

Pupil Premium Strategy Statement: Park Academy

1. Summary Information					
School	Park Academy				
Academic year	2020/2021	Total PP budget	£91, 448	Date of most recent pp review	July 2020
Total number of pupils	340	Total number of pupils eligible for PP	61	Date for next internal review of this strategy	July 2021

2. Current Attainment – 2019 Data				
	Pupils eligible for PP (school)	Pupils eligible for PP (national)	Non PP School	Non PP National
Year 6				
% achieving at or above in reading, writing and maths				
% achieving at or above in reading				
Progress measure in reading				
% achieving at or above in writing				
Progress measure in writing				
% achieving at or above in maths				
Progress measure in maths				
Year 2				
% achieving at or above in reading				
% achieving at or above in writing				
% achieving at or above in maths				
Passing the phonics screening check				
Achieving a good level of development				
3. Barriers to future attainment (for pupils eligible for PP including high ability)				
In-school barriers (issues to be addressed in school, such as poor oral language skills)				
A	Poor CLL skills (oracy) and literacy are a particular priority area in EYFS.			

B	Previously PP children have attained less well than their peers in KS2 sats, in reading, to date. Whilst there has been a marked improvement in KS2 PP reading, barriers remain in KS1. In reading this is due to the children's ability to comprehend sufficiently well what it is they are reading in order to make inferences about the text and predict what will happen next. A wide grasp of vocabulary is also a barrier for our PP pupils in all aspects of the curriculum. Stamina for reading is a further barrier with limited opportunities to read at home.
C	33% of pupils eligible for PP are also EAL, some of which are new into the country the majority with no or little English language acquisition. This impacts their access to the school curriculum
D	28% of PP are also on the SEND register.
External barriers issues which also require action outside school such as low attendance rates)	
E	Attendance – 11% of the children eligible for PP are PA. This reduces their school hours and causes them to fall behind on average. EWO involvement has meant that this figure has reduced (reduction of 5%) but attendance for PP children continues to be a barrier.
E	For some pupils eligible for pupil premium (26%), their emotional readiness for learning is a barrier to their progress. This is often due to personal and social trauma/poor home learning environment). 13% of the pupils with PP funding have had, or are still having involvement in the form of TAC, CIN etc.
F	Some PP pupils have low aspirations about what can be achieved and limited support about how to be successful, with limited access to positive role-models.
G	Some PP Pupils have limited access to resources, such as books, libraries, life experiences (cultural capital deficit)

4. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	To improve oral language skills for pupils eligible for PP funding	There is no significant difference between the oral and language skills of those pupils eligible for PP funding and those not eligible for PP funding.
B	To develop provision across the school in reading so that there is a greater focus on modelling and developing the skills of reading, so progress is accelerated for pupils eligible for PP funding.	Pupils eligible for PP make as much progress as 'other' pupils across all year groups in reading. This will be measured by teacher assessments and moderated across the Trust.
C	For EAL pupils who are also in receipt of PP funding to make accelerated progress, so their attainment improves in line with other pupils who are not in receipt of PP funding.	There is an increased number of EAL PP children working within age related expectations.
D	For SEND pupils who are also in receipt of PP funding to make accelerated progress, so their attainment improves in line with other pupils who are not in receipt of PP funding.	There is an increased number of SEND PP children working within age related expectations.

E	For all PP pupils to be emotionally ready to learn – including the development of resilience	Social, emotional and behavioural barriers are reduced for pupils eligible for PP funding, leading to improved learning behaviours and accelerated progress.				
F	To develop quality intervention across the school in reading, writing and maths so that gaps in learning are closed.	Progress and attainment in reading, writing and maths is improved so that by the end of KS2 there is no difference between the progress measures for pupils eligible for PP and those not eligible for PP funding.				
5. Planned Expenditure						
Academic Year	2020/2021					
Improving classroom pedagogy, provide targeted support and support whole school strategies using PP						
i. Quality of teaching for all						
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented	Staff Lead	Date of reviewing implementation	Cost
1. Pupils engaged in learning and making good progress so that there is improved reading attainment and progress.	To ensure that children are exposed to a wide variety of vocabulary throughout the curriculum. To use the Bedrock resource to develop Tier 2 vocab in a personalised context – Bedrock adapts the programme to the individual as they progress and is evidence based	Within our curriculum intent there is reference to developing and broadening the vocabulary of pupils. In order to develop cultural capital for our learners we need to broaden vocabulary.	Monitoring of Guided Reading by SLT will show that vocab sessions within guided reading are taking place regularly and effectively. Pupils will be able to discuss how they use the Bedrock resource to develop their use of a range of vocab. Analysis of Bedrock data shows that learners are taking part in bedrock sessions twice a week as a minimum.	LL DH	July 2021	Cost of resources £100

	<p>To continue to embed a whole-school approach to question types in reading (VIPERS)</p>	<p>2019 KS1 reading attainment showed a slight increase and KS2 reading attainment in 2019 demonstrated a significant improvement in reading but there is still a need to improve attainment in line with national figures.</p>	<p>Displays across shared school areas and classrooms developed to promote VIPERS.</p> <p>Use of bookmarks, aids in books and visual learning objectives to support in guiding pupils' knowledge of question types (VIPERS).</p> <p>Planning formats in school support the inclusion of VIPERS.</p> <p>Pupil interviews to be conducted to establish success of VIPERS.</p>	LL	July 2021	Resources: £200
	<p>Use of phonics tracker to clearly identify gaps in learning and promote success so that pupils in receipt of pupil premium achieve at least in line with pupils not in receipt of pupil premium.</p>	<p>Phonics assessments in 2019 showed a 5% increase in attainment. There is a need to ensure phonics attainment is in line with national figures.</p> <p>The use of the software helped to identify specific gaps in learning. Consequently, it will be easier to identify gaps in learning e.g. blending, segmenting, identifying phonemes and graphemes. This will allow for personalised learning to develop and accurately create next steps</p>	<p>Accredited Letters and Sounds training for teachers and teaching assistants to ensure high expectations and consistency of approach.</p> <p>Support from the English Hub to ensure a robust approach to phonics which ensures fidelity to Letters and Sounds – this includes an effective approach to intervention in real time</p> <p>Ringfenced time for staff to conduct appropriate phonics assessments.</p> <p>Use of governor drop ins (JB) to support and monitor phonics provision where possible due to Covid-19</p> <p>Further training to be implemented in KS2 to ensure learners with early phonic gaps are targeted, especially pupils in receipt of pupil premium to ensure the gap in attainment closes.</p> <p>Analysis of data from phonics tracker by class teachers. Support from the phonics lead to ensure staff are</p>	PL	July 2021	Resource £300

			confident with the analysis and consequent action planning			
<p>2.Pupils engaged in learning and making good progress so that there is improved writing attainment and progress. To improve the quality of writing using high quality stimuli.</p>	<p>Adoption of a consistent approach to the teaching of writing composition through modelling and supported practice.</p>	<p>School review of writing by external advisor (September 2019) noted that was a need across the school for better modelling of writing so that pupils understand how to construct writing in a particular way to suit its purpose. In 2019 there was an increase in KS2 writing attainment (17.3%). A greater focus is needed on greater depth writers. Attainment in KS1 writing was maintained.</p> <p>EEF Guidance Report (Improving Literacy in KS2, 2017) recommendation 4: Teach writing composition strategies through modelling and supported practice.</p> <p><i>“There IS extensive evidence for the impact of teaching writing composition strategies through modelling and supported practice.”</i></p>	<p>Additional training for all staff by the LL on the sequence of learning for writing. A focus on regular sequential CPD for staff through PLS sessions for Term 1.</p> <p>LL to monitor the modelling of writing.</p> <p>LL to provide planning and coaching support across all year groups to ensure the highest quality teaching and learning of writing for all</p>	LL	July 2021	£0

	<p>To provide a range high quality texts and visual sources to engage and motivate pupils in their learning.</p> <p>Use of rich sources will provide challenge for all pupil premium recipients.</p>	<p>Having rich learning experiences on which to draw upon when writing is essential. Core vocabulary and expressive language is a key focus area for us as virtually all of our EAL pupils are first generation EAL and so their only opportunity to rehearse and practice English is at school.</p>	<p>Rich learning experiences as a stimulus for learning linked to theme.</p>	LL	July 2021	WOW days £1000
	<p>Implement Tales Toolkit as a structure for developing writing in Early Years</p>	<p>In a study by Goldsmith's University, pupils using Tales Toolkit showed increased levels of literacy, communication, language, creativity and improved social-emotional skills typically around three months ahead of peers in classes not using the approach.</p> <p>Boys Using the scheme showed significant catch-up with girls in literacy and improved their levels of engagement.</p> <p>Literacy scores showed boys learning with Tales Toolkit had closed the 'literacy gap'</p>	<p>Staff using Tales Toolkit to engage with specific training provided by Tales Toolkit on the implementation of the approach.</p> <p>Literacy lead and EYFS lead to monitor the effectiveness of the approach through M and E / data analysis.</p>	EYFS L LL	July 2021	£0

		with girls by 62%. The evaluation suggested there was no longer any statistically significant difference between boys' and girls' scores. By contrast, in the group not using Tales Toolkit boys saw the literacy gap with girls widen by 22%.				
	Implementation of unified, progressive approach to the teaching of spelling through the adoption of Get Spelling.	Teachers currently using Get Spelling within their setting reported that the scheme had a positive impact on spelling. The report showed a 97% impact on learners' progress in spelling.	Monitoring by Literacy Lead to ensure regular and effective delivery. Pupil interviews to be conducted to explore pupils' response and engagement. Spelling displays to reflect current learning in Get Spelling.	LL AH	July 2019	Get Spelling £400

	To improve pupil letter formation and fluency in writing in line with national results through adoption of Nelson Handwriting Scheme.	Evidence from the Education Endowment Foundation suggests that if handwriting is slow or effortful then children are less able to think about the content of their writing.	Continuation of school timetables to allow for regular teaching and modelling of handwriting to take place. Purchase of pencil grips to help early learners successfully learn how develop correct pencil grip. Provided access to software, guides and pupil books (EYFS) to support effective delivery of the scheme. Monitoring to ensure the scheme is appropriately implementation in practice.	LL	July 2021	Pencil grips: £70
3.Pupils engaged in learning and making good progress so that there is improved numeracy attainment and progress.	Use of Times Tables Rockstars to develop mental fluency and engagement. Children learn multiplication and division facts up to 12x12.	Pupil's ability to retain multiplication facts and the corresponding division facts. This has been identified through pupil progress meetings across the school.	Times table data to be tracked regularly - % of pupils achieving end of year expectations will increase. Monitoring of usage of TTRS will ensure uptake is effective	Maths Lead	July 2021	Times Tables Rock Stars licenses £200
	Maths Lead and teachers to work with the local Teaching School/s to moderate assessments/planning.	To ensure pitch and level of challenge is consistent across other schools and within year groups;	Cross School/external Moderation reports.	Maths lead	July 2021	Additional release £500
4. All staff access high quality CPD to develop their	DH and AH to provide a programme of coaching support for all staff to	The EFF guide to using pupil premium states that - Good teaching is the most important lever schools have to improve	Regular m and e will demonstrate the impact of CPD on the quality of teaching and learning – book looks, drop ins, pupil interviews, data, lesson observations.	SLT CET	July 2021	Release time and cost of courses

own skills and knowledge	<p>move practice forwards</p> <p>Two members of staff to access the Insight coaching through the CET</p> <p>Staff to access subject specific training through the teaching school</p> <p>Subject leaders to access PLCS and clusters through the CET and the teaching school</p>	<p>outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p>				£10 000
Total budgeted cost						£12 770

ii. Targeted support						
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented	Staff Lead	Date of reviewing implementation	Cost
Pupils engaged in learning and making good progress and attainment.	An additional KS1 teacher recruited to support the targeting of key learner groups.	To narrow the GAP and to accelerate attainment and progress in Reading, Writing and Maths.	Four teachers for 80 pupils will ensure that learners will have targeted teaching according to gaps in learning. This will be particularly important in light of Covid-19.	HofA	July 2021	£ 51 828

			Termly Assessments – pupil progress meetings. Internal and external moderations of pupils’ work.			
Improved attainment in reading, writing and maths.	Easter School After School Booster Clubs.	Narrowing the GAP – National benchmarks.	End of Key Stage Data. Uptake of extra interventions out of school hours.	HoA Subject Leads	July 2021	£8,000
	To implement Lexonic phonics as an intervention across KS2.	Monitoring of reading in KS2 identified difficulties in fluency (reading of phonemes) across 7 pupil premium children who are now enrolled on the Lexonic Program. Research from the school’s involvement in the EAL Pathway of LEAP showed showing progress in reading can be accelerated through the use of this intervention.	The school has identified a specific adult to deliver this intervention daily. This adult has received formal training on the intervention. The IL will monitor the effectiveness of the delivery and success of this on attainment and progress.	Phonics Lead	July 2021	£ 2000
	To provide additional adult support to deliver specific programmes such as Wellcomm and Language programmes for those new to English	The EFF guide on how to use the Pupil Premium states that - Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement	M and E of intervention by subject leads to ensure that the targeted support is of high quality and having an impact	SLT	July 2021	£ 14 000
Total budgeted cost						£75 828

iii. Other approaches						
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented	Staff Lead	Date of reviewing implementation	Cost
<p>Improve overall Attendance figures.</p> <p>Reduce the number of 'late' children.</p> <p>Reduce % of persistence absence.</p>	<p>Admin to monitor attendance figure.</p> <p>EWO to follow legal proceedings for persistence absence.</p> <p>Introduce a daily late gate.</p> <p>First day response provision by EWO Team.</p> <p>Reward good attendance – merit awards</p>	<p>NFER briefing for school leaders identified addressing attendance as a key step in improving outcomes:</p> <p>“We can’t actually improve attainment for children if they aren’t in school.”</p>	<p>Working with admin, Trust’s EWO and HJ, the HT will monitor attendance of identified PP children and provide family support to overcome barriers to attending school.</p>	Hof A	July 2021	£1500

<p>Inclusion – support for families in receipt of pupil premium</p>	<p>Provide support with swimming/breakfast club.</p>	<p>Children are in school and can learn.</p> <p>EEF research into impact of breakfast club provision on pupil attainment indicates that this provision ‘delivered an average of 2 months additional progress for pupils.</p> <p>EEF school uniform research indicates that ‘school uniform leads to improvements in pupils’ behavior and that although improved behavior on its own, does not necessarily lead to better learning, it is an important precondition.’</p>	<p>Log attendance to breakfast club and behavior tracking.</p>	<p>Hof A</p>	<p>July 2019</p>	<p>£50</p>
<p>ESOL courses for families</p>	<p>Target PP pupils’ families with ESOL courses to create a culture for learning within the family and equip families with the resources to support their child’s learning at home.</p> <p>EAL TA to attend the workshops to build confidence for EAL families.</p>	<p>Currently our school is 72% EAL and many of our EAL families are first generation families which means for many of our pupils English is not the language spoken at home. In addition, parents can find it difficult to engage with school life and support their child’s learning. The whole family will benefit from improved language skills for parents.</p>	<p>Bespoke planned workshops provided by Lincolnshire Family Learning Team.</p> <p>Externally quality assured</p>		<p>July 2019</p>	<p>Ta support £300</p>

B. Pupils engaged in learning and making good progress	Support for pupils suffering from lack of emotional resilience, mental health issues and anxiety Use of recognised programmes – FRIENDS for life (positive Mental health programme)	The World Health Organisation cites 'FRIENDS for Life' as the only evidence-based programme effective at all levels of intervention for anxiety in children (WHO 2004).	Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. Clear referral process. Targeted EHA and TAC. Outcomes of TAC.	Ex. team	July 2019	£1000
						£2850
TOTAL PLANNED SPEND: 2020/2021						£
6. Review of expenditure						
Previous Academic Year		2019-2010				
Improving classroom pedagogy, provide targeted support and support whole school strategies using PP						
i. Quality of teaching for all						
Desired Outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost		
1. Pupils engaged in learning and making good progress so that there is improved reading attainment and progress.	To ensure that children are exposed a wide variety of vocabulary throughout the curriculum Purchase of whole school software to provide opportunities to engage with reading independently and develop reading skills of comprehension and vocabulary – Reading Eggs	The Literacy Lead delivered PDM sessions on developing vocabulary across the school and vocab sessions were evident in guided reading both in planning and books. Vocab wheels were purchased and available in all classrooms – these were noted in m and e.	Strategies implemented have been effective and now need to continue be developed to work towards GDP, this includes the use of the vocab wheels. Continue the use of VIPERS and embed it throughout the whole curriculum Continue the use of Phonics Tracker to identify target pupils and plan interventions accordingly using the	£2750		

	<p>To embed a whole-school approach to question types in reading (VIPERS)</p> <p>Use of phonics tracker to clearly identify gaps in learning and promote success so that pupils in receipt of pupil premium achieve at least in line with pupils not in receipt of pupil premium.</p>	<p>Robust monitoring of guided reading took place, and it was noted there was strong consistency of approach throughout the school. This includes the use of Vipers. Pupil interviews showed that pupils were able to talk about Vipers.</p> <p>The reading challenge continued to be promoted and took place, children were rewarded for completing the challenge at the end of term assemblies. The Literacy Lead monitored the take up of the challenge and this year we had an improvement in the number of children reading at home. The emphasis on home reading will need to continue.</p> <p>Reading Eggs was continued initially but then online provision was transferred to the Collins online resource.</p> <p>Phonics tracker was used consistently to regularly assess children's phonics knowledge and understanding. Governor visits took place to see phonics in action.</p>	<p>approach suggested through the English Hub phonics project.</p> <p>Continue to promote the Reading Challenge. Online reading to be provided through the Collins website rather than Reading Eggs as analysis of engagement with Reading Eggs showed that only 20% of pupils engaged with this and preferred paper copies of books.</p>	
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<p>2. Pupils engaged in learning and making good progress so that there is improved writing attainment and progress. To improve the quality of writing using high quality stimuli.</p>	<p>Adoption of a consistent approach to the teaching of writing composition through modelling and supported practice</p> <p>To provide a range high quality texts and visual sources to engage and motivate pupils in their learning.</p> <p>Use of rich sources will provide challenge for all pupil premium recipients.</p> <p>Implement Tales Toolkit as a structure for developing writing in Early Years and Year 1.</p> <p>Implementation of unified, progressive approach to the teaching of spelling through the adoption of Get Spelling.</p> <p>To improve pupil letter formation and fluency in writing in line with national results through adoption of Nelson Handwriting Scheme.</p>	<p>All staff received training on the sequence of learning for writing from the Literacy Lead. SLT and the CET monitored the modelling of writing which was evident within the learning environment.</p> <p>New resources were purchased as a stimulus for writing – these were linked to the curriculum plan and each year groups theme</p> <p>Tales Toolkit was regularly delivered and implemented in lessons. All staff in EYFS received the training to deliver the approach effectively.</p> <p>Get Spelling was delivered in year groups 2-6 and this was reflected in learning environments.</p> <p>Monitoring showed that handwriting was delivered regularly after a review of timetables. Pencil grips were purchased.</p> <p>Identified staff received support from the CET regarding the sequence of learning for writing. M and E showed an improvement in the modelling of writing to pupils.</p> <p>The school planned a range of exciting writing stimuli linked to theme to engage pupils in writing.</p>	<p>To focus on increasing the number of pupils working at GDP</p> <p>To continue modelling of writing.</p> <p>To continue support for the teaching of writing from the Literacy Lead and the CET.</p> <p>To make writing a focus for the ADP.</p> <p>To deliver regular sequential CPD sessions for staff regarding the teaching of writing.</p> <p>Increase the range and number of rich experiences across the curriculum to promote writing.</p> <p>Continue to implement Get Spelling</p>	<p>£15 210</p>
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3. Pupils engaged in learning and making good progress so that there is improved numeracy attainment and progress.	Use of Times Tables Rockstars to develop mental fluency and engagement. Children learn multiplication and division facts up to 12x12. Maths Lead and teachers to work with the local Teaching School/s to moderate assessments/planning.	TTRS data was tracked throughout the year. Due to Covid-19 the Times Table statutory tests were not undertaken.	The school will continue to use TTRS. Staff to be supported with further strategies to teach TT and not just assess knowledge.	£1700
Total budgeted cost				

iv. Targeted support				
Desired Outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Pupils engaged in learning and making good progress and attainment.	An additional Y6 teacher recruited to support in targeting key learner groups.	The extra teacher allowed the school to split the large cohort into three smaller groups. This facilitated an increased amount of small group teaching and targeted teaching. The Y6 team and the HoA met termly to review assessments and the progress of Y6 pupils.	School will not continue with this approach as the next Y6 cohort is much smaller and.	£10 000
e. Improved attainment in reading, writing and maths.	Easter School After School Booster Clubs.	Due to Covid-19 these were unable to take place.	Plan in additional sessions for targeted pupils.	£2000
	To implement Lexonic phonics as	A full analysis of the impact of Lexonic	Continue to deliver Lexonic intervention	£1400

	an intervention across KS2.	is not possible due to Covid-19.		
	Implement the use of On Track English intervention to close the gap of pupils in pupil premium in reading.	A full analysis of the impact of Lexonic is not possible due to Covid-19.	This will be replaced by the Herts for Learning intervention which is evidence based.	£500
	Magical Maths 6 week after school program designed to engage and enthuse learners about numeracy	Individual pupil data	This will not be continued as it is not targeted enough for individuals.	£500
	The project will increase access to the curriculum for our EAL/PP learners by implementing opportunities for pupils to take advantage of home language and to improve the number of visuals used to help pupil comprehension.	The project was delayed due to Covid-19 but progress against the action plan has been made.	Ongoing project	£500

v. Other approaches				
Desired Outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve overall Attendance figures. Reduce the number of 'late' children.	Admin to monitor attendance figure. EWO to follow legal proceedings for persistence absence. Introduce a daily late gate. First day response provision by	Until the pandemic attendance for Park was above national figures and below national figures for PA. Families received support from the EWO team and truancy patrols were carried out. The work on attendance was noted as a strength in the March Ofsted inspection.	These approaches will continue next year. Attendance data will be available on Progresso. The school will use the attendance audit tool to	£1500

Reduce % of persistence absence.	EWO Team. Reward good attendance – prize draws, certificates etc. Termly.		evaluate attendance further.	
Inclusion – support families PP.	Provide support with school uniforms/school trips/breakfast club.	Maths breakfast intervention – data and attendance	Support to continue as needed for breakfast club and further items upon a needs basis	£50
ESOL courses for families	Target PP pupils’ families with ESOL courses to create a culture for learning within the family and equip families with the resources to support their child’s learning at home. EAL TA to attend the workshops to build confidence for EAL families.	The ESOL were well attended with two groups running after a waiting list was put in place. The initial group have taken qualifications as a result of the course which continued online in the spring and summer.	The school will reintroduce ESOL onsite as soon as we are able to do so safely.	£300
Support for pupils suffering from lack of emotional resilience, mental health issues and anxiety	Use of recognised programmes – FRIENDS for life (positive Mental health programme)	The Friends programme ran weekly for identified children after referral forms were completed. The programme linked with some children identified through TAC, CIN, EHA.	This will continue as soon as it is safe to do so. Individual drop in support session from extended services will continue to support identified children until Friends can resume.	£100