



## Pupil Premium Strategy for 2023-2024 (Y2 of 3)

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 Academy
Number of pupils in school	331 (Sept 21) 372 (Sept 22) 354 (Sept 23)
Proportion (%) of pupil premium eligible pupils	18.1 % (Sept 21) 13% (Sept 22) 29% (Sept 23)
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	30 <sup>th</sup> September 2023
Planned review date	21 <sup>st</sup> July 2024
Actual review date	
Reviewed by	Kris Radford Clare Early
Statement authorised by	Sarah Gray (Sept 21) Kris Radford (22) Kris Radford (23)
Pupil premium lead	Sarah Gray (Sept 21) Clare Early (Sept 22) Clare Early (Sept 23)
Governor / Trustee lead	

### Funding overview



Detail	Amount
Pupil premium funding allocation this academic year	£ 91,448 (Sept 21) £105,259 (Sept 22) £144,683 (Sept 23)
Recovery premium funding allocation this academic year	£ 8694 (Sept 21) £22,331 (Sept 22) £ 14355 (sept 23)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<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	£ 100, 144 (Sept 21)  £127,590 (Sept 22)  £159,038 (Sept 23)

## Part A: Pupil Premium Strategy Plan

### Statement of intent



When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. Research conducted by the EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be less support at home, poor 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.'

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed national expected progress.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To facilitate pupils accessing a wide range of enrichment experiences both in and out of the classroom which will positively impact on their academic achievement and wellbeing.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all pupils.
- Ensuring that adequate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Achieving these objectives:

The range of provision we consider making for this group include:

- Ensuring that all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Small group tutoring using the National Tutoring Programme.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to achieve age-related expectations.
- Additional learning support
- Support payments for activities, educational visits and residential. Ensuring children have firsthand experiences to use in their learning in the classroom.
- Behaviour support

## Challenges

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



Challenge number	Detail of challenge
1	<p>Narrowing the gap in Reading, Writing and Maths across the whole school:</p> <p>Based on Summer data analysis (22-23), book looks data shows that in current years PP compared to NON PP:</p> <p>Y1- R, W and M            Y2- W and M            Y3 – no sig nif differences            Y4- M            Y5- no sig nif differences            Y6- R and W</p> <p>Are the areas of need where more disadvantaged pupils are working below age related expectations compared to their non-disadvantaged peers.</p>
2	<p>Data shows that in EYFS (22-23 Summer) There is poor CLL skills (oracy), Reading, Writing and Maths numerical patterns and number</p>
3	<p>In school 55% of children are EAL compared to national of 21%.            EAL with PP is 48% and national is 22%</p> <p><a href="https://insighttracking.com">Insight - Demographics (insighttracking.com)</a></p> <p>EAL PP group compared to EAL not PP based on Summer 22-23 data</p> <p><b><u>Y1-</u></b>            PP- R 50% W 33% M 33%            NON-PP- R 70% R 61% M 61%</p> <p><b><u>Y2-</u></b>            PP- R 25% W 0% M 38%            NON-PP- R 36% W 36% M 64%</p> <p><b><u>Y3-</u></b>            PP- R 50% W 34% M 67%            NON-PP- R 62% W 53% M 72%</p> <p><b><u>Y4</u></b>            PP - R 43% W 29% M29%            NON PP- R 63% W 54% M 76%</p> <p><b><u>Y5</u></b></p>



	<p>PP- R 60% W 60% M 40%</p> <p>NON-PP- R 57% W 57% M 53%</p> <p><b>Y6</b></p> <p>PP- R 33% W 22% M 44%</p> <p>NON-PP- R 65% W 53% M 53%</p>
4	<p>In school there are 19% of children with SEND compared to national of 15%</p> <p>SEND and PP 27% compared to national of 15%.</p> <p>49% of those on the SEND register have a Communication and Language need, and 34% have an SEMH need.</p> <p><a href="#">Insight - Demographics (insighttracking.com) / SEND register 14.08.23</a></p> <p>SEND PP groups compared to SEND NON-PP based on Summer 22-23 data</p> <p><b>Y1-</b></p> <p>PP- R 0% W 0% M 0%</p> <p>NON-PP- R 50% R 50% M 50%</p> <p><b>Y2-</b></p> <p>PP- R 25% W 0% M 25%</p> <p>NON-PP- R 33% W 0% M 67%</p> <p><b>Y3-</b></p> <p>PP- W 0% W 0% M 0% (1child)</p> <p>NON-PP- R 17% W 33% M 50%</p> <p><b>Y4</b></p> <p>PP - R 0% W 0% M 0%</p> <p>NON-PP- R 33% W 33% M 33%</p> <p><b>Y5</b></p> <p>PP- R 28% W 29% M 28%</p> <p>NON-PP- R 13% W 0% M 0%</p> <p><b>Y6</b></p> <p>PP- R 14% W 0% M 14%</p> <p>NON- PP- R 25% W 0% M 13%</p>
5	<p>Limited life experiences and opportunities to join in enrichment opportunities which can contribute to low aspirations and a cultural capital deficit for PP learners.</p>
6	<p>Some of our learners who are eligible for pupil premium frequently demonstrate a lack of readiness for learning – for example, difficulties regulating self management of positive behaviour during playtimes or embedded avoidance behaviours in learning time.</p>



7	<p>Attendance:</p> <p>Persistent Absence NON-PP 21% national 18%</p> <p>PA and PP is 23% national 18%</p> <p>Absence rate NON PP 9%</p> <p>Absence rate and PP 8.4%</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
To accelerate progress in order to raise attainment in Reading, Writing and Maths for all disadvantaged pupils, so that they are achieving in line with their non disadvantaged peers, and to sustain this	July 2023- 2024 KS2 data to show that disadvantaged pupils made more than average progress in Reading, Writing and Maths for in order to narrow the attainment gap.
To increase the provision that PP children receive in EYFS to close the gap between PP and NON PP in key areas of learning	Increase in the percentage of children achieving GLD
To develop provision for reading across the school with a greater focus on vocabulary and the skills of reading including phonics	Teacher assessments will show that PP learners make as much progress as non-PP learners in reading and may make more progress. This will be moderated internally and across the Trust.  Phonics trackers and screening shows that PP children are achieving
For EAL pupils who are also in receipt of PP funding to make accelerated progress, so their attainment improves in line with other learners who are not in receipt of PP funding.	There is an increased number of EAL PP learners working within the expected band for Reading, Writing and maths.
For SEND pupils who are also in receipt of PP funding to make accelerated progress	There is an increased number of SEND PP learners working within the expected band for reading, writing and maths.
To achieve and sustain improved attendance for disadvantaged pupils so that it is more in line with their non disadvantaged peers	Ensure attendance of disadvantaged pupils in above 96%
Pupils access a wide range of enrichment experiences	Pupil surveys reflect enjoyment in school and good attitudes to learning. Social skills, independence, perseverance and teamwork are developed.
To ensure the behaviour and attitudes of pupils, particularly those PP pupils, is conducive to effective learning	Behaviour logs will show a decrease in the number of behaviour incidents throughout the school day  Individuals receive targeted and specific support, as quickly as possible where necessary



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: £ 81,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>DH and SENDCO to provide a programme of coaching support to improve T&amp;L</p> <p><b>Projected Spend- £30,000</b></p>	<p>EEF guide to pupil premium – tiered approach- teaching is the top priority, including CPD.</p> <p>Sutton Trust – quality first teaching has a direct impact on learner outcomes</p>	<p>1 6 2 7 3 4 5</p>
<p>Talk for Writing to be completed and embedded across the school to create an effective framework for writing. This will include new staff and ECTS</p> <p><b>Projected Spend- £5767.01</b></p> <p><b>Total: £6500 (inc.staff training)</b></p>	<p>Cohrssen, de QuadrosWander, Page and Klarin, 2017 Hart and Risley – 1995 Weisleder and Fernald - 2013 – evidence that regular rehearsal improves vocabulary and leads to greater educational achievement.</p>	<p>1 2 3 4</p>
<p>Accelerated reader to support teachers with assessment and tracking of reading progress. To enable teachers to identify areas of development promptly.</p> <p>MyOn rolled out across school to ensure children have access to a wide range of quality texts</p>	<p>NLT (2013) annual Literacy survey found that ‘children and young people who use AR tend to enjoy reading more, read more often, read a greater variety of fiction texts and think more positively about reading than their peers who do not use AR.’</p> <p>See Improving Literacy in Key Stage 2: Recommendation 2 and 3.</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://myonby.com/">myON by Renaissance   Renaissance Learning (renlearn.co.uk)</a></p>	<p>1 2 3 4</p>



<p>that match students interests and reading level</p> <p>Whole Class Guided Reading approach to be adopted across KS2 to enable effective delivery of high quality whole class shared reading sessions and feedback to improve learning.</p> <p>Particular focus on small group children in receipt of pupil premium funding not making progress in reading</p> <p><b>Projected Spend- £16,032.90</b></p> <p><b>Total: £20,000 (inc.staff training)</b></p>	<p><a href="http://renlearn.co.uk">Accelerated Reader - UK, Ireland and International (renlearn.co.uk)</a></p>	
<p>To develop the mastery maths approach with a particular focus on fluency and reasoning. This will be done through Power Maths and will include CPD for new staff and ECT</p> <p><b>Projected spend: £1500</b></p>	<p>The DfE recognised Power Maths programme allows children to build conceptual understanding and develop problem solving from Reception onwards. (Pearson 2018)</p> <p><a href="http://www.gov.uk">Research review series: mathematics - GOV.UK (www.gov.uk)</a></p>	<p>1 2 3 4</p>






<p>To develop a whole school Timestables approach</p> <p><b>Projected spend: £300</b></p>	<p>Times Tables Rockstar is a carefully sequenced programme of daily times tables practice. Each week concentrates on a different times table, with a recommended consolidation week for rehearsing the tables that have recently been practised every third week or so. This format has very successfully boosted times tables recall speed for hundreds of thousands of pupils over the last 8 years in over 14,000 schools - both primary and secondary - worldwide. To-what-extent-does-technology-enhancethe-acquisition-of-times-table-knowledgeand-the-fast-and-accurate-recall-of-timestable-facts.pdf (viridis-schools.co.uk)</p>	<p>1 2 3 4</p>
<p>Communication and language support for the youngest pupils, recruitment of additional Tas to lead on the NELI programme, as well as other communication based interventions, eg bucket time, box clever and First Call</p> <p>(staff recruitment, training and allocation time are key to success)</p> <p><b>Projected spend £2000 + £20,000</b></p>	<p>EEF + 4 months (initial trial, 30 week programme) Scaling up COVID recovery programme, currently being evaluated by EEF</p> <p>EEF communication and language programmes +6months</p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p>	<p>1 2 3 4</p>
<p>Introduction and training for Spelling Shed programmes to be introduced Y1-Y6 to support effective delivery of high-quality teaching of spelling.</p> <p><b>Projected spend: Education shed + spelling shed £677.50. total £1000 (inc. staff training)</b></p>	<p>Spelling and word knowledge are key components in the process of learning to read and write. Spelling Shed makes the acquisition of these key skills fun and engaging for pupils and easy to plan for teachers. Designed by a team of teachers, the Spelling Shed scheme aligns with the National Curriculum and, as the scheme is fully editable, ensures 100% curriculum coverage. The game aspect of Spelling Shed ensures children are engaged and eager to practise their spellings regularly. The low-stakes games, quizzes and reward systems ensure that children find spelling fun. The games can be played in class or assigned for home learning, making them perfect for in-school learning, homework or a hybrid model which has been adopted by CWC. <a href="https://www.spellingshed.com/en-gb/">https://www.spellingshed.com/en-gb/</a></p>	<p>1 3 4</p>

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

Budgeted cost: £8000



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PiXL therapies for Reading and Maths targeting disadvantaged pupils falling behind age-related expectations</p> <p><b>Projected spend:</b></p> <p><b>PiXL £2435.06</b></p> <p><b>Total: £3000 (inc.staff training)</b></p>	<p>Headteacher-Update.com – Researchers found that early interventions are the highest priority for spending money targeted at disadvantaged students.</p>	<p>1 2 3 4</p>
<p>Little Wandle phonics programme to ensure a consistent systematic synthetic phonics approach is taken and phonics intervention target PP learners</p> <p><b>Projected spend: £945</b></p> <p><b>Total: £2000 (inc.staff training)</b></p>	<p>Hulme, C and Snowling MJ 2013 – ‘Learning to Read – What we know and what we need to understand better.’</p> <p><small>Phonics</small> <small>High impact for very low cost based on very extensive evidence</small></p>  <p><a href="https://www.eef.org.uk/evidence-synthesis/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 2 3 4</p>
<p>Investment in rich reading resources to support reading for pleasure</p> <p><b>Total: £3000</b></p>	<p><a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p> <p>‘The guidance discusses the importance of talk and stories, and the critical links between these, especially the role stories play in developing young children’s vocabulary and language.’</p>	<p>1 2 3 4</p>

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



Budgeted cost: £50,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support from family welfare and safeguarding officer to support vulnerable families to ensure that early help is implemented</p> <p>Projected: £6600</p>	<p>The Mental Health Foundation – ‘extended circle time check ins as a whole class can be a helpful way to share experiences and re-establish skills like listening to others, turn-taking and concentration.’</p> <p>NSPCC – Key Findings following</p> <p>Coronavirus pandemic – ‘ Conditions caused by the pandemic have heightened the vulnerability of children and young people.’ ‘ There is evidence that the normal safeguards we rely on to protect children and young people have been reduced during the pandemic. However, social connections and social support an provide a protective effect for children’s safety and wellbeing.’</p>	<p>6</p> <p>7</p>
<p>Attendance officer to monitor attendance and implement Attendance strategies, including:</p> <ul style="list-style-type: none"> <li>• school liaison</li> <li>• Breakfast club</li> <li>• Rewards for good attendance</li> <li>• SIP meetings</li> </ul> <p>Projected: £15,000</p>	<p>EEF – Improving Behaviour in Schools - Recommendation 2 Teach learning behaviours alongside managing misbehaviour</p> <p>EEF – Improving Behaviour in Schools – Recommendation 4 Use simple approaches as part of your regular routine</p> <p>EEF – Improving Behaviour in Schools – Recommendation 5 Use targeted approaches to meet the needs of individuals in your school</p> <p>There is an national link between attendance and attainment evident in results each year. <a href="http://www.gov.uk">Just one day off can hamper children's life chances - GOV.UK (www.gov.uk)</a></p> <p>Evidence demonstrates that a breakfast club <a href="#">The Effects of Breakfast Club Attendance on Cognitive and Academic...   Download Table (researchgate.net)</a> and improve performance in school in a variety of ways, including attendance and social relationships <a href="#">More than Just a Meal: Breakfast Club Attendance and Children’s Social Relationships - PMC (nih.gov)</a></p>	<p>6</p> <p>7</p>



<p>Behaviour officer to monitor behaviour and implement behaviour strategies such as:</p> <ul style="list-style-type: none"> <li>• Staggered playtimes</li> <li>• Sensory room and club</li> <li>• Behaviour policy development</li> </ul> <p><b>Projected: £5,000</b></p>	<p><a href="https://www.eef.org.uk/what-are-effective-learning-behaviours-and-how-can-we-improve-them">EEF Blog: What are effective Learning Behaviours - and how can...   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/the-relationship-between-childrens-wellbeing-and-their-educational-outcomes">The Relationship between Children’s Wellbeing and their Educational Outcomes (publishing.service.gov.uk)</a></p>	<p>6</p>
<p>Increase enrichment opportunities for disadvantaged children:</p> <p>Exposure to professionally taught music through the Lincolnshire Music service Team</p> <p>Promoting wellbeing and increasing the confidence of all children through being part of a ‘Singing School’ - collaboration with Sparkyard [Out of the Ark Music]</p> <p>provision of subsidised places at breakfast and after school club</p> <p><b>Projected spend: £3,000</b></p>	<p>The Power of Music Changes lives: A National Plan for Music Education  <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/the-power-of-music-to-change-lives-a-national-plan-for-music-education">The power of music to change lives - A National Plan for Music Education (publishing.service.gov.uk)</a></p> <p>EEF Toolkit [Arts Participation] states: There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p> <p>Nuffield Foundation - The Value of After school Clubs for Disadvantaged Children found: Teachers, parents and children identified a range of positive outcomes from participation in after school clubs, including increases in confidence, self esteem and fitness, as well as providing opportunities for new experiences, socialising and enjoyment</p>	<p>5</p>
<p>Participation in Young Voices, target PP pupils – Sheffield arena – transport, tickets, resources to support preparation</p> <p><b>Total: £2000</b></p>	<p>The Power of Music Changes lives: A National Plan for Music Education  <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/the-power-of-music-to-change-lives-a-national-plan-for-music-education">The power of music to change lives - A National Plan for Music Education (publishing.service.gov.uk)</a></p>	<p>5</p>



<p>To ensure that all children have the opportunity to take part in trips in order to close the cultural capital gap as well as incorporating WOW day experiences within the curriculum</p> <p><b>Projected spend: £8000</b></p>	<p>Henry Sauntson – A Complete Guide to Cultural Capital in Education.’ It is well researched and shown that students bring their own perceptions and emotional responses to learning environments built on their prior experiences and this can in turn affect both their cognitive ability to process ideas and their ability to pay attention</p>	<p>5</p>
<p>Recruitment of playleader/ mdsa – targeted support for lunchtimes provision to support behaviour and wellbeing for targeted pupils (linked with Positive Play strategy and provision)</p> <p>Total: £8000 (2 hours per day)</p>	<p>American Poet Langston Hughes “The playground is a special place, Where children learn to run the race, Of life, with all its ups and downs, And all its smiles and frowns.”</p> <p><a href="https://theresehoyle.com/">https://theresehoyle.com/</a></p>	<p>5 6 7</p>
<p>Subsidised uniform and resources to improve attendance and participation in school life</p> <p>Total: £3000</p>	<p>‘We believe uniforms provide a sense of belonging for students. They are helpful in fostering a good learning environment and can promote the ethos of a school.’</p> <p><a href="https://educationhub.blog.gov.uk/2022/09/01/back-to-school-week-school-uniform-what-you-need-to-know/">https://educationhub.blog.gov.uk/2022/09/01/back-to-school-week-school-uniform-what-you-need-to-know/</a></p>	<p>6 7</p>

**Total budgeted cost: £**

### Part B: Review of outcomes in the previous academic year

See document **PPG Evaluation, Academic Year 23-24**

### 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
Spelling Shed	EdShed
Power Maths	Pearson



Accelerated Reader Myon	Renaissance
Pixl	Pixl
Little Wandle	Little Wandle