children in Year 3 and 4 can sometimes struggle with regulating their emotions which can impact	
Family liaison officer role maintain extended hours.	With COVID home issues and safeguarding being the most important drive in our school, the last year has seen the need to extend our safeguarding team.  This role has been critical in addressing attendance and lateness concerns for children.	5 and 6

	<p>The work provided by the family liaison officer has a direct impact on pupils' progress and attainment as their attendance and punctuality in school is supported and promoted. Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p><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></p>	
Provide breakfast every morning for all children.	<p>Food deprivation is high at Park Spring. And research shows hungry children do not perform as well.</p> <p>36% of our children live in areas that are amongst the 10% most deprived in England we feel we need to provide them with breakfast every morning.</p>	4 and 6
Children across the school participate in a variety of funded experiences which may include theatre visits, music lessons, residential. This will include subsidised visits to support the curriculum e.g. art, history.	<p>Previous activity in this area evidences pupil enjoyment and engagement in learning.</p> <p>Every child has a right to learn to play an instrument</p> <p>EEF Evidence: those who participate in the arts can make 3 months' extra progress.</p>	7

**Total budgeted cost: £253,256**

## **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.

Several our planned strategies were not fully implemented due to Covid 19 restrictions and partial school closure. Our resources were diverted to support acute and unplanned needs arising from the pandemic.

However, there were positive outcomes of the pupil premium strategy plan for 2020-21.

Developing and strengthen effective family-school partnership.

- Social and emotional support provided to families especially during Lock down 3 by the school's inclusion team.
- The allocation and delivery of devices for pupils to access remote learning. All pupil premium children were engaging in some aspect of the remote learning timetable. Children who did not engage as well with remote learning were contacted regularly and other solutions offered.
- Children benefitted from additional pastoral support and intervention when they returned to school.
- Free school meals and vulnerable families have been provided with food voucher throughout the school year (including holidays).
- Provision of activity clubs during the Summer holiday for identified children.

Improved oral skills for pupils

- 25% of Reception Children began Neli Intervention Programme
- Pupils with specific Speech and Language needs accessed a SALT
- Weekly Oracy Lessons were embedded into the school's curriculum

Reading is seen as the 'master' skill of the school

- Provision of high-quality reading books to support the whole class reading sessions, links to the wider curriculum and support 'author' of the term initiative.
- Nearly all pupil premium children made at least expected progress from their individual starting point. Isolation and school closure as a result of COVID-19 impacted on the progress of some disadvantaged children.
- 75% of Key Stage 1 pupils achieved ARE at the end of Year 2.

## 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
TTRS	TT Rockstars
Speech and language therapist	NHS
Lexia	Lexia Learning Systems
Neli	Nuffield Foundation Education Limited
Data analysis / demographic analysis / Assessment / Behaviour / Attendance	Ian Stokes Education Limited

## 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?	Our Service Pupil Premium funding was included with our overall spend
What was the impact of that spending on service pupil premium eligible pupils?	Please refer to outcomes.