# Pupil premium strategy statement – South Parade Primary School 2023-2024

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

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| Detail | Data |
| Number of pupils in school  | 392425 (including Nursery) |
| Proportion (%) of pupil premium eligible pupils | 93 pupils 24% |
| Academic year/years that our current pupil premium strategy plan covers  | 2023-2024 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | Rebecca Hedges |
| Pupil premium lead | Emma Fieldhouse |
| Governor lead | Bev Riley |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £132,405 |
| Recovery premium funding allocation this academic year | £13,195 |
| 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* | £145,600 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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. 24% of our pupils are classed as disadvantaged/underserved. The school is ranked as 45th out of 113 primary schools in the LA on the IDACI scale. The score is 0.17 (LA average 0.21)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.Our KS1 disadvantaged pupils attained higher than disadvantaged pupils nationally in reading, writing and maths with a great success being in maths with 70% of our disadvantaged pupils attaining the expected standard. This was 18% above national. |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Gaps in writing for our early years pupils:EYFS 44%, national 53% |
| 2 | KS2 – for more of our disadvantaged pupils score above 21 in the Y4 multiplication check (although our average mark was slightly above national, we aim for more pupils to score above 21)  |
| 3 | In KS2, 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 as they move through KS2 |
| 4 | Disadvantaged pupils attendance has increased by 0.3% from 9.3% in 21/22 to 9.6% in 22/23.  |
| 5 | In doing regular work around aspirations and futures, it has become apparent that children from disadvantaged backgrounds have a less aspirations for their futures |
| 6 | Pupils with emotional needs struggling to regulate their behaviour  |

## 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.

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| Intended outcome | Success criteria |
| 1. Improved writing outcomes for pupils at the end of their EYFS journey.
 | EYFS writing outcomes to be at least 53% for our disadvantaged pupils |
| 1. Improve children’s factual knowledge of times table facts by the end of year 4
 | For more of our disadvantaged pupils to achieve a score of 21 or more with an average score of 19 |
| 1. To have a ‘whatever it takes’ approach to phonics and reading for KS2 disadvantaged pupils
 | Improved reading outcomes with a significant number of disadvantaged pupils reaching expected standard or higher in KS2 |
| 1. To improve attendance for our disadvantaged pupils
 | For attendance of disadvantaged pupils to decrease from previous % |
| 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. 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: £ 32,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| 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.To increase fluency and prosody skills in reading (KS2 focus) | 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 CPDTo take part in the reading fluency programme offered by the Local Authority with will impact directly on 16 pupils. This is also in place for our Early Birds reading club each morning (32 pupils) | 3 |
| Pupils to be able to write recognisable letters, and to write simple phrases and sentences that can be read by others and to spell words by identifying sounds in them in EYFS | Children have access to writing opportunities in all areas of learning.Children frequently encouraged to write their name independently.Independent and supported writing to promote application of phonics | 1 |
| Children in year 4 to develop their skills to be able to achieve higher scores in the times tables check | Tricky time tables displayed in classroom from the beginning of the year, one hour per week dedicated to times tables practise, times tables rock star awards given out during Friday assemblies, parents meeting to go through times tables checks and how to support at home, opportunities to take part in practise online portal to get used to system | 2 |
| 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 | 4, 6 |

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

Budgeted cost: £ 69,000

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| 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. | 3 |
| Group tutoring to support pupils in reading fluency | Quality teaching in a small group (Y6 pupils x 16)  | 3 |
| Children to receive targeted group support for reading, spelling and comprehension and reading fluencyEarly 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. Reading fluency programmeEEF research  | 3 |
| Identified children to have intervention to give extra time for opportunities to practise for the times tables tests | Children who have opportunity to practise times tables including the method used to test, have a higher chance of scoring above 21 in their TTC | 2 |

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

Budgeted cost: £ 31,000

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| 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. | 4, 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.  | 4, 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.  | 3 |
|  Our aim to have 100% attendance as part of the Wakefield Attendance Strategy | Attendance meetings monthly with EWO, processes in place where letters sent, fines appliedAttendance section on the website updated weeklyWeekly assembly recognising good attendance with awards Poster outside school with attendance criteria which identified what low attendance equates to  | 4 |

# Part B: Review of the previous academic year

## 2022-2023

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| Intended outcome | Success criteria | As of July 2023 |
| 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 | Disadvantaged 38% compared to national 56%High level of EHCP pupils with significant learning needs (see case studies inc progress measures)  |
| 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 | 78% disadvantaged pupils passed PSC (Y1) June 23. A 16% increase on national disadvantaged pass rate from June 2022.Our pass rate for disadvantaged pupils (78%) is in line with national for ALL pupils (79%)For Y2 re-sits in line with national disadvantaged (good progress measures for EHCP pupils who did not pass) |
| 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  | Experience days built in for every The Write Stuff Unit in writing |
| 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 | Ongoing and now embedded within the curriculum with weekly Primary Futures sessions and regular visitors to school |
| 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  | All staff now trained in emotional coaching and behavioural regulations. All classrooms have a power up corner and staff have lanyards which include the script. Regular re-training for all staff including LTS |
| 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 | Mental health lead in school has completed Senior Mental Health training course.Mental health register in place – works closely with Learning MentorWell being champions (staff and children) set up and have action plan  |