

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	449
Proportion (%) of pupil premium eligible pupils	39.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	21/22 22/23 23/24
Date this statement was published	September 2022 Updated on November 23'
Date on which it will be reviewed	September 2024
Statement authorised by	Carrie Clare
Pupil premium lead	Erica Callow
Governor / Trustee lead	Anne Powell

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£232,800
Recovery premium funding allocation this academic year	£5,210
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	£238,010

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 poor language and communication skills, lack of confidence, under resourced environments 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 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 activities 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 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. The culture of 100% that exists at Park Lane ensures that every child has the opportunity to grow in self-confidence, academic success, and artistic endeavors’. This is achieved 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 disadvantaged pupils.

Challenge number	Detail of challenge
1	Disadvantaged pupils enter school with significantly lower starting points than their peers. This has been exacerbated during lockdown when children experienced fewer 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 without targeted support, parental engagement with school is limited.
4	Social, emotional and well-being needs are often not fully 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 narrow any gaps between disadvantaged and non- disadvantaged pupils.	<ul style="list-style-type: none"> Flexible groupings and access to digital tools and high-quality resources ensure that children do more, know more and remember more. Learning is meaningful and relevant, ensuring children remember what they have learnt and are ambitious to achieve at greater depth in all subject areas. The precisely planned curriculum is expertly delivered and ensures that the development of communication and language is prioritised.
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"> Pupils believe in themselves and their ability to achieve their targets -100% culture. Pupils can articulate their aspirations. Pupil questionnaires evidence that they are happy at school. A wide range of clubs expose children to experiences beyond their own lived experiences which enables success not only in developing skills and talents but newfound confidence in academic areas Learning through outdoor experiences develops unique talents which lead to

	profound changes in confidence and self-esteem, increased communication and language, all contributing to high achievement in all areas of the curriculum.
Parents feel supported to fully engage with school to enhance their child's learning opportunities.	<ul style="list-style-type: none"> Increased participation and attendance at parenting workshops have impacted on pupil progress. Attendance at parents' evenings has increased and engagement with learning has increased. Parental feedback is positive.
Social, emotional, mental health needs of children are identified early and met. Improved well-being and personal development for all pupils, particularly disadvantaged pupils, is sustained.	<ul style="list-style-type: none"> Families are better supported in raising awareness of SEMH and early warning signs. Evaluation of pupil conferences and work scrutiny shows that targeted groups make accelerated progress. Sustained high levels of well-being demonstrated by qualitative data from student voice, student surveys, parent surveys and teacher observations.
Attendance is in line with national expectations. Attendance monitoring is rigorous and robust; pupils monitored daily and procedures are followed consistently to ensure all pupils are targeted.	<ul style="list-style-type: none"> Attendance has improved over time and is in line with national expectations. Persistent absence has reduced. Unauthorised absences have reduced. Targeted support positively impacts on attendance. Tailored family support has impacted on complex needs.

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: £ 78,626.00

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	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start 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- depth in all subjects. 8,525.00	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 observation and feedback cycles and encourage teachers to engage in the deliberate practice of specific skills.	1
To communicate with and develop parents' ability to accessing further learning through workshops and targeted sessions. 12,335.00	Family engagement with in-school learning will further embed the skills needed. Video tutorials to parents will ensure consistency between teachers and parents. Age and stage -specific parent workshops successfully support parents to understand how to support their children in home learning and prep for learning activities.	1 & 3
Educational Psychologist subscription 15,985	School to buy into 50 EP sessions in order to support teachers with strategies and recommendations for accelerating the learning for under-resourced pupils.	1
STS subscription 9,765	STS to attend PL 3x hours per week to enable school to quickly refer those whose progress has slowed and train staff on relevant needs of PP children.	1,2
SLT 23,453	SLT deployed to raising attainment through quality first teaching. Rigorous and robust appraisal and CPD opportunities 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: £114,319.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Saturday School 11,180.00	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. Additional lessons delivered on Saturday increase material covered, provide opportunities for additional teacher input and accelerate progress.	1
Thrive Interventions 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 half term.	1,2,4

<i>2x additional KS2 teachers</i> 51,654	In response to the needs of the year 6 cohort small group teaching has been provided by having subject specialist teachers which allows for increased attention each child will receive enabling them to reach their full potential fully preparing them for the next stage of their education.	1
<i>SEN support based in Y6</i> 10,031.53	Clearly planned-for interventions to support children's academic needs to support with precision teaching.	2,4
<i>Learning Support Mentors with SEMH training</i> 30,645.22	Learning support Mentors to be available to learners who struggle accessing the classroom due to poor SEMH. This support enables all children to develop self-regulation strategies to support their independent learning in the classroom.	1,2,4

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

Budgeted cost: £ 17,211.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family Liaison officer</i> 8434.25	Family Liaison officer to support well-being of parents at home and Consequently, SEMH and self-esteem of children will increase.	3, 5
<i>Weekly Counselling sessions</i> 8,777.00	Weekly counselling sessions for high needs PP children to support well-being and SEMH readiness for the classroom.	2, 4

Total budgeted cost: £210,156.00

Part B: Review of Outcomes in the Previous Academic Year

The impact of this pupil premium strategy highlights the effectiveness of the pupil premium offer. Through the data summary below, it is clear that pupil premium pupils achieve above the national outcomes for non-disadvantaged pupils at the end of Key Stage 2. Narrowing the gap for pupils as they progress through the school is a key priority and data is used meticulously to ensure provision is matched to need. Disadvantaged pupils have daily opportunities to widen their horizons as they are continually offered experiences that children from non-disadvantaged backgrounds benefit from.

As can be seen from the attainment data below, disadvantaged children at Park Lane achieved exceptionally well. This is the result of a clear intent (plan) and implementation (action), which ensures that disadvantaged children are well prepared for the next stage of the education via pathways which are presented to them which are similar to (or some cases better than) children nationally from non-disadvantaged backgrounds.

End of KS2 Results	2022-2023- Park Lane	2022-2023- England
Progress Scores		
Disadvantaged Progress Score in Reading	5.0	(England Non-disadvantaged pupils 0.4)
Disadvantaged Progress Score in Writing	2.7	(England Non-disadvantaged pupils 0.4)
Disadvantaged Progress Score in Maths	1.2	(England Non-disadvantaged pupils 0.5)
Attainment Scores		
Percentage of all pupils meeting the expected standard in reading, writing and maths (all pupils)	91%	England Average 60%
Percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths	87%	(England Non-disadvantaged pupils 66%)
Percentage of all pupils achieving at a higher standard in reading, writing and maths (all pupils)	11%	8%
Percentage of disadvantaged pupils achieving at a higher standard in reading, writing and maths	10%	(Non-disadvantaged pupils 10%)

Externally provided programmes

Programme	Provider
1:1 Counselling Sessions	Sophie Bellamy
EdShed – Literacy support	Education Shed Limited
Early Reading/ Phonics Programme	Read Write Inc
Lifewise - PSHE	Lifewise Technologies Limited (Ltd)
Letter Join	Green Tempest Limited
Now Press Play	National Literacy Trust
Timestables Rockstars	Maths Circle Limited
Ruth Miskin Portal- Phonics	Ruth Miskin Limited 2022
MyOn	Renaissance
White Rose Maths	White Rose Education
Class Dojo	Class Dojo, Inc