



# Pupil Premium Strategy Statement

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 Lane Primary School and Nursery
Number of pupils in school	464
Proportion (%) of pupil premium eligible pupils	39.87%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	21/22 <b>22/23</b> 24/25
Date this statement was published	September 2022 Updated 01/04/23
Date on which it will be reviewed	September 2023
Statement authorised by	Alexandra Ladbury
Pupil premium lead	Sue Williams
Governor / Trustee lead	Charlotte Foulston

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,228
Recovery premium funding allocation this academic year	£11,928
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£210,156

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## Part A: Pupil Premium Strategy Plan

### Statement of intent

The challenges facing disadvantaged pupils and their families are varied and there is no “one size fits all”, however, through relationships with staff and families, we aim to know every child, as an individual, and tailor the support to precisely meet their needs. Common factors affecting pupil premium pupils include lack of support at home, poor language and communication skills, lack of confidence and limited life experiences. There may also be more complex family circumstances that prevent children from flourishing.

Our ultimate objectives are:

- to eradicate the attainment gap between disadvantaged and non-disadvantaged pupils in all subject areas (including in attainment at greater depth);
- to foster meaningful partnerships between home and school, by supporting all families to participate school life, and providing them with strategies to support the academic and social and emotional needs of children.
- to facilitate excellent learning opportunities, through an expertly taught curriculum which includes meaningful feedback, targeted questioning, and accurate assessments.

We aim to do this by:

- ensuring that high quality teaching and learning opportunities meet the needs of all pupils.
- delivering an expertly planned curriculum which ensures pupils make rapid progress.
- delivering an aspirational broad and balanced curriculum which plans for experiential experiences to develop skills such as application, analysis, and evaluation.
- providing families with the tools that they need to support their child’s learning in school through providing them with key learning concepts prior to learning taking place.
- holding regular drop –in sessions for families such as coffee mornings, stay and play and well-being sessions to provide targeted support.
- improving children’s well-being and developing skills such as problem solving, risk taking and improved communication through our outdoor learning provision.
- providing school clubs, trips, and experiences to enhance cultural capital and widen horizons.

The key principles of the plan are to provide a holistic and well-rounded approach towards education providing an exceptional foundation for life-long learning. Our culture of 100% ensures that every child has the opportunity to grow in self-confidence, academic success, and artistic endeavors’. We do this by providing a rigorously planned and evaluated curriculum, opportunities for wide-ranging extracurricular participation and exceptional pastoral care.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils enter school with significantly lower starting points than their peers. This has been exacerbated by during lockdown when they suffered from a lack of enrichment opportunities, and this has impacted on all areas of development.
2	Some disadvantaged pupils have low self-belief consequently impacting on learning attitudes.
3	Many disadvantaged pupils do not have the same rich and varied life experiences as non-disadvantaged pupils and parental engagement with school is limited, without targeted support.
4	Social, emotional and well-being needs are often not being met at home and therefore children find it a challenge to express themselves clearly and to focus in lessons. This has a negative impact on their personal well-being which in turn has an impact on their achievement.
5	Attendance rates for Pupil Premium pupils have been steadily rising since the pandemic and is now good.

## 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
Raised attainment of disadvantaged pupils to bridge any gaps between disadvantaged and non- disadvantaged pupils are reduced.	<ul style="list-style-type: none"> <li>• Flexible groupings and access to digital tools and high-quality resources ensure that children know more, do more and remember more.</li> <li>• Learning is meaningful and relevant, ensuring children remember what they have learnt and are ambitious to achieve at greater depth in all subject areas.</li> <li>• The precisely planned curriculum is expertly delivered and ensures that the development of communication and language is prioritised.</li> </ul>
Raised attainment of disadvantaged pupils across all areas of the curriculum, supported by increased participation in extra-curricular activities. Pupils' aspirations and self-confidence are raised.	<ul style="list-style-type: none"> <li>• Pupils believe in themselves and their ability to achieve-100% culture.</li> <li>• Pupils can articulate their aspirations.</li> <li>• Pupil questionnaires evidence that pupils are happy at school.</li> <li>• A wide range of clubs expose children to experiences beyond those their own lived experiences which enables success not only in developing skills and talents but newfound confidence in academic areas</li> <li>• Learning through outdoor experiences develops unique talents which lead to</li> </ul>



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	profound changes in confidence and self-esteem, leading to high achievement in all areas of the curriculum.
Parents to feel supported to fully engage with school to enhance their child's learning opportunities.	<ul style="list-style-type: none"> <li>• Increased participation and attendance at parenting workshops have impacted on pupil progress.</li> <li>• Attendance at parents' evenings has increased and engagement with learning has increased.</li> <li>• Parental feedback is positive.</li> </ul>
Social, emotional, mental health needs of children are identified early. Improved well-being and personal development for all pupils, particularly disadvantaged pupils, is sustained.	<ul style="list-style-type: none"> <li>• Families are better supported in raising awareness of SEMH and early warning signs.</li> <li>• Evaluation of pupil conferences and work scrutiny shows that targeted groups make accelerated progress.</li> <li>• Sustained high levels of well-being demonstrated by qualitative data from student voice, student surveys, parent surveys and teacher observations.</li> </ul>
Attendance to be in line with national expectations. Attendance monitoring will be rigorous and robust; pupils to be monitored daily and procedures will be followed consistently to ensure no pupil is 'missed'.	<ul style="list-style-type: none"> <li>• Attendance has improved over time.</li> <li>• Unauthorised absences have reduced.</li> <li>• Targeted support positively impacts on attendance.</li> <li>• Tailored family support has impacted on complex needs.</li> </ul>

## 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.

### 1) Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 61,428.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Build upon the teaching of Phonics, particularly in KS2 to ensure a 'whole school approach.' 8,563.00	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</a>  RWI is one of the strategies to support early reading. It is vital for leaders to keep up to date with new research and for all staff to deliver high quality multi-sensory phonics instruction. RWI books and books levelled and linked to the Accelerated Reader programme.	1
Staff training and development focused on achievement and greater-	High quality, whole class teaching impacts pupils' progress.  The EEF advocates the use of instructional coaching, using expert teachers to deliver one-to-one, recurring, sustained, classroom-practice focused sessions, which use	1



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<i>depth in all subjects.</i> 8,525.00	observation and feedback cycles and encourage teachers to engage in the deliberate practice of specific skills.	
To communicate with and develop parents' ability to accessing further learning through workshops and targeted sessions. 8,225.00	Family engagement within school learning will further embed the skills needed. Video tutorials to parents will ensure consistency between teachers and parents.	1 & 3
Educational Psychologist subscription 12,465	School to buy into 40 EP sessions in order to support teachers with strategies and recommendations for under achieving pupils.	1
STS subscription 8,650	STS to attend PL 3x hours per week to enable school to quickly refer those progress who has slowed and train staff on relevant needs of PP children.	1,2
SLT 15,000	SLT allocated to Raising Attainment through Quality First Teaching. Rigorous and robust appraisal and CPD opportunities will ensure all staff are supported to deliver strong lessons across all aspects of the curriculum.	1

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

Budgeted cost: £111,119.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Saturday School 7,980.00	As the size of a class or teaching group gets smaller the EEF suggest that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.	1
<i>Nurture Group Interventions</i> 10,809.00	Children with additional well-being needs to attend nurture groups 2x per week to support their 'readiness' for learning. 10 sessions per week.	1,2,4
<i>2x additional KS2 teachers</i> 51,654	We have analysed the needs of our year 6 cohort and have identified that smaller groups taught by subject specialists would allow teachers to increase the amount of attention each child will receive therefore ensuring that they	1



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	reach their full potential and are fully prepared for the next stage of their education.	
<i>Lego Therapy Interventions Forest School</i> 10,031.53	Lego Therapy interventions to support children’s SEMH needs and to better be able to regulate themselves in social situations. Forest School in newly renovated play area	2,4
<i>Learning Support Mentors with SEMH training</i> 30,645.22	Learning support Mentors to be available to the learners who struggle accessing the classroom due to poor SEMH to support them into getting to classroom environment without disrupting others.	1,2,4

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

Budgeted cost: £ 37,608.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Inclusions Manager</i> 8434.25	Inclusions manager to support wellbeing of parents at home and consequently SEMH and self-esteem of children will increase.	3, 5
<i>Weekly Counselling sessions</i> 9,500.00	Weekly counselling sessions with the highest need of PP children to support the wellbeing and SEMH ready for the classroom.	2, 4
<i>Breakfast club/ afterschool club</i> 8,762.00	Free access to breakfast club and ASC for PP children supports parents with attendance and punctuality in school.	5
<i>School trips- Annually</i> 10,912.00	All school trips for PP children are free. This is part of the GST ethos to ensure all pupils have opportunities to widen their horizons.	1, 2, 4, 5

Total budgeted cost: £210,156.00



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## Part B: Review of Outcomes in the Previous Academic Year

### Pupil premium strategy outcomes

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2021 to 2022 results will not be used to hold schools to account.

In accordance with the strategy review our Pupil Premium report has been rigorously monitored and RAG rated to show achievement against targets. Judgements were made by teacher assessments and validated to ensure accuracy. We have assessed the impact of current programmes and resources and made changes where needed. Assessment data is used to:

- Plan targeted interventions and personalised programmes
- Target pupils for 1-1 support
- Inform CPD needs
- Allocate resources
- Support applications/ referrals for additional. External support.

### Externally provided programmes

Programme	Provider
N/A	