



## Park Academy Pupil Premium Strategy Statement - 2021-2024

### REVIEW DOCUMENT for 2021-2022 academic year

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)
Proportion (%) of pupil premium eligible pupils	18.1 %
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 2021
Planned review date	21 <sup>st</sup> July 2022
Actual review date	September 22
Reviewed by	Clare Early and Kris Radford
Statement authorised by	Sarah Gray (Sept 21)
Pupil premium lead	Sarah Gray (Sept 21)
Governor / Trustee lead	

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 91,448
Recovery premium funding allocation this academic year	£ 8694
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	<b>£ 100, 144</b>

### 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	Narrowing the gap across Reading, Writing and Maths.
2	Poor CLL skills (oracy) and literacy are a particular problem in EYFS.
3	Whilst there has been an improvement in KS2 PP reading, challenges remain throughout the school (exasperated by lockdown). This is due to children's ability to decode and read fluently as well as their ability to infer sufficiently well. Vocabulary continues to be a challenge for our PP pupils in all aspects of the curriculum.
4	33% of pupils eligible for PP are also EAL, some of whom are new to the country, the majority with little or no proficiency in English.
5	28 % of PP are also on the SEND register.
6	Limited life experiences and opportunities to join in enrichment opportunities which can contribute to low aspirations and a cultural capital deficit for PP learners.
7	Behaviour difficulties at break and lunchtimes combined with a lack of emotional readiness for learning, can impact on learning in the classroom for some PP learners. This can be due to personal and social trauma/poor home learning environment.

### 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
Progress in Reading	Achieve at least national average progress scores in KS2 Reading
Progress in Writing	Achieve at least national average progress scores in KS2 Writing
Progress in Maths	Achieve at least national average progress scores in KS2 Maths
To improve oral language skills	There is no significant difference between the oral language skills of PP learners and non-PP learners.
To develop provision for reading across the school with a greater focus on vocabulary and the skills of reading.	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.
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, so their attainment improves in line with other learners who are not in receipt of SEND funding.	There is an increased number of SEND PP learners working within the expected band for reading, writing and maths.
Attendance	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 of pupils at break times does not impact on learning in the classroom	Behaviour logs will show a decrease in the number of behaviour incidents at break times.

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: £ 51,144

Activity	Evidence that supports this approach	Challenge number(s) addressed
DH and AH to provide a programme of coaching support for staff identified through M and E  <b>Projected spend: £25,000</b>	EEF guide to pupil premium – tiered approach- teaching is the top priority, including CPD.  Sutton Trust – quality first teaching has a direct impact on learner outcomes	1 2 3 4 5
Partnership programme of support for Year 1 and Y3 teachers <b>Projected spend:£1,400</b>	'Empowering people by facilitating self-directed learning, personal growth and improved performance.' Bresser and Wilson 2010	1 3 4 5
Talk for Writing to be introduced across the school to support teachers with an effective framework for writing  <b>Projected spend: £3,171</b>	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.	1 4 5
Bedrock to be embedded throughout KS2 to develop a wider use of vocabulary <b>Projected spend: £1,548</b>	E.D. Hirsch 2016 – 'In vocab acquisition a small early advantage grows into a much bigger one unless we	1 2 4
	intervene very intelligently to help the disadvantaged student learn words at an accelerated rate.'	5



EYFS and KS1 teachers to engage in the Mastery Maths Number project to improve and secure early number fluency  <b>Projected spend: £2,450</b>	NCETM (2017): Five Big Ideas in Teaching for Mastery: Coherence; Representation and Structure; Mathematical Thinking; Fluency and Variation.	1 4 5
All classes to deliver specific arithmetic sessions weekly – Popcorn quizzes  <b>Projected spend: £100</b>		
CPD for Middle and Senior Leaders through the Partnership Middle Leaders programme and NPQH programme  <b>Projected spend: £2,100</b>	EEF guide to pupil premium – tiered approach- teaching is the top priority, including CPD.	1 3 4 5

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

Budgeted cost: £ 40 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use the NTP to deliver the Herts for Learning reading intervention  <b>Projected spend:£4,300</b>	Herts for Learning KS2 Reading Fluency project 2017-18 Summary of impact on learning – Penny Slator ‘Pupils typically demonstrated the following changes in reading behaviour: increased stamina, increased accuracy, increased enjoyment, increased confidence and increased engagement.’	1 3 4 5
PiXL therapies for Reading and Maths  <b>Projected spend: £2,700</b>	Headteacher-Update.com – Researchers found that early interventions are the highest priority for spending money targeted at disadvantaged students.	1 3 4 5
Phonics intervention for targeted learners  <b>Projected spend: £3,000</b>	Hulme, C and Snowling MJ 2013 – ‘Learning to Read – What we know and what we need to understand better.’	1 2 3 4 5
Learning by Questions to be embedded throughout teaching and learning to support with assessment and identifying learners in need of additional support  <b>Projected spend: £10,000</b>	Education Endowment Foundation (EEF) Using Digital Technology to Improve Learning: Guidance Report – Teachers can use technology to increase the benefits of practice to improve fluency or retention of information.	1 3 4 5

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

Budgeted cost: £ 9000



Activity	Evidence that supports this approach	Challenge number(s) addressed
To engage in the Flourishing Schools programme – Coaching Circles, Positive Playtime  <b>Projected spend: £3,000</b>	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.’	7
To appoint a Wellbeing Lead to oversee wellbeing of learners  <b>Projected spend: £2,500</b>	NSPCC – Key Findings following 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.’	7
WOW day experiences for pupils to engage and motivate them  <b>Projected spend: £3,500</b>	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.	6

**Total budgeted cost: £ 100, 144 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 2020 to 2021 academic year.

Covid from March 2020-Feb 2021 led to national tests being cancelled in July 2020 and 2021- there is therefore no national data picture.			
Phonics Screening December 2020 – 85.7% of Year 2 pupils were able to pass the phonics screening check. Internal phonics screening showed that 81% of Year 1 pupils could pass the phonics screening check in July 2021.			
<b>Internal assessments</b>			
Year 6	Reading	Writing	Maths
Disadvantaged	57	71	57
Non - disadvantaged	58	45	58
Covid from March 2020-Feb 2021 led to national tests being cancelled in July 2020 and 2021- there is therefore no national data picture.			



## Phonics

Phonics Screening December 2020 – 85.7% of Year 2 pupils were able to pass the phonics screening check. Internal phonics screening showed that 81% of Year 1 pupils could pass the phonics screening check in July 2021.

## Internal assessments 2020-2021

Year 6	Reading	Writing	Maths
Disadvantaged	57	71	57
Non - disadvantaged	58	45	58

## July Review academic year 21-22

### Final Data key year groups:

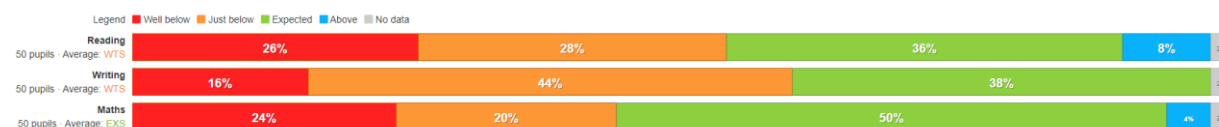
#### EYFS:



There are no PP children in EYFS.

GLD 59%

#### KS1 whole cohort:



**PP is in line with the cohort except in writing where there is now a 10% difference between PP and non PP**

#### Reading- PP 38% achieved ARE

8/13 children did not achieve ARE. 3 children were close to achieving.

4 out of the 8 are also SEND and did not achieve ARE

#### Writing- PP 31% achieved ARE

9/13 children did not achieve ARE. 7 children were close to achieving.

4 out of the 8 are also SEND and did not achieve ARE

#### Maths- PP 54%

6/13 children did not achieve ARE. 2 children were close to achieving.

4 out of the 8 are also SEND and did not achieve ARE

#### KS2 cohort:



**PP is in line with the cohort in Maths and Reading with a significant gap in writing**

#### Reading- PP 50% achieved ARE

5/10 children did not achieve ARE, out of the those 5, 1 child was SEND

#### Writing-PP 30% achieved ARE

7/10 children did not achieve ARE, out of those 7, 1 child was SEND



### Maths- PP 50% achieved ARE

5/10 children did not achieve ARE

### SATs assessments 2021-2022

<b>Year 6</b>	Reading	Writing	Maths
PP	50%	30%	50%
Non - PP	54%	47%	56%
<b>Year 2</b>	Reading	Writing	Maths
PP	38%	31%	54%
Non - PP	46%	41%	54%

Overall the PP data is in line in key year groups compared to non PP in RWM. Apart from in KS2/1 writing. This shows that the money invested in PiXL, interventions and assessment tracking are paying off.

### Phonics:

Final Phonics screening check KS1 - July 2021-2022- 75%

Phonics rescreen Year 2: 10 children completed the phonics rescreen- 0% passed. 3/10 children were close-scoring 29 and 31

### Financial review 21-22

<u>Key Area</u>	Projected Spend	Actual Spend	Difference
Teaching - inc CPD, recruitment and retention	£51,144.00	£35,325.00	£15,819.00
Targeted Academic Support, tutoring, 1:1, structured interventions	£40,000.00	£46,690.00	-£6,690.00
Wider Opportunities - attendance, behaviour, wellbeing	£9,000.00	£13,051.00	-£4,051.00
		<b>Difference</b>	<b>-£5,078.00</b>

### 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
National Tutoring Programme	Connex Education Partnership