

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 View Primary School
Number of pupils in school	435
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	15.09.21
Date on which it will be reviewed	01.09.22
Statement authorised by	E Udall
Pupil premium lead	R McClean
Governor / Trustee lead	N Suleman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,325
Recovery premium funding allocation this academic year	£11,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£136,345

Part A: Pupil premium strategy plan

Statement of intent

At Park View Primary School we are committed to providing the best quality education and highest outcomes for all of our children. As a large and diverse school, we are acutely aware of the differing needs of our children and their families. Our aim is to ensure that all children are able to succeed and thrive. In order to enable all children to succeed we have carefully considered possible barriers to success that may face some of our learners. We have carefully designed a curriculum which will engage all learners through quality first teaching. We have worked hard to ensure that the SEMH needs of our children and families can be met using a range of therapeutic, trauma informed practice and an awareness of neurodiversity. We have developed strategies to increase the cultural capital of our learners and enhance parental expectations. We ensure that we set high expectations for all learners and we carefully scaffold that path for those children experiencing additional challenges as a result of socio-economic disadvantage. We understand the additional challenges that are faced by children with parents in the services. In addition, we have a raised awareness of the impact on some of our children who have a parent in prison. As a result of high-quality training all staff are aware of the impact that Early Childhood trauma and disrupted attachment can have on all children most notably those in care or those adopted from care.

In addition, the challenges outlined above it not surprising that the children already identified as being vulnerable learners have been the group most affected by COVID and remote education. As a school we monitored engagement and supported parents in every way we were able to, we developed a Recovery Curriculum which will continue to support learners in the current academic years, in addition we will work tirelessly to ensure that the impact of Covid on our learners is minimised by ensuring that children in our school feel safe and secure and ready to learn. That all families within are school community feel valued and empowered. That children are supported to catch up on lost learning opportunities at the right time to have the greatest impact and that we work together as a school community to produce the next generation of well rounded, well-educated and proactive citizens.

Challenges

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

Challenge number	Detail of challenge
1	To support all children to establish and maintain positive mental health and emotional wellbeing.
2	To ensure that learners are equipped with positive behaviour for learning, including perseverance and resilience.
3	To support all learning as we continue to close the gap between children in receipt of PPG and others at the end of all key stages, including Y1 phonic screening.
4	To minimise the impact of COVID 19 and remote learning for those groups most disadvantaged.
5	To ensure that all our parents and families are able to parents well.
6	To reduce the impact of financial constraints and ensure that all children access a rich curriculum and are supported to engage in the same extra-curricular activities and wider opportunities as other learners including support with trips and visits and music tuition.
7	To ensure that the attendance of all children notably those in receipt of PPG remains above 97%

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	Outcome Reviewed September 2022
Children in school will have a positive self-image and improved SEMH enabling them to feel safe and secure in school and ready to learn.	Children will feel positive about their experiences in school. Children will feel safe in school and will be ready to learn. (This will be evidenced through classroom visits,	Pupil and parent voice collected in Spring Term 2022 was overwhelmingly positive - children and parents reported that their children were happy in school. Children voice

	pupil voice, parents voice and SDQ's)	gathered in the 2022 pupil exit questionnaires demonstrated that children felt safe in school and were ready to learn.
Children will demonstrate positive behaviour for learning during all learning opportunities.	There will be evidence within classrooms that children are able to work with independence and can manage the daily challenges in supportive environment were perseverance and resilience is valued and encouraged. (Evidenced through professional conversations, observing classrooms in action and talking to learners, in additional it will be evidence through pupil and parent voice)	During classroom visits and using evidence from the QEP visit in December 2021 and OFSTED in March 2022 children demonstrated strong positive attitudes to learning. Staff meetings held in the Autumn and Spring Term focusing on embedding the Positive Behaviour strategy captured a positive response from staff through professional conversations.
Through the quality first teaching of a well designed and engaging curriculum and supported by the use of evidence-based interventions and catch up programmes the number of children attaining expected standards and greater than expected standards will increase, most notably of those in receipt of PPG.	All children will have made good progress and attain well at the end of key stage assessments. Careful and accurate assessment of groups and individuals will have identified gaps in learning. Research based intervention will ensure that misunderstanding can be rectified and catch up programmes will be used to close gaps for groups and individuals. (Evidence will be found in formative and summative assessment, as well as through learning conversations with children).	The QEP visit in December 2021 and the OFSTED inspection in March 2022 both identified quality first teaching as a strength within school. Assessment for core subjects was strong and in the next academic year assessments within foundation subjects will be developed further to enhance early intervention. Outcomes at the end of KS1 and the end of KS2 demonstrate that pupil premium spending and catch up funding has been used effectively and has made a difference.

<p>The impact of COVID 19 and remote learning will be reduced and all children will be able to make progress from secure foundations.</p>	<p>All children will continue to learn effectively and progress well as gaps in learning and misconceptions will have been identified and rectified through precision teaching of groups and individuals. (Evidence will be found informative and summative assessment, as well as through learning conversations with children).</p>	<p>This strategy has proved to be effective in reducing the impact of covid particularly for the most vulnerable learners, this is evidenced in the KS1 and KS2 outcomes as well as through regular formative and summative assessments across school.</p>
<p>All our parents and families will be supported to parents well.</p>	<p>Parents and families requiring additional support will have been identified and support put in place by the pastoral support team using single agency and multi-agency response, at SAF, TAF and CIN level. (Evidence will be found in TAS, TAF and CIN plans including parent and child voice, outcomes and progress made towards those outcomes)</p>	<p>Behaviour incident logs, families supported at TAF, CIN and CP and the annual CYPIC reports evidence that more and more families are supported to parent well. The impact of this is also seen in outcomes for children.</p>
<p>The impact of financial constraints will have been reduced and wherever possible removed ensuring that all children are accessing a rich curriculum and are engaged in the same extra-curricular activities and wider opportunities as other learners including support with trips and visits and music tuition.</p>	<p>All children will access a rich curriculum and be engaged in high quality extra-curricular activities and wider opportunities including support with trips and visits and music tuition. (Evidence will be found in records of engagement; pastoral support plans and personal action plans as well as parent and pupil voice.)</p>	<p>Pupil and Parent voice evidences that all learners have been able to access a rich and varied curriculum. Pupil Premium Grant has been used to enable a number of children to access enrichment activities including extra curricular activities. No child has been prevented from accessing a trip or a visit as a result of financial hardship.</p>
<p>All children notably children in receipt of PPG will attend school every day in time and be ready to learn.</p>	<p>% attendance for children in receipt of will be above 97%. (evidence will be found in weekly register review notes, first day phone call notes,</p>	<p>The attendance action plans and EWO notes evidence that the Gap between children in receipt of PPG and other children has</p>

	92% letters pre-referral meetings)	narrowed further this year. School will continue to review this in the termly action plan.
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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: £ 15,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD foundation subject curriculum design.	A whole school approach to curriculum development will ensure that a high quality, well planned curriculum providing good subject coverage and encouraging sticky knowledge in in place and taught to a high standard though quality first teaching. (Ofsted Curriculum Research assessing intent, implementation and impact 2017)	2,3,4.
CPD Trauma informed practice.	Schools are recognising the impact of trauma and beginning to adopt trauma-informed practices. When school systems approach students through a trauma lens, they are better equipped to provide the educational and social–emotional supports necessary to help students reach their potential. (Helping Students Heal: Observations of Trauma informed Practices in Schools (Weed Phifer & Hull 2016)	1,2,5,7
CPD 18 month project Maximising the Impact of Teaching Assistants.	Evidence based training to enhance academic outcomes for children by providing high quality training opportunities for Teaching assistance and ensuring that school leaders deploy Teaching Assistants Effectively. (Education Endowment Trust 2018)	1,3,4

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

Budgeted cost: £ 74,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group evidence based interventions for children in Early Years.</p>	<p><u>WellComm</u> is a speech and language toolkit that can be used with children from 6 months to 6 years of age. It is a means of tracking progress of all children and will identify areas of concern in language, communication and interaction. It comes with a variety of different resources that enables targeting children who have language difficulties, from semantics, sequencing and organisation, story structure and memory. (“The ability to communicate – to say what you want to say and to understand what other people are saying – is fundamental to life chances” Jean Gross, Time to Talk, 2013)</p> <p><u>Early Talk Boost (Nursery)</u> Early Talk Boost is a targeted intervention aimed at 3-4-year-old children with delayed language development, boosting their language skills to help narrow the gap between them and their peers. (Early Talk Boost Evaluation Report 2015)</p> <p><u>Talk Boost (Reception KS1)</u> is a targeted and evidence-based intervention, which supports language delayed children in Reception and KS1 to make significant progress with their language and communication skills. (The Communication Trust 2017)</p>	<p>1,2,3,4</p>

<p>Small Group Intervention to enhance outcomes Reading Writing and Maths in KS1 and KS2.</p>	<p><u>Monster Phonics Intervention (Y1 and 2)</u> A recent study showed a 38% improvement in Spelling Accuracy in Year 2 children after 5 weeks of Monster Phonics. Since then, further evidence from another Local Authority study showed the level of success to be even higher for intervention groups, with a 59% improvement in Spelling Accuracy.</p> <p><u>Reading Buddies (Y2.Y4)</u> <u>Nessy (Y1-Y4)</u> The Nessy Reading and Spelling program has been recommended as a high-quality evidence-based program by AUSPELD and DSF 1, global partner of the International Dyslexia Association. It has been awarded the British Dyslexia Association mark of quality assurance and is winner of the Educational Resources Award.</p> <p>Strong independent research collected worldwide shows that SSP programs provide the best opportunity to produce significant literacy improvement 2. As a structured synthetic phonics (SSP) program, based upon the principles and findings of extensive research, Nessy Reading and Spelling is evidence-based.</p> <p><u>First Class@ Number (Y5 and Y6)</u> Over 55,000 pupils in Years 1 to 11 have been supported by 1stClass@Number in 4,000 schools. They made an average Number Age gain of 13 months in only 4 months – over 3 times the expected progress. 93% of them showed more confidence and interest in learning mathematics in class after 1stClass@Number. An independent <u>EEF trial</u> found that 1stClass@Number had a positive impact on mathematical skills, particularly for the lowest attaining pupils</p>	<p>1,2,3,4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £47,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance.	<p>There is a whole school approach to valuing, promoting and rewarding good attendance through the celebration assemblies</p> <p>The DHT meets weekly with the EWO, termly action plans are written with a focus on improving attendance for Vulnerable Groups. Text messages, letters and pre-referral meeting are held to explore and remove barriers to good attendance, school nursing team is involved as required.</p> <p>There is a 3 year trend of improving attendance for all children including those in receipt of PPG (Gov.Uk- Improving School Attendance : Support for Schools 2021)</p>	1,2,7
Wellbeing.	<p>There has been a focus in enhancing and protecting wellbeing and SEMH in school.</p> <p>Research evidence shows that education and health are closely linked so promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes. (Public Health England 2014)</p> <p>Yoga will be taught weekly by trained staff in all year groups: According to the <u>Collaborative for Academic, Social, and Emotional</u></p>	1,2,3,4,5,6,7

	<p><u>Learning</u> (CASEL), social-emotional learning involves developing 5 core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2015). Research strongly suggests that school-based programs that enhance these competencies help students succeed not only academically, but personally as well (Durlak et al., 2011). Early evidence is also beginning to show that yoga and meditation might help students be more self-aware (Monshat et al., 2013), manage their emotions (Noggle, Steiner, Minami, & Khalsa, 2012), enhance their relationships (Conboy et al., 2013), and make better decisions (Barnes, Bauza, & Treiber, 2003).</p> <p>School will invest further to enable more children to access Outdoor Therapeutic Interventions. (Forest Schools in Great Britain T Maynard 2007</p> <p>Smary Crew: Children in all key stages will be able to access art therapy in order to support them to be able to engage in meaningful learning. (Art Therapy in Schools. E.Hill)</p>	
Behaviour.	<p>School has adopted and will continue to embed a Positive Behaviour Policy and staff receive regular training on emotion coaching, trauma informed practice and restorative practices as well as more significant interventions such as “Circle of Friends.</p> <p>Positive school cultures, and explicit teaching of social and emotional skills can have a direct impact on pupil’s academic performance (Panayiotou, Humphrey, & Wigelworth, 2019) and a decrease in school-wide disruptive behaviours (Caldarella, Shatzer, Gray, Young, & Young, 2011).</p>	1,2
Positive Parenting.	This is a 10 week program delivered by Our Learning Mentor who works	1,2,3

	<p>with a group of parents and their children together, exploring the benefits of playing games baking activities with children. She is also able to identify if parents needs more detailed support and is trained to support parents to use the Nurtured Heart Approach.</p> <p>Parents using NHA are trained to minimize attention to undesired behaviours, provide positive attention and praise for compliance with rules, help children be successful by scaffolding and shaping desired behaviour, and establish a set of clear rules and consequences. Many elements of the approach have strong support in the theoretical and empirical literature. (A Review of the Nurtured Heart Approach to Parenting Hektner, Brennan& Brotherson 2013)</p>	
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Total budgeted cost: £ 136 345

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.

KS1 Teacher assessment				
	At expected (all)	At expected (all) National	At Expected(disadvantaged)	At Expected (disadvantaged) National
Reading	79%	75%	75%	62%
Writing	72%	69%	50%	55%
Maths	77%	76%	50%	62%
RWM	71%	65%	50%	50%
KS2 Teacher Assessment				
	At expected (all)	At expected (all) National	At Expected (disadvantaged)	At Expected (disadvantaged) National
Reading	80%	73%	56%	62%
Writing	79%	79%	63%	34%
Maths	80%	79%	63%	41%
RWM	76%	65%	50%	51%

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Funding was spent of supporting the SEMH needs of an individual. Funding was also spent on a talk boost programme for one child.
What was the impact of that spending on service pupil premium eligible pupils?	The outcome for both children was positive and spending decisions targeted on individual needs ca be carefully planned and delivered.

Further information (optional)

Our pupil strategy is designed to complement the school already inclusive approach to ensuring that the needs of all children can be met with a strong emphasis on our school as a community, with strong SEMH provision and an emphasis on wellbeing amongst the children and staff.