



# Pupil Premium Strategy Statement 2024-27.

**2024-25 (Year 1 of 3)**

including

Impact Report 2023-2024.

## Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium 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 impact that last year's spending of pupil premium had upon our pupils.

### School overview

Details	Data
School name	Parkwood Academy
Number of pupils in school	206
% of pupil premium eligible pupils	38% = 64 pupils
Academic year/years that our current pupil premium strategy plan covers	<b>2024-25</b> , 2025-26, 2026-27.
Date this statement was published	December 2024.
Date this statement will be reviewed	From April 2025.
Statement authorised by	Lisa Cracknell (Headteacher)
Pupil premium lead	Natasha Norcott
Governor / Trustee lead	Julie Mulcahy

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£121,360</b>

## 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.

## The Challenges.

These are the key challenges that we have identified among our disadvantaged pupils.

	Detail of challenge
1	<p><b>Attendance.</b></p> <p>Post COVID, attendance has fallen significantly and forms a major target to improve across the school. Those in receipt of pupil premium have lower levels of attendance than peers, and higher persistent absence. There are two aspects to our work: increasing attendance of the pupil premium cohort, and then closing the gap to their peers.</p>
2	<p><b>Wellbeing And Mental Health.</b></p> <p>Some pupils find it challenging to regulate their emotions through a regular school day. They have lower levels of independence and some have low self-esteem. They display a lack of confidence and self-belief and demonstrate a low sense of self-worth. They also struggle with attachments so the Nurture provision provides them with home life structure and routine that they may not have had in earlier life. They are the pupils that the EEF refer to as having “<i>negatively impacted wellbeing and mental health</i>” in many cases.</p>
3	<p><b>Significantly Low-Levels of C&amp;L and collaboration amongst SEMH pupils</b></p> <p>Due to lockdown and the limited opportunities to interact and collaborate with their peers, some pupils struggle to work in group scenarios which also impacts on their communication skills.</p> <p>This may present itself as children not wanting to follow school expectations and can result in disruptive behaviour in classroom settings. This intervention allows key children to access all areas of the curriculum in an inclusive environment.</p>
4	<p><b>Gaps in Phonics Knowledge, Impacting on Key Stage 2 Reading.</b></p> <p>With early reading skills being of vital importance, we’re aiming for pupils to make an accelerated start in reading, leading to subsequent improved fluency and comprehension skills.</p> <p>We aim to be at least in line with national averages in the Year 1 phonic screening check.</p> <p>In 2023-24 we implemented a Read Write Inc. approach to teaching reading and writing to further support consistency and progress in language throughout the school.</p>
5	<p><b>Lower Attainment And Gap To Peers.</b></p> <p>Lockdowns and increased absence levels post COVID have created gaps in children’s knowledge, and contextually we have identified a lack of stamina, resilience and perseverance, and decreased levels of ‘good learning behaviours’ – which were previously established. To support in closing the gaps, we have implemented an UKS2 reading scheme called Fresh Start and additional maths and GPS booster sessions for key children to address misconceptions and gaps in learning.</p>

## 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
<p>For 2024-25, we will use a range of key performance indicators (KPI's) to measure our progress against our intended outcomes.</p> <p>Where available, previous year's performance will be used to create a baseline to compare to this year, so that we can analyse any progress made and the impact of our strategies and use of funding. We will also use case studies to demonstrate positive impact particularly for Challenges 2 and 5, wellbeing and mental health and SEMH needs</p>	
<p><b>Attendance.</b></p> <p>PPG pupils are in school more often, which will impact positively on their outcomes.</p>	<p>How will we know we have been successful?</p> <p>*Number of PPG pupils who are persistently absent will decrease. *PPG pupils' attendance will increase.</p>
<p><b>Wellbeing And Mental Health.</b></p> <p>PPG pupils who are in the Hive provision will integrate back into the classroom environment with the confidence and skills to work independently, collaboratively and to make academic progress.</p>	<p>How will we know we have been successful?</p> <p>*Boxall profiles and case studies will show the impact the Hive has had on children's outcomes, independence, confidence, self-esteem and participation in classroom sessions.</p>
<p><b>Significantly Low-Levels of C&amp;L and collaboration amongst SEMH pupils</b></p> <p>PPG pupils who take part in forest school sessions will be able to effectively communicate their wants, needs and feelings to their peers and adults across all school settings. There will be a reduction of 'red' behaviour incidents as PPG pupils will be able to regulate effectively and safely in group scenarios.</p>	<p>How will we know we have been successful?</p> <p>*Case studies will be completed on key children to show how children can now interact, collaborate and communicate with their peers within the classroom environment. *Number of 'red' behaviour incidents will decrease as PPG children will be able to communicate for effectively and will be able to regulate positively in group settings.</p>
<p><b>Gaps in Phonics Knowledge, Impacting on Key Stage 2 Reading.</b></p> <p>More pupils will pass the phonics check in year 1. More pupils will reach the expected standard in reading at the end of reception.</p>	<p>How will we know we have been successful?</p> <p>*Percentage increase in PPG pupils passing the phonics check in year 1 *Percentage of PPG pupils in Early years reach the expected standard in reading</p>

<p><b>Lower Attainment And Gap To Peers.</b></p> <p>Higher attainment for our PPG pupils, closing gap to their peers.</p>	<p>How will we know we have been successful?</p> <ul style="list-style-type: none"> <li>*Percentage increase in PPG pupils achieving expected standard in KS2 combined</li> <li>*Decrease in number of PPG pupils who are persistently absent.</li> <li>*Percentage increase of PPG pupils across school working at ARE in Reading, Writing and Maths, with a smaller gap to non-PPG pupils</li> </ul>
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## Activity during 2024-25 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: £16,749

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pay for the PPG coordinator to write the strategy, monitor it throughout the year and analyse it to ensure the best outcomes for the PPG pupils.</p>	<p><b>EEF Research:</b> Teachers CPD</p> <p>DHT (also disadvantaged and DSL) will plan, deliver and facilitate high quality CPD for teachers/LSAs that will improve attainment for disadvantaged children.</p>	<p>All</p>
<p>DHT/PPG lead to add capacity in releasing leaders to monitor standards in their subjects/areas.</p> <p>Feedback to staff areas to improve and follow up on actions.</p>	<p><b>EEF Research:</b> Professional development for teachers is a key success factor in interventions.</p> <p>Leaders need to be rigorous at driving standards up – they need regular release to monitor standards; drop ins, book looks and pupil perceptions.</p> <p>Set targets and follow them up in a timely fashion through SIP process.</p>	<p>4 and 5</p>

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

Budgeted cost: £39,783

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year Rec, 1 and 2 Phonic interventions	<p>High quality phonic teaching to develop early reading skills. They will also ensure reading books match the pupil's abilities – they can read their book with 85% accuracy.</p> <p><b>EEF Research:</b> Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills</p>	4
UKS2 reading interventions	<p><b>EEF Research:</b> Targeted academic support.</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p><b>EEF Research:</b> One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>	5
KS2 maths and GPS interventions	<p><b>EEF Research:</b> Targeted academic support.</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p><b>EEF Research:</b> One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>	5
Fresh start subscription	<p><b>EEF Research:</b> Targeted academic support.</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p><b>EEF Research:</b> One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>	5

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

Budgeted cost: £64,828

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer – taking early action and working with parents to reduce persistent absence across PPG cohort.	<b>EEF Research:</b> Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	1, 4 and 5
Wellbeing Hive staffing - alternative provision to target children with SEMH needs and struggle in class for the full day.	<p><b>EEF Research:</b> Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p><b>EEF Research:</b> Behaviour interventions; reduction in suspensions, particularly for disadvantaged children. More specialised programmes which are targeted at students with specific behavioural issues.</p>	2
Forest school practitioner targeting C&L and collaboration	<b>EEF Research:</b> Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	2 and 3



## 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 previous academic year, and across the life of the strategy as a whole.

Challenge 1 – September 2023 to July 2024 attendance for PPG recipients was 93.8%. Non – PPG recipients was 94.2%. NA is 95%. Although both percentages are below National and PPG is lower than non-PPG, there is an increase from the previous academic year. September 2022 – July 2023 attendance for PPG chn was 91.3%. This has increased by 2.5%. The gap between PPG and non-PPG is also smaller compared to the previous year. For July 2023, the gap was 1.5%. For July 2024, the gap was only 0.4%.

Challenge 2 – Data of PPG chn reaching ARE in foundation subjects (see data sheet attached):

For our current year 6 class at the end of year 5, there was a big gap between PPG and non-PPG pupils due to 10 out of 13 PPG chn being SEN. Without the SEN chn included in the PPG data, PPG outcomes are higher than non-PPG in all foundation subjects. For our current year 5 class at the end of year 4, there was a small gap between PPG and non-PPG chn. When SEN PPG chn are not included in the data, PPG chn are doing the same or have better outcomes than non-PPG. For our current year 4 class at the end of year 3, there was a significantly big gap between PPG and non-PPG pupils. Even with the SEN PPG chn removed from the data, there is still a gap but not as big. Some of these PPG chn are being monitored for the SEN register and are EAL. For our current year 3 class at the end of year 2, there was a big gap between PPG and non-PPG chn. When PPG SEN children are taken out of the data, PPG chn have higher percentages in 7 out of 10 foundation subjects compared to non-PPG. For our current year 2 class at the end of year 1, the PPG percentage without removing SEN children is higher than non-PPG pupils. For our current year 1 class at the end of reception, there was a significant gap between PPG and non-PPG and the gap widens when SNE children are removed from the data. There are some PPG children who are being monitored for the SEN register.

Challenge 3 - Data of PPG chn not including SEN reaching ARE in reading (see data sheet attached):

Apart from the current year 4 and year 1 class, all PPG chn (not including SEN) have a higher percentage in ARE compared to non-PPG. In year 4, the PPG chn who are below and not currently on the SEN register, are being monitored for the SEN register now that the gaps in their learning are getting bigger the higher up the school they go and they are EAL chn. In the current year 1 class, the children are being monitored for accurate numbers on the SEN register.

Challenge 4 - Data for C&L in rec and reading in year 1:

Key children in reception were given targeted support for their C&L and by the end of Rec, 83% of PPG chn reached ARE in C&L. This is only a small percentage below non-PPG outcomes in C&L which was 87%. See attached data sheet for reading outcomes across KS1 and KS2 and analysis above.

Challenge 5 – Phonics data for PPG chn year 1 and 2:

Year 1 phonics PPG chn = 10/13 chn = 76%. Non-PPG chn = 12/16 chn = 75%. PPG chn in line with non-PPG chn.

Year 2 retakes PPG chn = 5/8 = 63%. Non-PPG chn = 15/19 chn = 79%. There is a gap due to PPG chn being on the SEN register.

Challenge 6 - Data for PPG chn not including SEN reaching ARE in writing:

Writing outcomes are below across the school and not in line with National outcomes. PPG chn (not including SEN) are either in line with non-PPG chn outcomes or there is still a significant gap. Writing is a key priority across the school, where basic misconceptions in punctuation, spelling and handwriting are being addressed in every lesson to improve age related outcomes for all chn.

Challenge 7 - Data for PPG chn not including SEN reaching ARE in maths:

PPG chn (not including SEN) in year 6 and year 2 have a higher percentage than non-PPG chn. Year 3 are in line with non-PPG chn. In year 5, the PPG chn, who are not on the SEN register and are below are related outcomes, have a lack of confidence and self esteem which is being addressed in the Hive provision. In year 4, some of the PPG chn, who are not on the SEN register and are below age related outcomes, are being monitored for the SEN register now that their gaps are bigger the higher up the school they go and they are EAL chn. In the current year 1 class, the children are being monitored for accurate numbers on the SEN register.

Challenge 8 -

JG Nurture Case Study

Overview

JG does not have a medical diagnosis.

JG has had a turbulent 18 months with family illness making his life worrisome, stressful and upheaved. It was decided that the nurture room would be an excellent provision for JG because his attachment issues and stresses from home were having a significant impact on his learning in school. We had seen a huge change in JG's wellbeing within the course of two months which we could see would eventually lead to either school exclusion or refusal.

Impact of Nurture

JG started the nurture provision in March. At first, he found the transition difficult and would not communicate with staff and sit in a quiet space on his own. When in class he could be disruptive, disengaged and would often have outbursts of emotion. Within a few weeks, JG had started to interact with the other members of the group. Planning was focused on regulations of emotions, making a keeping relationships and coping strategies. JG started to become more positive about school- the dysregulation was becoming more infrequent and we had no incidents of JG leaving the classroom. JG is now far more settled in class and has started his transition back into a full-time classroom timetable.

Boxall Results

There have been significant developments in the Boxall results for JG- with some strands improving by up to 5 points.

## 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