

Park Hill Primary School

Pupil premium strategy statement

Academic Year 2021-2022

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 Hill Primary
Number of pupils in school	434
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Nursery to Year Six
Date this statement was published	5 th November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Paul Griffin (Headteacher)
Pupil premium lead	Amie Norcliffe (Deputy Headteacher)
Governor / Trustee lead	Jane Jones (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,315
Recovery premium funding allocation this academic year	£4,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-
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	£41,955

Part A: Pupil premium strategy plan

Statement of intent

When considering the use of Pupil Premium funding Park Hill Primary School has considered the context of the school and the challenges faced in the community, alongside relevant research. Common barriers to learning for disadvantaged children at Park Hill Primary School could be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. In some cases, there may also be complex family situations that prevent children from flourishing. The challenges can vary and there is no “one size fits all” meaning Park Hill focuses on support at an individual level where possible. We aim to ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. We ensure that the Pupil Premium Lead analyses data regularly and coordinates support where needed; alongside this, subject leaders are aware of identified pupils. Using half termly data analysis and pupil progress meetings the needs of identified children are discussed with relevant staff and targets are considered.

Key Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate 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
- In 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. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups, or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills on entry and within the Early Years
2	Parental subject knowledge and home support
3	Impact on social and emotional wellbeing
4	Insufficient academic progress being made across Reading, Writing and Maths particularly for key cohorts
5	Academic confidence and the impact on learning behaviours. Mathematical confidence for KS2 girls

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 language and communication skills for children within Early Years and Key Stage One	Use of Wellcomm assessments within Early Years to track the closing of the gap. Specific targets to be set to support the improvement of speech and language for those who it is relevant to. Increased knowledge for staff within the Early Years and Key Stage One with supporting language and communication needs.
Close the gap between Pupil Premium and non-Pupil Premium with regards to the % of children working at the expected level in Reading, Writing and Maths Pupil Premium children to achieve the age-related expectation in Reading, Writing and Maths at the end of KS2	Half termly assessments to be carried out and specific half termly targets to be given to all children. Reading, Writing and Maths subject leaders to be knowledgeable of PP children who have been identified as having a weakness in a subject area. Subject leaders to support with the interventions that are in place for children who are not working at the expected level. Assessment leads to drive interventions and support to enable pupils to make sufficient progress.
Pupil Premium children to pass the PCS at the end of Year One and Year Two	One to one tutoring and interventions to take place for all PP children who are not working at the expected level in phonics and may not pass the PSC

Pupil Premium girls to achieve the expected standard in Maths at the end of KS2	Interventions to be in place for girls in Year five and Six to support with mathematical confidence. Maths lead to work alongside teachers to support with teaching key mathematical concepts and support those who are not working at the expected standard.
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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: Internal costs (time) £8,535 towards cost

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific CPD to support detailed target setting for identified children working below the expected level	CPD sessions for teachers with dedicated time spent discussing targets for identified children and moderating the support in place. Support with how to target children in the classroom and close the gap.	1
Subject leaders to have time dedicated to evaluating data and considering next steps	Curriculum Assessment days to allow leaders to be released from teaching commitments to analyse data including data related to specific groups of children.	4

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

Budgeted cost: £ 31,920

£19,800 small group interventions (specialist subject leaders), £4,115 small group play sessions, £4,160 one to one reading – Key Stage One, £2,035 additional homework support, £2,110 Maths lead interventions, £3,400 speech and language

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play sessions to take place for children within Early Years and KS1 £91.45 per session cost for pastoral lead and deputy headteacher	Weekly play sessions led by Pastoral Lead and Deputy Headteacher (pupil premium lead). Children to take part in activities to build confidence and communication. Autumn 2 – focus on play session for LAC and Previously LAC	1,3

<i>Based on a 15-week term £1,370 approx. cost</i> <i>£4,115 approx. yearly cost</i>	Ongoing support from Pastoral Lead to support children in day-to-day activities where needed.	
One to one reading with children in KS1 who are working below the expected standard <i>£92.50 weekly cost</i> <i>£4,1160 approx. yearly cost</i>	Additional support once weekly to support children in KS1 with independent reading. One to one support and guidance for 30 minutes to read a book that is pitched at the phonetic level the child is working at. One to one reading to also take place daily supported by the deputy headteacher.	1,2
Small group support to encourage homework tasks and support with targets <i>£1,392 approx. cost – headteacher support</i> <i>£643 approx. cost – deputy headteacher support</i>	Deputy Headteacher and Headteacher to lead a weekly 45-minute homework club to support with additional tasks. Maths support will include MyMaths – targeted Maths tasks that have been set to support the gaps in learning. One to one reading and support with age-appropriate comprehension questions.	1,2,3,4
Interventions to support wellbeing, communication, and confidence <i>£3,300 Autumn 1 cost for one to one or small group interventions</i> <i>Approx. £19,800 for the academic year</i>	Specialist Art leader to lead small artwork focus sessions with children to support emotional wellbeing. Children will work on a project and have quality time spent in a small group. Children will work on perseverance and confidence throughout the sessions.	1,2,3,4
Maths interventions set up for Year Six with the support of the Maths lead and KS2 Assistant Headteacher	Assistant Headteacher and Maths Lead to support with Year Six Maths sessions. Work on Maths gaps and in particular mathematical confidence amongst our pupil premium girls.	3,4,5

<i>£2,110 approx. Cost</i>		
Targeted language support internally with appropriate resources <i>£3,400 approx cost 1.5 hours daily time</i>	Speech and language lead	3,4
Half termly targets for all children and communication with parents	Parents to have a half termly report with specific targets and communication with parents to ensure that parents are supported with knowledge about how to support with the target at home.	2,4,5

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

Budgeted cost: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources purchased to support speech and language and interventions where needed	Age-appropriate resources to be purchased for speech and language activities. Books to be purchased that will support next steps.	1,5
TA interventions to support the wellbeing of children – boomerang and art interventions	Two HLTA's to support running wellbeing interventions 3 times a week.	1,3

Total budgeted cost: £41, 955

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.

Assessment information for all pupil premium children at the end of the academic year 2020-2021.

60% working at the expected standard or above in reading

52% working at the expected standard or above in writing

56% working at the expected standard or above in maths

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 phonics	Ruth Miskin
Fresh Start	Ruth Miskin
Provision tracker	Edukey