# Pupil premium strategy statement – South Parade Primary School 2022-2023

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

|  |  |
| --- | --- |
| Detail | Data |
| Number of pupils in school  | 395437 (including Nursery) |
| Proportion (%) of pupil premium eligible pupils | 23% (28% in Y1 and Y3)77 (Y1-Y6) |
| Academic year/years that our current pupil premium strategy plan covers  | 2022-2023 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | Rebecca Peace |
| Pupil premium lead | Emma Fieldhouse |
| Governor / Trustee lead | Bev Riley |

## Funding overview

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £109,265 |
| Recovery premium funding allocation this academic year | £5438 |
| Pupil premium (and recovery 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* | £114,703 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| Our intention is that all pupils, irrespective of their backgrounds or the challenges they face, make good progress and achieve high attainment across all subject areas. We consider the challenges faced by many of our vulnerable pupils, disadvantaged pupils and those in care, could be the following:* Limited life experiences
* Lack of exposure to a wide range of rich vocabulary across various contexts
* Low aspirations for their futures

High quality 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 disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our strategy is also integral to wider school plans for educational recovery. We will ensure all pupils who need ‘recovery’ in terms of their academic achievement have extra targeted support with qualified professionals. We will make sure that as a school we will:* Act early to intervene at the point where needs are identified
* Ensure disadvantaged pupils are challenged in the work they are set
* Adopt a whole school approach where all staff take responsibility for disadvantaged outcomes
* Teaching and learning opportunities meet the needs of all the pupils
* 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.

**Contextual information**South Parade Primary School is located in Ossett, West Yorkshire, with close motorway links making it a school of choice for working families who commute. 23% of our pupils are classed as disadvantaged/underserved. The school is ranked as 39th out of 113 primary schools in the LA on the IDACI scale. The score is 0.17 (LA average 0.20)In Wakefield 17.5% of households have no adults over 18 in employment. Job aspirations and skills for employment therefore need to be integral within our curriculum, particularly for our disadvantaged pupils. |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge  |
| 1 | Gaps in maths learning missed due to pandemic leading to the need for more secure understanding of mathematical foundations and an improved mathematical mind setDisadvantaged maths 2022* EYFS – 53% (all other 66%)
* KS1 – 63% (all other 68%)
* KS2 – 36% (all other 76%)

Our current disadvantaged year 6 pupils left KS1 with 17% on track for expected standard. Data predicts that 35% of disadvantaged pupils in year 6 will achieve expected standard. This year group has 5 pupils with significant learning needs on an EHCP plan who will not be sitting the tests.  |
| 2 |  Assessments, observations, and discussions with pupils suggest that some of our disadvantaged pupils have greater difficulties with phonics/early reading than their peers. This negatively impacts their development as readers |
| 3 | Assessment, observations and discussions identify vocabulary gaps among many disadvantaged pupils |
| 4 | In doing regular work around aspirations and futures, it has become apparent that children from disadvantaged backgrounds have a less aspirations for their futures |
| 5 | Pupils with emotional needs struggling to regulate their behaviour  |
| 6 | Our assessments, observations and discussions with pupils and families have identified an increase in the need for support with mental health |

## 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 |
| 1. Improved maths attainment for disadvantaged pupils particularly at the end of KS2 where the disadvantaged gap is wider
 | Maths outcomes for disadvantaged pupils to meet expected standard |
| 1. To have a ‘whatever it takes’ approach to phonics and early reading across school
 | Improved phonics and reading outcomes with a significant number of disadvantaged pupils reaching expected standard or higher |
| 1. Improve children’s experiences of the world/life through planning vocabulary rich experience days at least every half term
 | Children access a wider range of life experiences to help improve their reading, writing and understanding of the world  |
| 1. To give children a broad range of options as prospects for their future careers
 | Children are exposed to life opportunities through the curriculum which will lead them to be enthused and aspirational about their future careers |
| 1. For all staff and pupils in school to have a consistent and intrinsic approach to emotional and behavioural regulation
 | Children who can confidently emotionally regulate their behaviours and therefore be able to access their learning more successfully, improving their long term outcomes  |
| 1. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.
 | Support given to every child/family with an emotional/mental health need therefore able to access learning and achieve outcomes in line with others |

## 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: £ 26,000

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Mastery Readiness CPDMastery in Number CPDWRM CPDMaths Deep Dive | High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET., we are also part of the DFE Mastery in Number programmeAll staff to lead effectively are released on a timetabled basis | 1 |
| To continue with the Little Wandle [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/)We were part of the Outwood English Hub and continue to drive this forward in terms of continued CPD | 2 |
| To continue to enhance and embed our writing curriculum for children, drawing on an evidence based approach – to fund staff CPD to plan and implement The Write Stuff across school (in a bespoke way that will suit the needs of our pupils)  | Regular language rich experiences will provide children with an extensive vocabulary, combined with high quality classroom discussion and teacher subject knowledge, which all will have a positive impact on pupils writing. Improving Literacy in KS2 EEF to support our CPD. | 3, 4 |
| Emotional Coaching and Zones of Regulation training to be adopted by all Support from Wakefield EP service | Evidence shows that children who can emotionally regulate and tune in to their behaviours can access their learning more successfully.EEF social and emotional learning | 5, 6 |

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

Budgeted cost: £ 62,000

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Phonics and early reading keep up groups, catch up groups, blending groups and individual tailored intervention | Children who pass their PSC and who can read fluently will be able to access the whole of the curriculum, giving them better chances in life. Our ‘whatever it takes’ approach covers everything we need to do to get them there. | 2 |
| Group tutoring to support pupils in writing | Children whose gaps in learning are identified in a timely way and are addressed with quality teaching in a small group, are more likely to catch up and keep up with their peers. Improving Literacy in KS2 EEF to support our CPD | 3,4 |
| Children to receive targeted group support for reading, spelling and comprehensionEarly Birds | Children who have gaps in their learning and children who have little home support, with extra daily intervention for reading, are more likely to access their learning and have the confidence to do so. EEF home learning research.  | 2 |
| Maths interventions to support gaps in learning  | Children whose gaps in learning are identified in a timely way and are addressed with quality teaching in a small group, are more likely to catch up and keep up with their peers. | 1 |

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

Budgeted cost: £ 25,000

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Learning Mentor And Mental Health Lead to support behaviours from initial trigger points | With the additional increase in Social Service involvement, and an increase in pupils with mental health issues, it is essential that we know our children and can spot triggers which will affect learning. | 5,6 |
| All staff to be trained in emotional coaching and to have a consistent approach across school using zones of regulation | Children who have consistent approaches to dealing with their emotional regulation are more likely to access learning successfully.  | 5,6 |
| Disadvantaged pupils are invited to Early Birds which includes breakfast and first point access to our learning mentor | Several children who have struggled to attend school or who are persistently late have improved this by attending early birds – they have daily breakfast followed by 30 minutes reading.  | 6 |

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils (2022)

|  |
| --- |
| EYFS : 13 pupils 62% (8)Year 1: 8 pupils. R 50%  W38%  M50% (8)Year 2: 14 - 57% R 57% W 71%M Year 3: 14 pupils. R42%  W36%  M42% (14)Year 4: 12 pupils. R67%  W67%  M67% (12)Year 5: 9 pupils (3EHCP) R22%  W22%  M33% (9)KS2: 11 pupils 3 with EHCP who were not entered. R 27% (3), W 3(27%) and M 4 (36%) |