

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 Grove Primary Academy
Number of pupils in school	273 (R-Y6)
Proportion (%) of pupil premium eligible pupils	17% (46 children)
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jo Sawyer
Pupil premium lead	Vicky Hearson
Governor / Trustee lead	Paul Feldman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,681 estimate
Recovery premium funding allocation this academic year	£6670
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	£75351

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

We have high aspirations for our children, strategically plan bespoke support for both the children and their families, and provide interventions to give them the best possible chance of reaching these. Our aim is that each child will develop a love for learning and acquire skills and knowledge to enable them to be confident young people.

Challenges

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

Challenge number	Detail of challenge
1	Missed learning opportunities through low attendance or low engagement in home learning, or limited resources.
2	Low self-esteem, resilience and aspirations for some PP children meaning lower engagement when in class and the possibility of falling behind.
3	Parental circumstances and level of engagement with school.
4	Alongside being disadvantaged some of these children also have SEND.

Intended outcomes

This explains the outcomes we are aiming for and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To raise outcomes for disadvantaged pupils	Children will reach their individual targets
To improve resilience and self esteem	Children will be engaged and motivated to learn.
Attendance for PP children will improve.	Reduction in persistent absentees and overall absence rate will decrease.
Children will be able to experience trips, clubs and school activities without any financial barriers to participation, when the current situation allows these to resume.	All children will take part in all trips. All children will have a PE kit, swimming kit or other school equipment.

Families with difficulties will be supported and engagement with school will increase.	The PST will work with families who need support, sign-posting and working with other agencies when necessary. Members of the pupil support team are allocated particular families to work with to build up relationships.
--	--

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

Budgeted cost: £27831

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff fully trained in the delivery of phonics using 'Little Wandle', which will be used for intervention work.	Intervention can be swift and targeted, ensuring children do not fall behind in phonics.	1,2,4
All staff to have training in behaviour management techniques including strategies on how to motivate and inspire pupils.	Children who are motivated and have good behaviour for learning will engage in class.	2,4
Pupil Support Team (consisting of two members of staff and the SENCo) are fully trained and up to date with safeguarding, specific intervention delivery and ELSA.	Trained staff are able to support children with bespoke pedagogy to meet the needs of individual children.	1,2,4
Dedicated SENCo and Deputy Head time for monitoring interventions and ELSA support.	Monitoring ensures triangulation between classroom practice, data and interventions so support is targeted correctly and effectively.	1,2,3,4
All children will attend school trips without cost, and have the correct equipment to participate in PE/Swimming when needed.	Children will access a full and broad curriculum	1

Targeted academic support

Budgeted cost: £19688

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In line with the SDP, continue to develop the secure implementation of basic English and maths skills to underpin learning in all subjects through:</p> <p>New structure of English lessons to develop reading and writing skills. Additional support staff in classes to ensure all children access lessons.</p>	The structured approach to reading and writing gives a very clear progression through the teaching of basic skills in a routine format, whilst also giving children the opportunity to express creativity and develop a love of reading.	1,2,4
Implementation of 'Little Wandle' phonics scheme with targeted interventions.	Systematic programme validated by the DfE, which focuses on all children being able to achieve through same day catch up interventions.	1,2,4
1:1 reading and small reading groups for lowest readers.	Regular reading practice develops fluency and comprehension for children who need additional support.	1,2,4
Use of Clicker, Nesso software and google add ons to improve digital learning and access to technology.	The software makes learning more accessible for children with additional needs.	4
Daily maths group to support lower attaining pupils and provide real life learning experience, equipping the children to be able to use mathematics in everyday situations.	The group focuses on basic skills, enabling the children to develop a level of maths needed in real life.	2,4
<p>If remote learning is put into place due to COVID, additional support will be provided again to enable access to technology and setting up home learning.</p> <p>Where it is not possible for children to access online learning, or there is no engagement, then alternative methods will be put into place to progress learning e.g. home learning packs or places in school. This will be done swiftly to ensure minimal learning time is lost.</p>	Children need to be able to navigate technology to access home learning and be able to do this independently. By monitoring this we can ensure children keep up with their peers and provide alternative provision if required so children are progressing.	1,3

Wider strategies

Budgeted cost: £27831

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance officer monitors attendance closely and offers incentives for good attendance, sends reminder letters and supports families where there are issues.</p> <p>The PST build good relationships with families of poor attenders to promote the importance of school. Phased return plans will be used to support children who have struggled to return to full time school post COVID.</p>	<p>Engaging families and building positive relationships with them will help overcome barriers to attendance, such as emotional support and collecting children in times of emergency.</p>	1
<p>The Pupil Support Team will attend meetings and provide input and support for families where there is other agency involvement. The PST lead on Level 2 (and some Level 3 if necessary) Family Early Help Assessments to support families with emerging needs as a prevention to further escalation to social care involvement.</p>	<p>School involvement will provide a joined up approach so agencies can work together to plan and provide bespoke support for families in need.</p>	1,3
<p>ELSA support work and 1-1 check ins with appropriate adults in school, with children who need emotional support.</p> <p>SLT and PST to 'mentor' individual children.</p> <p>Sessions with the site manager doing practical jobs around school to promote self esteem.</p>	<p>Emotional support will increase children's motivation and engagement and they will feel more secure knowing there are specific people in school who look out for them and they can talk to. Giving children additional roles and working with the site manager gives them a sense of achievement and they enjoy the activities, increasing motivation for coming to school.</p>	1,2,3

Total budgeted cost:

£ 68,681 (estimate) plus recovery funding £6670 = £75351

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.

- When school reopened in September after COVID restrictions led to school closure, we provided additional emotional support for some children and their families through ELSA sessions, family phone calls, leading and supporting FEHAs and home visits.
- When schools closed again this work was continued through weekly welfare phone calls to families (including speaking with some of the children), delivering chromebooks, school work and food hampers. This also included doorstep visits to check welfare, where the children and families were offered additional support.
- Where children were not accessing home learning or were assessed as vulnerable we provided places in school during lockdown and worked with families to encourage take up of these. We then gave children additional support when in school, both with their work and emotionally.
- Welfare of the children was closely monitored through a school recording system which detailed interaction and engagement as well as details of ELSA support.
- We supported families by attending multi agency meetings, providing emotional support and applying for free school meals.
- We closely monitored attendance of persistent absentees and analysed reasons for absence, specifically for the disadvantaged children's group, and then followed up and supported families to improve attendance, including some home visits to collect children. This led to improved relationships with families. For the summer term 2021, when school was fully reopened, we had 9 persistent absentees (3%). For the same period in 2020 this number was 21 children (8%)
- Selected vulnerable disadvantaged children had individual 'mentors', which were school staff, giving them a person in school with whom they developed a relationship with and were able to go to whenever needed.
- We provided a range of academic interventions in school to support disadvantaged children - phonics, reciprocal reading and basic maths skills.
- Liaison with a local charity to provide creative packs for DC children to do during the holidays.
- Work with the Salvation Army to provide Christmas presents for vulnerable children.
- Provided free milk for Reception children.