



# Park Way Primary School

## 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	<b>Park Way Primary School</b>
Number of pupils in school	309
Proportion (%) of pupil premium eligible pupils	30.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Karen Dhanecha Headteacher
Pupil premium lead	Denise Hill Deputy Headteacher
Governor / Trustee lead	Karen Abrahams

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1345 x 94 = £126,430
Recovery premium funding allocation this academic year	£145 x 94 = £13,630
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	£140,060

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good or better progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by all vulnerable pupils, including those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- carefully track disadvantaged pupils' attainment and achievement
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Internal and external (where available) assessments along with observations indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged children. Many of our disadvantaged pupils have been impacted by the Covid-19 pandemic and associated school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations across the curriculum. These findings are supported by national studies.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. In Year 2, 94% of disadvantaged pupils experience significant difficulties with their phonics compared to 33% of their peers. In Year 1, 90% of disadvantaged pupils experience significant difficulties with their phonics compared to 50% of their peers.
3	Internal and external (where available) assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with recall of multiplication tables than their peers. This negatively impacts their development as mathematicians in Upper KS2. In the MTC of summer 2021, of the children with the highest scores (20+/25) 27% were disadvantaged pupils compared to 45% of their peers.
4	Assessments, observations and discussions with pupils (and families) indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These difficulties are most evident within our current Year R cohort but can also be seen in children from Year 1 to Year 6 and are more prevalent among our disadvantaged pupils than their peers.
5	Observations and discussions with pupils and families have identified social and emotional (wellbeing) issues for many pupils, notably due to the impact of Covid-19 and a lack of enrichment opportunities during school closures. These challenges particularly affect disadvantaged pupils and their families.
6	Our attendance data over the last 3 years (pre and during the Covid-19 pandemic) indicates that attendance among disadvantaged pupils has been between 0.6 (pre-covid) – 5.4 (2020-21)% lower than for non-disadvantaged pupils. Our data tracking indicates that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
Improved reading, writing and maths attainment (through accelerated progress) among disadvantaged pupils.	KS1 and KS2 outcomes by 2023/24 show that disadvantaged children attain at or above the expected standard and the attainment gap between disadvantaged and non-disadvantaged children is significantly reduced or closed completely.
Improved phonics (and reading) attainment among disadvantaged pupils.	Year 1 Phonics Screen outcomes in 2023/24 show that disadvantaged children attain at or above the expected standard and the attainment gap between disadvantaged and non-disadvantaged children is significantly reduced or closed completely.
Improved times table recall among disadvantaged pupils.	Year 4 Multiplication Tables Check outcomes in 2023/24 show that disadvantaged children attain at or above the expected standard and the attainment gap between disadvantaged and non-disadvantaged children is significantly reduced or closed completely.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language and vocabulary skills among disadvantaged pupils. This is evident when triangulated with book scrutiny, pupil voice, lesson engagement and ongoing formative and summative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by and from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, observations and student, parent and staff surveys and questionnaires.</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by and from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 4% and the attendance gap between disadvantaged pupils and their non- disadvantaged peers being reduced to less the 0.5%</li> <li>• The percentage of all pupils who are persistently absent being below 2% and the figure among disadvantaged pupils being no more than 1% higher than their peers.</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.

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

Budgeted cost: £37,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring and feedback by senior leaders to embed and consolidate high quality first teaching, especially for early career teachers.	High quality teaching, with a focus upon areas in which disadvantaged pupils require the most support, is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. <a href="#">EEF Guide to the Pupil Premium</a>	1, 2, 3, 4
Coaching teams across the school to embed and consolidate high quality first teaching for all staff members	High quality teaching, with a focus upon areas in which disadvantaged pupils require the most support, is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. <a href="#">EEF Guide to the Pupil Premium</a>	1, 2, 3, 4
Continued Professional Development for all staff regardless of their career stage e.g. phonics, mental health and wellbeing, remote and digital learning, curriculum development, subject leader development	Evidence shows that the quality of teachers and teaching is one of the most important factors in raising outcomes and disadvantaged pupils are disproportionately affected by the quality of teaching. Using the Pupil Premium to improve teaching quality to consistently good or better benefits all pupils and has a particularly positive effect on disadvantaged pupils. <a href="#">EEF Guide to the Pupil Premium</a>	1, 2, 3, 4, 5, 6
Develop the marking and feedback policy to maximise impact on learning	There is a strong evidence base that indicates high quality teacher and peer feedback, focused on the task, subject or self-regulation strategies, given when things are correct as well as when they are incorrect can have a very high impact on pupil outcomes. <a href="#">Feedback   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3,
Embed dialogic activities across the school curriculum to support	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-	4

<p>pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase additional resources and fund ongoing training and associated release time.</p>	<p>quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Improve the quality of social and emotional learning.</p> <p>Social and emotional approaches to be embedded into routine practices and supported by professional development and training for staff.</p> <p>e.g. Use of Boxall Profile, Use of wellbeing toolkit, therapeutic play techniques etc.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p>	5

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

Budgeted cost: £82,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group booster teaching for reading, writing, maths and GPS in Year 6 – teacher led	<p>Evidence shows that small group tuition is effective with the smaller the group size the better. Studies have shown that disadvantaged pupils typically receive additional benefits from this form of tuition. Small groups offer an opportunity for greater levels of interaction and feedback compared to whole class teaching</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Small group booster teaching for reading, writing and GPS in Years 3/4 - teacher led</p> <p>Use of specific resources e.g. Fresh Start (RWI phonics)</p>	<p>Evidence shows that small group tuition is effective with the smaller the group size the better. Studies have shown that disadvantaged pupils typically receive additional benefits from this form of tuition. Small groups offer an opportunity for greater levels of interaction and feedback compared to whole class</p>	1, 2

	<p>teaching</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>1:1 phonics intervention for disadvantaged KS1 children falling behind age-related expectation – TA led</p> <p>Use of RWI 1:1 Phonics support</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>1:1 reading comprehension intervention for UKS2 children falling behind the age-related expectation – TA led</p> <p>Beanstalk volunteer support</p>	<p>Reading comprehension strategies, tailored to pupils' reading capabilities and involving activities and texts that provide an effective but not overwhelming challenge, have a strong evidence base indicating a positive impact on pupils, particularly disadvantaged pupils. Evidence shows that on average disadvantaged children are less likely to own a book of their own and read at home with family members and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 4
<p>1:1 and small group times tables intervention for disadvantaged LKS2 children falling behind the age-related expectation.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p><a href="#">Maths_guidance_KS_1_and_2.pdf</a> (publishing.service.gov.uk)</p> <p><a href="#">NCETM</a></p>	3
<p>Engage with the School Led Tutoring Programme to provide tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4, 5, 6
<p>Forest School (linked to social and emotional support and</p>	<p>Evidence shows that Forest Schools make a difference to pupils, especially disadvantaged pupils, in the following</p>	1, 4, 5

wellbeing as well as learning)	<p>ways:</p> <ul style="list-style-type: none"> <li>• Confidence</li> <li>• Social skills</li> <li>• Communication</li> <li>• Motivation</li> <li>• Physical skills</li> <li>• Knowledge and understanding</li> </ul> <p><u>Forest Research</u></p> <p>Initial findings from research carried out by <u>Loughborough University</u> suggest that engaging in a Forest School can contribute to the development of collaborative learning skills, by encouraging children to work with others on challenging outdoor activities.</p> <p><u>Collaborative Learning   Toolkit Strand   Education Endowment Foundation   EEF</u></p>	
Digital Technologies – Nessy, Dyslexia Gold, Oxford Owls, TT Rockstars, Fiction Express, Spelling Shed	<p>The evidence base for using digital technologies to benefit and positively impact on disadvantaged pupils progress is contained throughout the <u>EEF Toolkit</u> e.g.</p> <ul style="list-style-type: none"> <li>• digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.</li> </ul> <p>The EEF report <u>Using Digital Technology to Improve Learning</u> concludes that technology can be beneficial for pupils but it depends on a range of factors including the context, the subject area, the content, the pedagogy, access to technology, training/support, the length of the intervention and how it is integrated with other classroom teaching. We will keep the technologies we use under constant review to ensure they are appropriate in securing the best possible outcomes for all pupils including those who are disadvantaged.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Dyslexia Gold is an evidence based program to help pupils who aren't making progress despite high quality phonics teaching. Dyslexia Gold state that reading improves by 12 months in a term and spelling improves by 10.5 months in a term.</li> </ul>	1, 2, 3, 4, 5, 6
Small group and 1:1 support for speech and language development	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking,</p>	4



Use of specific interventions e.g. NELI (Year R), Speech Link, Language Link	listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF</a> <a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture provision at lunchtimes to support children's social interactions and social anxieties	There is a strong evidence base that suggest nurture provision is likely to improve social and emotional functioning and academic achievement in pupils <a href="#">Nurture UK</a>	1, 4, 5, 6
Promote and embed opportunities for parents to re-engage with school to support their children e.g. Perk Way	There is a strong evidence base to suggest that disadvantaged pupils are less likely to have an appropriate space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, we aim to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading and times tables recall. <a href="#">Parental Involvement   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 4, 5, 6
Improve upon and embed principles of good practice related to school attendance	The DfE guidance has been informed by engagement with school that have significantly reduced levels of absence and persistent absence. <a href="#">Improving School Attendance</a>	6
Contingency fund for acute issues	Based on our previous experiences and those of similar schools to ours, we have identified the need to set a small amount of funding aside to respond quickly to needs that have not yet been identified or those that arise throughout the year.	All

**Total budgeted cost: £140,060**

## 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.

#### **Accelerate achievement and alleviate any detrimental impact caused by Covid-19 resulting in attainment in line with or better than the national average**

- No published performance measures for 2020-21 so no national average data to compare our children to.
- Subsequent lockdown of January to March 2021, continued to have a detrimental impact on children especially vulnerable children eligible for pupil premium.
- Data snapshot at the end of Term 5 (when SATs would usually be sat) showed:
  - Year 6 – pupil premium attainment was below non pupil premium attainment at the expected standard and greater depth in reading, writing and maths. Pupil premium progress was above non pupil premium progress in reading and writing. The average progress for pupil premium children was above expected in reading, writing and maths.
  - Year 2 – pupil premium attainment was below non pupil premium attainment at the expected standard and greater depth in reading, writing and maths.
- Year 4 – Multiplication Tables Check (MTC)
  - Of the 15 children eligible for pupil premium in Year 4:
    - 27% (4 children) scored in excess of 80% - 20/25 marks
    - 60% (9 children) scored in excess of 60% - 15/25 marks
    - Children with the lowest scores have other characteristics increasing their vulnerability such as SEN, EAL or poor attendance.
  - The average score for children eligible for PP was 15.5.
  - The MTC was optional in the Year 2020-21, although as a school we felt it important to participate as a benchmark for 2021-22 and also to provide feedback (from adults and children) to improve future checks.
  - It is also important to note that there is no 'pass mark' for the check. In future years, it is expected that schools will be able to compare the percentage of children in their cohort who achieved each score compared to the percentage of children nationally.
- Year 1 phonics
  - Due to Covid-19, the 2019-20 Year 1 cohort, completed their phonics screen in Dec 2020 (the beginning of Year 2). Results showed:
    - Of the 11 children eligible for pupil premium in Year 2:
      - 8 completed the screening and 3 were absent, self-isolating, during the testing window and therefore did not take the screen.
      - Of the 8 children completing the screen, 5 (62.5%) passed, scoring 32/40 or more. Of the 3 who did not pass, 2 have SEN (1 severe and complex with limited prior schooling, 1 with speech and language needs) and 1 was LAC with limited prior schooling.
  - As in the previous year, the 2020-21 Year 1 cohort will complete their phonics screen in Dec 2021 (the beginning of Year 2).

#### **Improved oral language skills for pupils eligible for PP in EYFS and for EAL pupils**

### **eligible for PP**

- Year R – in the areas of Listening and Attention and Speaking, the gap between pupil premium and non-pupil premium attainment has narrowed significantly to a difference of only 4%. In the area of Understanding, that gap had closed even further to a difference of only 1%.
- Year R children were all screened using NELI (Nuffield Early Language Intervention). Subsequently 4/10 pupil premium children were found to have clear concerns regarding their language abilities and in need of this support. The remaining 6 children were found to have average language skills and so did not require additional intervention. Following a period of intensive intervention, 3/4 children had progressed their abilities from clear concerns to average. The remaining child joined us part way through the year and although in need of the intervention, did not complete the full programme and remained below average at the end of the year.
- EAL - Due to Covid-19 and the restrictions placed upon international travel, the amount of EAL new starters was minimal across the year. Many EAL children returned from lockdown needing time and support to gain confidence in their use of the English language again.

### **All pupils able to access remote and digital learning, including appropriate access to the necessary technology, in the event of lockdowns or self-isolation**

- Of the 102 pupil premium children on roll during the January to March 2021 lockdown, 54 children (53%) engaged in remote learning. A further 10 accepted vulnerable child provision in school. Only 2 families, with children eligible for pupil premium, who were offered provision in school refused the offer.
- We lent out 16 devices (iPads/Laptops) to disadvantaged children (the offer was made to all pupil premium children but these were the only ones who declared they needed devices) and provided data to a further 5 families.
- Technical support was available to all families from class teachers, IT technician, SLT, SEN admin and the pastoral team.

### **Positive mental health and wellbeing for children (and families) leading to increased attendance rates for pupils eligible for PP – both physically in school and remotely, where the necessity arises**

- EP consultation line shared with parents
- Support from Pastoral team
  - Christmas Crafts
  - Weekly, or in some cases daily, phone calls to support children and families
- Support on website e.g.
  - Links to websites and additional forms of support
  - Suggestions of activities to complete as families e.g. recipes, treasure hunts etc. etc.
  - Emotional wellbeing and mental health support
  - Ways to talk to children about Covid including an information book explaining the Coronavirus to children
  - School risks assessments and re-opening plans
- Forest School – lead is within Year 5/6 bubble so support was focused to them
  - Year 5 – September to December
  - Year 6 – March to June
- Welfare calls from the pastoral team and class based staff to all children on a rolling cycle.

- Breathe pebbles for all children on return to school in March 2021.
- Although it was challenging to track attendance during the last academic year due to periods of lockdown and self-isolation, our pupil premium attendance was 5.4% lower than the attendance figure for non-disadvantaged pupils.

## 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
Read Write Inc.	Oxford University Press
Nessy Reading and Spelling	Nessy Learning
Dyslexia Gold	Engaging Eyes Limited
Boxall Profile	Nurture UK
Speech and Language Link	Speech Link Multimedia Limited
Fiction Express	Fiction Express Education
Oxford Owl	Oxford University Press
Spelling Shed	Education Shed
My Maths	Oxford University Press
TT Rockstars	Maths Circle
Duolingo	Duolingo Inc.