# Pupil premium strategy statement – South Parade Primary School 2024-2025

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 | 392  425 (including Nursery) |
| Proportion (%) of pupil premium eligible pupils | 93 pupils  24% |
| Academic year/years that our current pupil premium strategy plan covers | 2024-2025 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | November 2025 |
| 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 use our funds to support overcoming barriers to learning, 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. * Ensure our pupils are high school ready   **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 in KS1 and KS2  KS1 48%, national 68%. KS2 64%, national 72%  We also have speaking listening & language barriers |
| 2 | 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. Also speaking & listening barriers. |
| 3 | Disadvantaged pupils attendance has increased by 0.3% from 9.3% in 22/23 to 9.6% in 23/24 |
| 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 struggling with resilience. – We do also non academic barriers e.g lack of parental engagement, attitudes to learning, low expectations |

## 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 in KS1 and KS1 | For writing outcomes in KS1 and KS2 to be in line with national |
| 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 support children and families to be more resilient. | Resilience is a crucial skill for children to develop, as it helps them navigate challenges, cope with setbacks, and build emotional strength. If children are struggling with resilience, they may have difficulty handling failure, changes, or stress |

## 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 |
| Through training to ensure high quality quality teaching we will  1) Use an external consultant to deliver editing training to all staff. Whole school approach to editing to be implemented. Children to be trained to edit age appropriately with a gradual release of responsibility across the academic year. Visualisers to be widely used and training provided for this. May 2024  2) CPD around end of Key Stage TAFs and individual end of year expectations. To use STA exemplification materials to provide support.  3) Staff to have training to use spelling analysis grids. Introduction of whole school classroom resources for individual spelling support.  4) Staff to have training on delivering effective handwriting lessons. Children to use line guide sheets to ensure appropriately sized letters are written across all pieces of writing.  5) Provide training on Place Value of Punctuation and Grammar. Train staff to use working walls and classroom resources to support this. | Understanding the place value of punctuation and grammar is crucial for effective communication, clarity, and precision in writing.  Improving outcomes in writing involves a blend of effective teaching strategies, curriculum planning, targeted interventions, and engaging learning experiences. The actions we plan to take have been proven to boost outcomes in writing. | 3 |
| To continue with the Little Wandle [DfE validated Systematic Synthetic Phonics programme](about:blank) 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](about:blank)  We were part of the Outwood English Hub and continue to drive this forward in terms of continued CPD | 3 |
| Training in resilience  (CAHMS)  Re-visit zones of regulation | Resilience is a crucial skill for children to develop, as it helps them navigate challenges, cope with setbacks, and build emotional strength. If children are struggling with resilience, they may have difficulty handling failure, changes, or stress | 4, 6 |
| To increase fluency and prosody skills in reading (KS2 focus) | To roll out the Reading Fluency programme in Y3 and Y4, training to be delivered by Local Authority | 2 |

### 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 (Y3+Y4 pupils who have been identified to work in groups of x6) | 3 |
| Children to receive targeted group support for reading, spelling and comprehension and reading fluency | Children who have gaps in their learning and children who have little home support, with extra intervention for reading, are more likely to access their learning and have the confidence to do so. Reading fluency programme  EEF research | 3 |
| Children who are borderline Meeting for end of KS2 writing to receive intense boostering (x 2 writing sessions per week) | Children who have the extra writing sessions (bespoke, target specific) will meet end of KS2 expectations in their writing. | 1 |

### 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 wellbeing and resilience and to continue 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.  Children with higher levels of resilience will be able to navigate challenges, cope with setbacks, and build emotional strength. If children are struggling with resilience, they may have difficulty handling failure, changes, or stress | 4, 6 |
| Breakfast club pupils will have first point access to our learning mentor | Free breakfast club places offered to children with allocated social worker, so in school, fed, and time to talk to learning mentor. | 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 applied  Attendance section on the website updated weekly  Weekly assembly recognising good attendance with awards  Poster outside school with attendance criteria which identified what low attendance equates to | 4 |
| Parental engagement & support changing attitudes towards school and school life | SP Extra events  Encouragement to attend parent evening any information sessions.  Wakefield Imagination Library for those children under 5.  Pupil Premium key stage champions that do a daily check in with PP pupils.  Ensure we offer professional curiosity to engage with parents and encourage interest in school life. | 3,4,6 |

# Part B: Review of the previous academic year

## 2023-2024

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| Intended outcome | Success criteria | As of July 2024 |
| Improved writing outcomes for pupils at the end of their EYFS journey. | Improved writing outcomes in EYFS | 76% writing outcome  (National 67%) |
| Improve children’s factual knowledge of times table facts by the end of year 4 | Improved outcomes for Times Tables checks in Y4 | 47% (average marks 22.4)  National 29% (average marks 20.6)  Disadvantaged pupils South Parade 20.5 (in line with national ALL) |
| To have a ‘whatever it takes’ approach to phonics and reading for KS2 disadvantaged pupils | Improved phonics outcomes in KS1 and improved reading outcomes in KS2 | 64% South Parade disadvantaged pupils  National disadvantaged 67%  (These children to be targeted 24-25 Y3 reading fluency) |
| To improve attendance for our disadvantaged pupils | Improved attendace rates for disadvantaged pupils |  |
| 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 |
| 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 Mentor  Well being champions (staff and children) set up and have action plan |