

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Parkwood Academy
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	46% up from 44% last year
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 – 2023 <b>2023- 2024</b> 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Lisa Cracknell
Pupil premium lead	Lisa Cracknell
Governor / Trustee lead	Dominic Carver

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	113,000.00
Recovery premium funding allocation this academic year	£11,455
School Led tutoring grant	£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	£124,455.00

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, regardless of their background or challenges which they face towards their learning, make good progress and achieve high levels of attainment across the curriculum. The main focus of this disadvantaged strategy is to support disadvantaged pupils to overcome the challenges which they face within their learning and perform at least in line with their non-disadvantaged peers.

We will consider the challenges faced by our disadvantaged pupils who are in receipt of the pupil premium funding and also those who may be vulnerable or disadvantaged but not in receipt of the funding. Our aim is to ensure that every child here at Parkwood Academy is able to achieve.

High-quality teaching is fundamental and a key principle to this strategy and has been throughout our school over a number of academic years. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside that of disadvantaged pupils.

This strategy will also cover wider school plans for education recovery notably in the targeted support of children through tutoring and the allocation of the catch-up premium.

Our approach will identify and address common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- ensure that teachers understand the needs of their children
- act early to intervene at the point need is identified
- adopt a whole school approach to our strategy whereby we demonstrate high expectations of all of our children

We have used EEF guidance, DFE guidance. The Essex Disadvantaged Strategy, school data and information to help develop our school's strategy.

As in previous years, we will evaluate the impact of our strategy regularly and adjust our plan over time to secure better outcomes for pupils.

## Challenges

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

Challenge Number	Detail of Challenge
1	<p><b>Attendance</b> Ensure attendance of disadvantaged pupils is above 96%</p>
2	<p><b>Attainment and Progress</b> Accelerating progress of disadvantaged pupils to achieve at least age related expectations in all subjects across the curriculum.</p>
3	<p><b>Attainment/progress in reading</b></p> <ul style="list-style-type: none"> <li>• The percentage of PPG children, who are not SEN, reaching ARE in reading will be similar/on par with the percentage of non PPG children</li> <li>• Achieve national average progress scores in KS2 Reading</li> </ul>
4	<p><b>Language and comprehension</b> From Reception baseline, teacher assessments, we know that 75% of our disadvantaged children begin at Parkwood with lower than age related expectations in language and communication. It is also evident through the analysis of our reading assessments that the comprehension continues to be a challenge for our disadvantaged pupils as they move through the school, which prevents them from getting to age related expectations in reading, writing and maths.</p>
5	<p><b>Phonics and early reading</b> 71% of children (both pupil premium and non) achieved phonics screening in 2023. In 2023, the year 2 phonics check showed 67% of children met age related expectations. At the end of year 1 (2022) 63% disadvantaged children passed phonics screening compared to 66% of non-disadvantaged.</p>
6	<p><b>Attainment/progress in writing</b></p> <ul style="list-style-type: none"> <li>• The percentage of PPG children, who are not SEN, reaching ARE in writing will be similar/on par with the percentage of non PP children</li> <li>• Achieve national average progress scores in KS2 Writing</li> </ul>
7	<p><b>Attainment/progress in maths</b></p> <ul style="list-style-type: none"> <li>• The percentage of PP children, who are not SEN, reaching ARE in maths will be similar/on par with the percentage of non PP children</li> <li>• Achieve national average progress scores in KS2 Maths</li> </ul>
8	<p><b>SEMH and self-regulation</b></p> <ul style="list-style-type: none"> <li>• Children with an identified need of SEMH will receive alternative provision (Nurture) regularly.</li> </ul>

<p>From observations, discussions with children and families, it is clear that a number of our disadvantaged children find regulating their own emotions challenging which can impact on their learning.</p> <p>Wellbeing support has increased over the last year with 43 children requiring regular support from classroom support, wellbeing managers or SLT to regulate their emotions. 46% of these are disadvantaged and overall 17% of disadvantaged children.</p>
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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
1	Increase the <b>attendance</b> for disadvantaged pupils.	Attendance of disadvantaged pupils is at least in line with the attendance of non-disadvantaged pupils, not below the national expectation of 96%, aiming for the school target of 97%
2	<b>Close the attainment gap</b> between disadvantaged and non-disadvantaged pupils in foundation subjects by increasing the % of disadvantaged pupils achieving age related expectations.	In 2023 – 2024, in all year groups outcomes in all subject areas show that disadvantaged pupils are achieving at least in line with age related expectations/school non-disadvantaged pupils.
3	The percentage of <b>PPG</b> children, who are <b>not SEN</b> , reaching ARE in reading will be similar/on par with the percentage of non PPG children	By 2023-2024, disadvantaged pupils are achieving at least in line with national/ school non-disadvantaged pupils.  By 2023-2024, in Year 2 the overall % of pupils achieving age related in line with national average (95%).
4	Improve <b>oral language</b> skills and vocabulary.	Pupils identified in EYFS as needing additional support for speech and language are age related by the end of KS1.  Across KS2 the number of pupils reaching age related expectations in reading increases in every year group, with the overall aim that by the end of KS2 they are at least in line with other pupils.
5	Increase the % of disadvantaged pupils achieving age related expectations in <b>phonics</b>	By 2023-2024, disadvantaged pupils are achieving at least in line with national/ school non-disadvantaged pupils in the Year 1 phonics screening.

		By 2023-2024, in Year 2 the overall % of pupils achieving age related expectations in phonics is at least in line with national average (95%).
6	<ul style="list-style-type: none"> <li>The percentage of PPG children, who are not SEN, reaching ARE in <b>writing</b> will be similar/on par with the percentage of non PPG children</li> </ul>	By 2023-2024, disadvantaged pupils are achieving at least in line with national/ school non-disadvantaged pupils in writing in line with national average (95%).
7	<ul style="list-style-type: none"> <li>The percentage of PP children, who are not SEN, reaching ARE in <b>maths</b> will be similar/on par with the percentage of non PP children</li> </ul>	By 2023-2024, disadvantaged pupils are achieving at least in line with national/ school non-disadvantaged pupils in maths in line with national average (95%).
8	Children have strategies to manage their <b>emotions and self-regulate</b> .	<p>An increase in SDQ scores for identified children.</p> <p>Children are able to access the full curriculum and are meeting age related expectations.</p> <p>A reduction in the % of disadvantaged pupils needing additional support.</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: £ 54,118

Activity	Evidence that supports this approach	Challenge number(s) addressed
Research and purchase a whole-school approach to oral language development and vocabulary. CPD on delivering said approach.	Essex Disadvantaged strategy: The language gap and links to socioeconomic disadvantage are well documented. Oral language, in particular, is a key indicator for future academic success. All disadvantage strategy review evaluations should focus on language.	4
Purchase phonetically matched reading books from a DFE recommended phonics scheme.	The DFE suggest that the texts and books children are asked to read independently should be fully decodable for them at every stage of the programme. Practising with such decodable texts will help to make sure children experience success and learn to rely on phonic strategies. <a href="#">DfE validated Systematic Synthetic Phonics programme</a>	5
Additional reading sessions taught within the school day. KS1 to teach reading using Read Write Inc.	There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach – EEF  <a href="#">DfE validated Systematic Synthetic Phonics programme</a>	5
Use diagnostic assessments within learning cycles to assess the needs of both the cohort and specific children, and adapt teaching to meet these needs.	EEF state that taking consideration of pupils' prior learning is key if the children are going to be successful learners.  <a href="https://www.greatteaching.com/">https://www.greatteaching.com/</a> Evidence Review	3, 4, 5, 6, 7
Subject leaders to create vocabulary documents to ensure that vocabulary is taught throughout foundation subjects and	Language development is accepted as being critical to cognitive development and learning itself is seen by many as a social activity  <a href="https://ican.org.uk/media/1932/6_speech_language_and_communication_needs_and_primary_school_aged_children.pdf">https://ican.org.uk/media/1932/6_speech_language_and_communication_needs_and_primary_school_aged_children.pdf</a>	1, 4

progression is clear.		
Regular CPD for staff regarding quality first teaching, high expectations and using scaffolds to support children's learning.	EEF state the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.  <a href="https://www.greatteaching.com/">https://www.greatteaching.com/</a> Evidence Review	1,2,4
SEMH pupil support and training to all staff which focuses on building positive relationships with pupils and understanding behaviour. TPP and Behaviour Hub, The Nest, The Learning Zone, Zones of Regulation.	Research tells us that if children and young people have consistent experiences of being safe, healthy, active, nurtured, achieving, respected, responsible and included then they will develop the skills and brain systems that provide resilience to stressors. <a href="https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Pages/default.aspx">https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Pages/default.aspx</a>  Essex TPP statement 'Research tells us that if children and young people have consistent experiences of being safe, healthy, active, nurtured, achieving, respected, responsible and included, they will develop the skills and brain systems that provide resilience to stressors' p7 of TPP Handbook	1,2,3,4
Close the gaps in phonic knowledge in KS1	EEF state Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	5
Hamish and Milo intervention working on S&L and SEMH needs in KS2	EEF Evidence consistently shows that supporting young children's PSED is effective There is a growing body of evidence to support individual PSED approaches However, the evidence is most reliable when approaches are applied together.	1,2,3,4

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

Budgeted cost: £33,742

Activity	Evidence that supports this approach	Challenge addressed
Use Forest Schools to boost vocabulary in EYFS/KS1 & KS2	The EEF state: A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention – a programme designed to improve the spoken language ability of children during the transition from nursery to primary school.  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a>	Speech and Language

Use WellComm in nursery to baseline the language development of the children and then targeted support for those who need it.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress <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>	Speech and Language
Explore language interventions that can be used in from Year 1 -6 (word aware)		
Phonics intervention for years 1 and 2, and targeted key children in years 3 and 4 who are still on the RWI programme	EEF Phonics Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.  <a href="https://educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	2

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

Budgeted cost: £ 49,589.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 hour protect time for designated safeguarding leads to meet and discuss safeguarding, SEMH and attendance.	<i>DFE Guidance Pupil Premium references that Pupil Premium can be used to 'for wider approaches that support non-academic issues that impact success in school, such as attendance'.</i>	3,5
Pastoral practitioner available to provide support for families: discussions on phone; meetings; support with behaviour.	<i>DFE Guidance Pupil Premium references that Pupil Premium can be used to 'for wider approaches that support non-academic issues that impact success in school, such as attendance'.</i>	3,5
Continue to build relationships with parents, monitor attendance and hold attendance meetings with attendance officer, deputy head and wellbeing manager.	<i>DFE Guidance Pupil Premium references that Pupil Premium can be used to 'for wider approaches that support non-academic issues that impact success in school, such as attendance'.</i>	5
Attendance incentives within school: attendance heroes, class attendance winner, certificates for 96% + per	<i>DFE Guidance Pupil Premium references that Pupil Premium can be used to 'for wider approaches that support non-academic issues that impact success in school, such as attendance'.</i>	5





LSA ran catch up interventions across KS1 to catch up with Phonics in the pm sessions

LSA ran Hamish and Milo intervention across KS2 to help with SEMH and speech and language needs in the pm sessions.

**Attendance:**

Attendance data measurements for the sessions we were in school:

The average PP attendance figure was 92.14% and for non-pp pupils it was 94.22%

The % of pupil premium persistent absence was 14%, compared to 7.47% for non pp.

**SEMH and wellbeing:**

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted due to COVID-19-related issues. The impact was particularly evident for many disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## 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
Times Table Rockstars and Numbots	Maths circle
Now Press Play	Now Press Play