

# Park Spring Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	420
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/22 2022/23 <b>2023/24</b>
Date this statement was published	Nov 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Rachel Horan
Pupil premium leads	Rachel Horan
Governor / Trustee lead	Chole Coleman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,331
Recovery premium funding allocation this academic year	£20,455
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	£233,780

# 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.

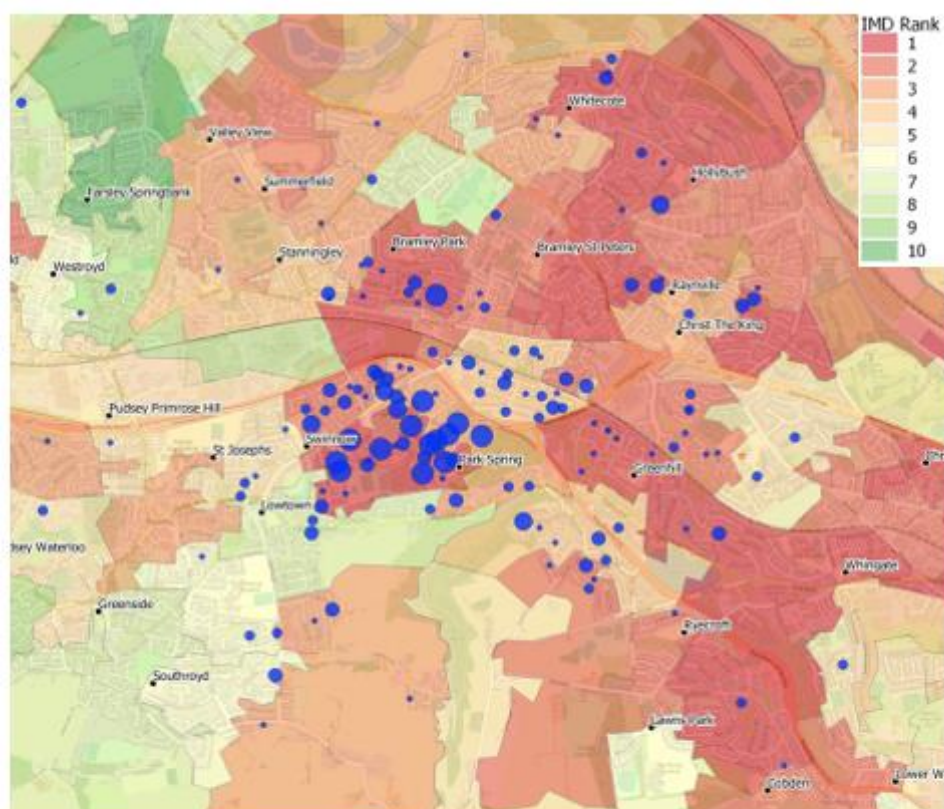
For all disadvantaged pupils in receipt of pupil premium to achieve Age Related Expectation at the end of Year 6 and then at GCSE level.

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 (Education Endowment Foundation). 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**

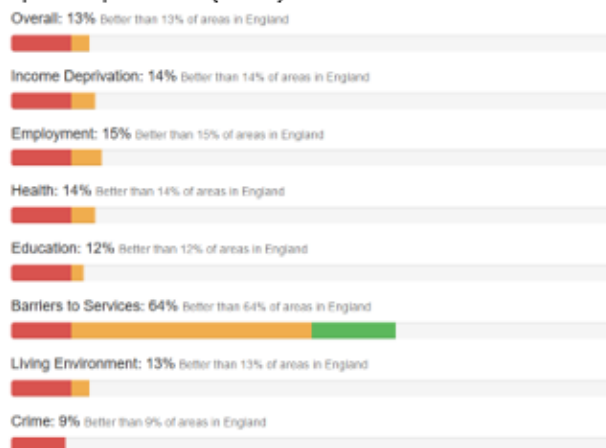
Park Spring Primary School is a two-form entry community school in Swinnow, in the west of Leeds.

The map below illustrates the different levels of deprivation across the area the school serves. The “Lower Super Output Areas” (LSOAs) which surround the school are colour coded according to which national decile they belong: decile 1 being the most deprived and decile 10 being the least deprived (based on IMD rankings). The area immediately around the school (Swinnow), as well as the areas to the east (Bramley and Armley) are characterised by high or very high levels of deprivation. A recent report produced for the school<sup>1</sup> showed that about three quarters of pupils attending the school lived in areas of high or very high deprivation, and that only a handful lived in areas in which deprivation was much lower than average.



Data sources: School SIMS system, April 2023. IMD deciles: Ministries of Housing, Communities & Local Government. LSOA boundaries: ONS, contains public sector information licensed under the Open Government Licence v3.0 Background map images © OpenStreetMap contributors.

The "Lower Super Output Area" (LSOA) in which the school is located is ranked



4,286<sup>th</sup> out of 32,844 in terms of deprivation, meaning only 13% of areas in England have higher deprivation. Most of the specific deprivation indicators are high, and the Crime measure is in the highest 10% nationally.

Graphic source: [www.uklocalarea.com](http://www.uklocalarea.com). Full details of the Index of Deprivation are available from the UK Government Website [English indices of deprivation 2015](https://www.gov.uk/government/publications/english-indices-of-deprivation-2015).

Figures from the January 2023 school census reveal that:

- 33.9% of children were eligible for Free School Meals (FSM), compared to 26% for Leeds primary Schools and 24% for state-funded primary schools nationally.

- 13% of children were from Black and Minority Ethnic (BME) backgrounds, compared to 39% for Leeds primary schools and 36% for state-funded primary schools nationally.
- 5.5% of children had English as an additional language (EAL), compared to 23% for Leeds primary schools and 22% for state-funded primary schools nationally.
- 19% of children had special educational needs (SEN), compared to 16.5% for Leeds primary schools and 13.5% for state-funded primary schools nationally.
- 34.3% of children were identified as qualifying for Deprivation Pupil Premium funding, compared to 27% for Leeds primary schools and 25% for state-funded primary schools nationally.

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 pandemic had widened the already large gaps that existed between the attainment of White British Disadvantaged children and overall national performance; . Park Spring Primary school serves a predominantly deprived White British community our overall results will have been particularly affected by this phenomenon.

### **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 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 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 a narrow the attainment gap.
- SEMH support, for children and families, 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 residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- To allow the children to learn a musical instrument

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 (Key Stage 2).	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 (EARLY YEARS FOUNDATION STAGE)	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	Ensure the attendance of disadvantaged children is above 95%. Reduce the number of disadvantaged children who are PA (Persistent Absence). Improvement in attainment of PP children as they are accessing learning more regularly.
Family- school partnerships support the engagement of disadvantaged children in learning	To develop and strengthen effective family school partnerships and relationships with vulnerable families. Encourage families to take a more active role in school life.
Even greater engagement and enrichment that stems from increased opportunities for cultural and curriculum visits/experiences	Pupil feedback indicates enriched learning experiences. Teacher observation confirms positive attitudes

## 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 (Continuing Professional Development), recruitment and retention)

Budgeted cost: £ 72,299



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 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>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 EFF 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 Y3 and Y6</i></p>	<p>Attainment at the end of KS1 and KS2 hasn't returned to pre pandemic levels. 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>Ofsted March 2022, <i>'Pupils develop a deep understanding of a wide range of texts. All pupils spoke enthusiastically about their favourite books and authors of this term.'</i> To continue to promote a love of reading across school, with a particular focus on disadvantaged pupils.</p> <p>Ensure pupils are regularly exposed to high quality texts and are familiar with key authors and core texts.</p>	3



Further investment in systematic synthetic phonics programme and decodable reading books.	Our provision in phonics is effective and outcomes in Year 1 have been above national pre pandemic. 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. EEF Evidence: 5 months' extra progress can be made through effective phonics.	2 and 3
Addition for 23-24  To further develop our inclusive practices for all children with areas of SEND including SEMH and CL.	<i>'Closing the disadvantage gap means finding better ways to support pupils with SEND'</i> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	2 and 3

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

Budgeted cost: £44,701

Activity	Evidence that supports this approach	Challenge number(s) addressed
Chatter Bug Speech and Language Therapy (1 day per week)  Dedicated Speech and Language TA (12 hours per week)	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
Online resources including -Lexia, Bedrock, Reading Eggs and Mathletics an online reading and spelling programme.	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 can monitor usage and set accurate tasks / challenges for pupils.  EEF evidence: 5 months' extra progress can be made through effective phonics.	2 and 3

	EEF evidence: 2 months extra progress can be made for reading skills	
Additional TA (Teaching Assistant) time to deliver <ol style="list-style-type: none"> <li>1. booster before school</li> <li>2. 1:1 Reading for those children who do not read at home</li> <li>3. Reading Fluency intervention</li> </ol>	<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 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>	3
<p>Maths tutoring for identified KS2 pupils</p> <p>120 tutoring sessions x 12 weeks across the academic year.</p>	<p>National tutoring programme recommended by the DFE (Department for Education) for those pupils to provide targeted academic support, delivered by experienced tutors. Focus being to catch up on helping pupils catch up on lost learning.</p> <p><a href="https://www.gov.uk/government/publications/national-tutoring-programme-ntp-allocations-for-2023-to-2024-academic-year">https://www.gov.uk/government/publications/national-tutoring-programme-ntp-allocations-for-2023-to-2024-academic-year</a></p>	3

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

Budgeted cost: £191,357

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour support workers to support pupils in class and provide intervention programmes (e.g., KS1 (Key	<p>Pupils rely on SEMH (Social, Emotional &amp; Mental Health) 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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	4 and 6

<p>Stage 1) and KS2 nurture, drawing and talking, little voices)</p> <p>Cluster Services are bought in by the Family of Schools to support school</p>	<p>The Cluster services allows us access to targeted interventions with regards to SEMH.</p>	
<p>Family liaison officer role maintain extended hours.</p>	<p>With home issues and safeguarding being the most important drive in our school, the last 2 years has seen the need to extend our safeguarding team to support our most vulnerable pupils and families</p> <p>This role has been critical in addressing attendance and lateness concerns for children. 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>	<p>5 and 6</p>
<p>Provide breakfast every morning for all children.</p>	<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>	<p>4 and 6</p>
<p>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</p>	<p>Previous activity in this area evidence pupil enjoyment and engagement in learning. 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>	<p>7</p>

curriculum e.g., art, history.		
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**Total budgeted cost: £ 308,357**

## 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 2022 to 2023 academic year.

The previous pupil premium strategy had a clear focus on re-engaging children into school, addressing and closing gaps in learning. This is an ongoing process, and this focus will continue throughout this academic year.

#### Teaching

The whole school staff training focus on early reading and phonics continued after implementation in January 2022. The whole school reading drive was also clearly evident, with staff promoting a 'love of reading' in various ways.

SIA in April 2023 stated:

*The school uses Little Wandle as its Systematic Synthetic Phonics scheme. This has been in place for just over a year and since its introduction the school has also had a successful Ofsted inspection. Leaders have ensured that all staff that deliver Phonics have received appropriate training and support. This extends to KS2 practitioners and begins in Nursery where the children first enter school. This approach ensures that children get off to a strong start and that those that need it in KS2 or who did not meet the requirements of the screening check are provided for appropriately.*

Through Early Language Intervention, identified children at screening accessed Neli Intervention Programme. 86% of the cohort achieved age related expectations for Communication and Language this is a 5 percentage point increase on the previous year.

At the end of 2022-2023 academic year, statutory assessments took place

The following data reflects the disadvantaged cohort.

EYFS GLD - 27%- the gap between the FSM and Non-FSM is larger than the equivalent group nationally. The strategy for 23-24 will focus on reducing this attainment gap.

Year 1 Phonics – 71% - 4% above the same group nationally

KS1 SATs

Reading- 35%

Writing-23%

Maths- 31%

It must be noted that 50% of Disadvantaged children in this year are SEND pupils

KS2

Reading- 71% -11% above the same group nationally

Writing-61%- 3% above the same group nationally

Maths-50%

GPS- 54%

### **Targeted Academic Support**

Issues with speech and language is identified early, pupils with specific speech and language needs accessed a SALT and additional in school support was provided by a dedicated part time teaching assistant delivering Speech and Language intervention.

All pupils have had access to an online reading account. Identified children throughout the school are using Lexia. This will be continued for another year and then the usage and progress will be reviewed, and other options will be explored if needed.

Pupils continue to access a raft of interventions outlined in the strategy were implemented.

Total number of pupils supported by Third Space 1:1 tuition intervention was 121 pupils (Y1-3) accessing 1743 hours of tuition.

### **Wider Strategies**

SEMH needs of pupils were addressed and met through the skills and experience of the inclusion team. We continue to use extended services to support children in specific areas.

Attendance of disadvantaged children was in line with the same group national (FFT Fischer Family Trust).

As a school, we feel it is important for all children to experience learning away from the school site. All children were given the opportunity to attend; finance was not a limiting factor. KS2 pupils had access to a residential experience, all year groups went on trips linked to curriculum focus. Year groups whose class readers were being performed on stage also had the opportunity to go to the theatre.

## 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	Away with words
Lexia	Lexia Learning Systems
Neli	Nuffield Foundation Education Limited
1:1 Tutoring	3 <sup>rd</sup> Space
Data analysis / demographic analysis / Assessment / Behaviour / Attendance	Ian Stokes Education Limited