

Pupil Premium Strategy Statement



This statement details our school's use of pupil 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	245
Proportion (%) of pupil premium eligible pupils	67.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Curriculum and Standards Committee
Pupil premium lead	Emma Roffe
Governor lead	Jemma Sargent

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,425
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£196,425

Part A: Pupil premium strategy plan

Statement of intent

The ultimate aim of the pupil premium plan is to promote good progress and attainment for disadvantaged pupils, with gaps narrowing between those classified as disadvantaged and others, as they progress through school.

- Children should have access to a broad, balanced and enriched learning experience that prepares them for the next stages in their education journey, raising their aspirations and helping them achieve their maximum potential, whatever their ability; the premium helps ensure pupils are given access to a wide range of experiences that may not be available to them as a result of personal disadvantaged circumstances.
- Premium Plans target wider measures, designed to support pastoral and wellbeing needs, including attendance where necessary; specific targeted teaching and intervention; professional development to ensure pupils are taught by a skilled workforce; and a wide range of learning resources to ensure a high-quality education.
- Plans are regularly reviewed and based on analysis of monitoring undertaken across the year

Challenges

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

Challenge number	Detail of challenge
1	2023 KS2 Attainment is significantly below National Average Reading – 53% D – 47.4% N-D – 63.6% Writing – 30% D – 9.1% N-D – 38.9% Maths – 57% D – 52.6% N-D – 63.6% GPS – 50% D – 52.6% N-D – 45.5% RWM overall – 23.3% (lower than last year – writing mark brought this down) D – 31.6% N-D – 9.1%

2	Increased percentage of children with absence or persistent absence.
3	The majority of disadvantaged pupils enter school in EYFS with skills and abilities below their peers.
4	Social and Emotional Wellbeing difficulties for some children and their families with an increased number of children suffering from anxiety and low self-confidence.
5	North Park has a high percentage of children with SEND who have had disrupted or minimal access to additional support
6	Parental Engagement
7	Limited access to wider cultural opportunities and experiences.

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 key stage 2 outcomes in all areas of learning among disadvantaged pupils with a particular focus on writing.	<p>KS2 outcomes in 2024 show that more than 50% of disadvantaged pupils met the expected standard in Reading, Writing and Maths.</p> <p>Evidence of accelerated progress in writing for disadvantaged children.</p> <p>Books and writing assessments demonstrate that gaps between disadvantaged and non-disadvantaged are diminishing.</p> <p>KS2 writing outcomes in 2023-2024 show that more disadvantaged pupils met the expected standard than in the past three years.</p>
Support the attendance of the most vulnerable	<p>All disadvantaged children achieve the National attendance of 95% (allowing for mitigating circumstances)</p> <p>Sustained high attendance from 2023-24 demonstrated by:</p> <p>the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</p> <p>The percentage of all pupils who are persistently absent continues to be below national and local averages</p>

	Persistent absence for disadvantaged children is reduced.
Disadvantaged pupil progress in Reception in Communication and Language, Literacy and Number is good from entry points	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, discussions with children and ongoing formative assessment.</p> <p>The % disadvantaged children leaving Reception at age related expectations for Communication and Language and Literacy continues to improve in three-year trend.</p>
Improving the social and emotional wellbeing of the most vulnerable pupils, ensuring regular attendance and readiness to engage and learn	<p>Identified children receive 1:1 counselling sessions (20%)</p> <p>TA to receive Drawing and Talk Training</p> <p>Identified children access Drawing and Talk sessions</p> <p>SENDco becomes mental Health lead and ensures this is prioritised across school</p> <p>Sustained high levels of wellbeing from 2023-24 demonstrated by:</p> <p>qualitative data from pupil voice, student and parent surveys and teacher observations</p>
Develop teachers and teaching assistants in quality first teaching and being skilled to identify barriers to learning in the earliest instance and put effective interventions in place	<p>Pupils identified with SEND make good progress.</p> <p>All interventions prove to be effective following before and after data measures</p>
Improve Parental Engagement	<p>Parents will support their children with reading and homework.</p> <p>Parents will attend meetings in school.</p> <p>Parents will attend workshops.</p> <p>Parents will be invited to Starbooks and support and training will be offered</p>
To provide a wide range of enrichment activities within and outside of the school environment (to include afterschool clubs, lunchtime clubs and visits).	<p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Increase in children's cultural capital and knowledge of their local area and wider national and international contexts.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £173,653

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure high quality teaching across school through provision of evidence based and effective staff CPD</p> <p>Use 'National College membership' to improve quality of teaching.</p> <p>TT – 3000 RWInc – 2000 CLPE – 1200 National college – 890 LA SLA - 2000 Additional CPD budget 5000</p> <p>£15200</p>	<p>EEF states: 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.'</p> <p>EEF School Improvement High Quality Teaching</p>	<p>1, 2, 3, 4, 5, 6, 7</p>
<p>Additional staffing</p> <ul style="list-style-type: none"> - Additional TA for One to One phonics in KS1 x5 (12373) - Additional TAs support for Early phonics support, English and maths lessons in KS1 classrooms (5x staff for 0.5 sessions – equiv, 2.5 TAs) 58080 	<p><i>Smaller group and smaller cohort provision allow staff to target pupils with more effective teaching and feedback.</i></p> <p>Education Endowment Fund research suggests:</p> <ul style="list-style-type: none"> - One to one tuition, that is in additional to class teaching, and is in short regular sessions result in optimal impact for improved attainment - +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition - Teaching assistants who target individuals and small groups show positive benefits where this supplement teaching in class (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions 	<p>1, 2, 5</p>

<p>- Additional Tas for KS2 support for English and maths – 0.5x4 - 50000</p> <p>- Additional TA for KS2 phonics (0.3) (8000)</p> <p>128453</p>	<ul style="list-style-type: none"> - a gain of 5 months with effective phonics teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p>Developing the assessment of writing through CPD led by an inhouse KS2 moderator.</p> <p>We will fund teacher release time to become fully trained in assessing writing. The writing moderator will share good practice through monitoring and support for staff.</p>	<p>EEF Guidance report offers 7 practical, evidence-based recommendations that are relevant to all pupils, and particularly to those struggling with their literacy. EEF Recommendations (4 & 5) for Improving Literacy in Key Stage 2</p>	1, 5
<p>Recruitment of Welfare and Attendance Officer to focus on improving attendance through increased engagement with North Park families.</p> <p>£30,000</p>	<p><i>EEF evidence suggests parental engagement has a positive impact of +4 months</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1, 2, 4, 5, 6

Targeted academic support

Budgeted cost: £ 42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy teaching assistants to deliver small group and 1:1	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.	1, 2, 3, 4, 5

<p>interventions for reading, writing, spelling and maths</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</p> <p>EEF/Education Evidence/Teaching and Learning/Teaching Assistants +4 months</p> <p>In the UK, four recent evaluations of one to one tuition interventions found average impacts of between three- and six-months' additional progress, suggesting that positive impacts can be successfully replicated in English schools.</p> <p>EEF Teaching and Learning Toolkit: One to one tuition + 5 months progress</p>	
<p>Additional adult support in EYFS and to ensure effective practise in early play, literacy and numeracy</p> <p>Additional adults to support NELI programme delivery</p> <p>Additional TA in EYFS x2 (afternoons) – 0.5 x 2</p>	<p><i>Children entering Reception may not be able to read or have experience of regular reading at home. An additional adult can be targeted to adult-directed tasks to focus on talk, early language reading and phonics, and effective play.</i></p> <p>Evidence from the Education Endowment Fund research suggests: Teachers and TAs trained in early talk and approaches to talking impacts on attainment by up to six months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>1, 3</p>
<p>Additional teacher to reduce class sizes and support intervention</p> <p>- Teacher to teach across Y4 and 6 for English and maths to reduce cohort size 28000</p>	<p><i>Small group intervention and tuition can help improve progress for targeted pupils</i></p> <p>Evidence from the EEF research suggests:</p> <ul style="list-style-type: none"> - Gains of +4 months for small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition - Reducing class size to below 15 improves the amount of quality feedback and one to one attention pupils receive and can results in gains of up to +3 months. EEF evidence suggests https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size 	<p>1, 5</p>

Wider strategies

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice and 'Working Together to Improve School Attendance'</p> <p>This will involve training and release time Welfare and attendance officer, HT and office staff.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>2, 6</p>
<p><i>Continue to provide free access to breakfast club to all pupils</i></p> <p>– staffing costs 70-80 pupils each day 10761</p>	<p>Access to breakfast club can impact on pupils' outcomes, as well as behaviour and classroom environments</p> <p>- The model of pre-school breakfast clubs the EEF trialled – free and universal – appears to have clear benefits to pupils. In addition to the positive attainment impact found for pupils... the independent evaluation also found both improved attendance and behaviour in schools. Most importantly, breakfast clubs help ensure that no child has to learn when they're hungry – EEF</p>	<p>1, 2, 4</p>
<p>Train staff in leading outdoor play and learning opportunities through Sports lead and Forest School lead.</p>	<p>'Play, in its many forms, represents a natural age-appropriate method for children to explore and learn about the world around them... Through play children acquire knowledge and practice new skills, providing a foundation for more complex processes and academic success.'</p> <p>Fisher and others, 2008 - from Play England review of South Gloucestershire OPAL</p> <p>Children who learn outdoors know more, understand more, feel better, behave better, work more cooperatively and are physically healthier.</p> <p>National Trust/Natural Childhood by Stephen Moss</p>	<p>2, 3, 4, 7</p>

<p>Provide music tuition lessons for disadvantaged children; subsidise school visits and trips</p>	<p>The results of a six year research study by the Learning Away project (independently carried out by York Consulting) into the impact of school residentials showed that students' resilience, self confidence and wellbeing improved. From Schooltravelorganiser.com</p>	<p>2, 7</p>
<p>Continue to build on initiatives in school to support wellbeing and outdoor learning;</p> <p><i>Commando Joe (1475); support for enhancement and enrichment (7000); 0.1 of TA salary for Draw Talk Sessions (2062); EWEL counselling SLA (3500) BIT support (3000 Crisis Response SLA); Future Steps SLA (7000) Development of Forest Schools, including TLR (4000) EPS service SLA - 3000</i></p> <p>29037</p>	<p>EEF suggests:</p> <ul style="list-style-type: none"> - Outdoor and adventure learning provides pupils who are disadvantaged with experiences they may not otherwise have. Opportunities provided impact on resilience, self-confidence and motivations, and although not necessarily definitive in the number of months gained, these activities may in turn have positive benefits in terms of academic progress. There are wider benefits in terms of self-confidence and self-efficacy. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>2, 4, 5, 7</p>

Total budgeted cost: £ 230,690

Part B: Review of the previous academic year

Pupil premium strategy outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year

Disadvantaged pupils make at least expected progress by the end of year 6, and increasingly in years towards this

- Progress expected or better for majority of children from KS1 outcomes (2 pupils missed reading, 1 pupil missed maths, otherwise all expected or better in terms of where they were at KS1).

Outcomes

Reading – 53% D – 47.4% N-D – 63.6%

Writing – 30% D – 9.1% N-D – 38.9%

Maths – 57% D – 52.6% N-D – 63.6%

GPS – 50% D – 52.6% N-D – 45.5%

RWM overall – 23.3% (lower than last year – writing mark brought this down)

D – 31.6% N-D – 9.1%

Summary – Raising attainment and securing progress continues to be a key focus for school.

Improve attendance of disadvantaged children in school and reduce persistent absenteeism

- Overall attendance in school was 92.65% (7.35% absence). This compares to national absence of schools overall of 7.4% (5.9% in primary school). Attendance continues to be a challenge regionally and nationally.
- No significant difference between groups; disadvantaged and non-disadvantaged = 91% compared to 95%.
- Persistent absenteeism remains high, – 25.9% of compulsory aged school children were PA. this compares to 21.8% nationally (17.1% in primary nationally).
- Autumn – 92.04% with 28.2% PA Spring 92.7% with 27.5% PA Summer 93% with 28.6% PA

Summary - Attendance continues to be an area of challenge for the school.

Disadvantaged pupil progress in Reception in Communication and Language, Literacy and Number is good from entry points

- NELI data shows clear progress for Reception
- Clear progress for all children for Reception pupils who were eligible for the programme and across the cohort
- No gap between disadvantaged and other children outcomes in C and L data; positive gap in Comprehension, work reading and number data

Summary - NELI programme is now to be funded by schools and not offered by DFE

Pupils to access additional support and intervention in a universal and targeted way to continue to strengthen wellbeing, social skills and to maintain good progress

A range of services and support has been accessed for pupils this year, through SLAs held by school.

Summary – all services show high levels of impact on wellbeing

Continue to develop the school workforce to ensure pupils are taught by skilled practitioners, who have the subject knowledge and resources to deliver a broad, balanced and enriched curriculum

- Comprehensive CPD plans across academic year to focus on curriculum development, including Basic skills, reading, maths, phonics, curriculum development, SEND, Science, PE, IT, Subject leadership planning, ECTs, IQM, Zones of Regulation
- Ofsted outcome for school was good

Summary – effective CPD and skilled workforce contributed to Good OFSTED outcome

Ensure disadvantaged pupils have access to wide and varied range of activities, events, enrichment and enhancement

- Range of activities have taken place to enhance curriculum offer in school;
- Successful AAP bid – Forest School area now developed in school in readiness for this to be embedded in provision in 2023-2024
- Cooking for families, Book Club
- Breakfast club continues – attendance up to 80 pupils daily

Summary – effective provision contributed to Good OFSTED outcome overall, including for personal development and wellbeing