

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	275 (R-Y6)
Proportion (%) of pupil premium eligible pupils	16% (43 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-23
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jo Sawyer
Pupil premium lead	Vicky Hearson
Governor / Trustee lead	Andy Baker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,187
Recovery premium funding allocation this academic year	£6670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£78,857

# 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	Gaps in learning due to the pandemic, which are still persistent, or poor attendance since schools have fully reopened.
2	Low self-esteem, resilience and aspirations for some pupil premium (PP) children meaning lower engagement when in class and the possibility of falling behind.
3	Families struggling with circumstances outside of school which impact the children and their wellbeing, which has a knock on effect on learning and achievement (low income worries, domestic abuse, housing, friendships outside of school).
4	21% of Disadvantaged pupils also have SEND.

## 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
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.	<p>All children will take part in all trips.</p> <p>All children will have a PE kit, swimming kit or other school equipment.</p>
Families with difficulties will be supported and engagement with school will increase.	The Pupil Support Team (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.
Children where family circumstances affect their engagement will be supported in school to find strategies for coping and enabling them to better access learning.	The PST will work with children alongside classroom staff providing support as needed, or signposting to external services (e.g. wellbeing worker, bereavement support).

## 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: £ 28,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff will have CPD on attachment and trauma awareness.	Staff will have a deeper knowledge and understanding of how to support children who have experienced trauma.	2,3,4
Two members of the PST are trained in ELSA and able to give 1-1 bespoke support to children.	Children will have the opportunity to work through emotional issues affecting their learning and wellbeing.	2,3
PST are fully trained and up to date with safeguarding, specific intervention. An additional deputy Safeguarding Lead will be trained to increase capacity.	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.	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 Swimming when needed.	Children will access a full and broad curriculum.	1,3
SEnCo/ Deputy Head will lead supervision for the safeguarding team.	Staff are fully supported and have a mechanism to discuss cases and share expertise.	3
All staff will receive CPD on safeguarding.	Staff will be upskilled and have the knowledge to support children and families and know the systems and procedures when they themselves need to refer or have support.	3,4

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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
In line with the SDP, continue to develop the secure implementation of basic English and maths skills to underpin learning in <b>all subjects</b> .  CPD for all staff and collaboration with a partner school to share expertise.	Further develop the structure of teaching reading and writing introduced last year which will embed basic skills through a very clear progression in a routine format.	1,2,4
Implementation of 'Little Wandle' phonics scheme in place - need to embed practice and provide bespoke interventions in small groups and 1-1 to plug gaps.	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 Nessy 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 groups throughout KS2 to support lower attaining pupils and provide real life learning experience, equipping the children to be able to use mathematics in everyday situations.	The groups focuses on basic skills and taught in small groups to give children additional support and a bespoke curriculum at their level	1,4
Additional staff member to support group of Year 2 children in maths	The children who are working below Year 2 level will get additional support and guidance enabling them to access Year 2 curriculum whilst embedding basic skills.	1,4

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

Budgeted cost: £ 32,727

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance officer works closely with the business manager to monitor attendance. Strategy has been developed to encourage good attendance including sending reminder letters and meeting face to face with families to where there are issues to discuss and provide support.</p> <p>The PST will build good relationships with families of poor attenders to promote the importance of school. Phased return plans will be used to support children who are struggling to attend school. Support of local authority and Ebor Safeguarding lead is actively sought to support when needed.</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>	1,2
<p>The Pupil Support Team will attend meetings and provide input and support for families where there is other agency involvement. The PST will 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>	3

The SENCo will also become involved when appropriate.		
<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>Children will be given specific roles in school to promote self esteem e.g. sports leaders, school council.</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.	1,2,3
SENCO will support families with children in Year 6 to find out about secondary schools and options available.	Families will feel supported and able to make informed choices.	3,4

**Total budgeted cost: £ £78,857**

## 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 2021 to 2022 academic year.

- Welfare of the children was closely monitored through a school recording system which detailed ELSA support and check ins.
- Supported families by attending multi agency meetings, providing emotional support and applying for free school meals.
- 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.
- Introduced early meetings where there was an emerging or continued persistent absence to discuss issues with families and provide support.
- Provided a range of academic interventions in school to support disadvantaged children - phonics, 1-1 reading, Lego therapy, reciprocal reading and basic maths skills.
- Liaison with a local church to provide Christmas toys and food hampers for families in need.
- Provided free milk for Reception children.
- Able to provide a range of trips and experiences including a Year 6 residential, seaside trip for the whole school pantomime for the whole school and curriculum enrichment activities.
- Each classroom developed a bespoke reading corner and alongside 1-1 reading increased the enthusiasm of reading for pleasure.

### Externally provided programmes

Programme	Provider
N/A	

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*