



## 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	Parsloes Primary School
Number of pupils in school	396
Proportion (%) of pupil premium eligible pupils	31% (Years 1-6)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 <b>2022-2023</b> 2023-2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Lauren Pearce
Pupil premium lead	Samantha O'Hara
Governor / Trustee lead	Simon Miller

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,900.00
Recovery premium funding allocation this academic year	£14,898.75
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	£208,798.75



## Part A: Pupil premium strategy plan

### Statement of intent

Our ultimate objectives are:

- To diminish the difference in attainment between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils to make or exceed nationally expected progress rates
- To support health and wellbeing alongside providing enrichment opportunities for disadvantaged children, so that they are well prepared for the future.

We aim to do this by:

- Ensuring that high quality teaching and learning across the school consistently meets the needs of all pupils
- Ensuring that appropriate provision is available for children who belong to vulnerable or disadvantaged groups, whilst recognising that not all pupils who are disadvantaged are registered or qualify for Free School Meals.
- Allocating Pupil Premium funding based on a thorough needs analysis
- Using Pupil Premium funding to address underlying equalities, ensuring that it reaches those who need it most and that it makes a significant impact on their education.

Our current pupil premium strategy works towards these objectives by:

- Having a clear focus on quality of teaching as the main lever to improve the attainment and progress of disadvantaged children.
- Carefully targeting interventions for disadvantaged children, prioritising language development and reading.
- Offering wellbeing and attendance support to help overcome barriers to learning.
- Ensuring that disadvantaged children access an enriched curriculum that provides a variety of experiences.

### Challenges

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

Challenge number	Detail of challenge
1	Diminishing the difference in attainment in Reading, Writing and Maths.



2	Whilst still making more than typical progress, disadvantaged children on average made less progress in core subjects than their non-disadvantaged peers in the last academic year.
3	Attendance and punctuality for disadvantaged children has dropped below the school target.
4	Disadvantaged children are displaying less resilience and require support with self-esteem and risk taking within their learning
5	Ensuring disadvantaged children have access to a wide range of enrichment activities.

## 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
Progress in core subjects	Achieve national average progress scores in Reading, Writing and Maths and KS1 and KS2
Attainment in Reading	The difference has diminished for GLD, Phonics Screen, KS1 and KS2 SATs.
Attainment in Maths	The difference has diminished for GLD, Multiplication Check, KS1 and KS2 SATs
Attainment in Writing	The difference has diminished for GLD, KS1 and KS2 SATs
Improved attendance	Attendance of disadvantaged pupils is above 96.5%
Access to enrichment activities	Tracking and analysis of enrichment activities demonstrates that a high proportion of disadvantaged children have access to and are supported to attend.
Wellbeing barriers around self-esteem and resilience are overcome	Audits completed with teachers, parents and children show diminishing wellbeing barriers.



## 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: £104,400.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School has enrolled in the Challenge Partners programme to ensure high quality teaching and learning across the school.</i>	The goal of Challenge Partners is to reduce educational equality and improve the life chances of all children. The Quality Assurance Peer Review programme has been externally validated by the Institute of Education and found to offer schools multiple gains, including improving the quality of teaching ( <a href="#">here</a> ). This approach will help the school to ensure that all teaching is consistently good or better.	1, 2, 4, 5
<i>Continued implementation of Team Development to ensure that teaching across the whole curriculum is consistently good or better.</i>	The <a href="#">EEF Guide to the Pupil Premium</a> highlights teaching as the top priority, including CPD. Team Development is part of the monitoring of teaching and learning. Teachers work together with SLT to reflect and improve practice within each year group.	1, 2, 4
<i>Working with an EYFS consultant to ensure that all children, including disadvantaged, keep up from the beginning.</i>	Research from the <a href="#">EEF</a> demonstrates that gaps between more affluent children and their peers emerge before the age of 5, so efforts to diminish the difference in EYFS are vital. Efforts to improve the quality of provision, including the training of staff, have a high impact on outcomes. We recognise that disadvantaged children require support from the beginning of their school career, especially with regard to language development and closing the vocabulary gap. Working with a consultant will allow us to accelerate progress in this area.	1, 2, 4, 5
<i>Working with the Maths Hub to implement a maths mastery approach across the school. This includes CPD for staff and enhancement of teaching and planning</i>	Research from the <a href="#">EEF</a> demonstrates that mastery approaches have a high impact, with children making an additional five months progress, on average, over the course of the year. The school is already in the process of implementing maths mastery, but further CPD and support from the Maths Hub is required.	1, 2



	Analysis of internal data shows that Maths attainment at KS2 needs to be raised for disadvantaged children.	
<i>Increase in reasoning and problem-solving within lessons (Power Maths 'Discover and Share')</i>	We recognise that this is an area in which disadvantaged pupils may particularly struggle with, due to their real-life experiences and understanding of problems. The use of the 'Discover and Share' element in 'Power Maths' (DfE approved scheme) will enable all pupils to be exposed to these problem-solving questions on a regular basis.	1, 2
<i>Continuing to embed TalkForWriting across the school, accessing support from a consultant for training.</i>	Research into the <a href="#">impact of TalkForWriting</a> shows that TalkForWriting schools consistently attain at a higher standard than the national average. We recognise that language and oracy is a key need within the school and use TalkForWriting as a vehicle to promote language development. Analysis of internal data shows that improving writing attainment is key priority for disadvantaged children.	1, 2
<i>Teaching and targeted support for Year 6; Assistant Headteacher to support teaching and learning and create smaller teaching groups for core subjects.</i>	The <a href="#">EEF Guide to the Pupil Premium</a> highlights teaching as the top priority, including CPD. <a href="#">EEF research</a> also shows positive impact from smaller class sizes as it enables high quality interactions and improved feedback to pupils. We analysed the needs of our Year 6 cohort and identified that 4 small classes of 20 children would allow for accelerated progress. Teaching support provided by the specialist Year 6 teacher / lead practitioner will ensure high quality teaching learning in every classroom.	1, 2
<i>Continue to embed our phonics SSP, Little Wandle Letters and Sounds, including CPD for all staff. Implement the Rapid Keep Up programme for KS2 during the academic year 2022-2023</i>	Little Wandle Letters and Sounds is a fully validated SSP. Therefore it provides a structured route for children to meet or exceed the expected standards for reading in EYFS and Year 1. <a href="#">EEF</a> research shows a high impact of synthetic phonics programmes, with an impact of +5 months. Although phonics attainment is already strong, the school is committed to ensuring that every child becomes a reader. Full CPD will be given to teachers and support staff.	1, 2
<i>Continue to use Accelerated Reader to raise standards in reading, as well as promoting reading for pleasure.</i>	Accelerated Reader is rated as having a <a href="#">strong impact</a> on primary reading by the EEF based on available research. The school uses Accelerated Reader and Star Reading to monitor and track reading attainment and progress. Quizzes taken by the children are carefully monitored and used to highlight children who need further support with reading comprehension.	1, 2



<p><i>Enrich the wider curriculum offer through high quality resourcing to support teaching and learning</i></p>	<p>The <a href="#">EEF Evidence Review</a> highlights the importance of managing resources to ensure that opportunities to learn are maximised.</p> <p>The school has a well planned and sequenced wider curriculum that is designed to enrich learning in literacy. High quality resources will further increase independence and provide disadvantaged children with greater access to high quality texts across foundation subjects.</p>	<p>1, 2, 4</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £33,085.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continue to offer ELSP (Reading Recovery based intervention) in Year 1 and extend to children in other year groups who are well below age-related expectations.</i></p>	<p>Reading Recovery is rated as having a <a href="#">strong impact</a> on primary reading by the EEF based on available research.</p> <p>Two fully trained Teaching Assistants deliver this intervention, supported by a borough Reading Recovery teacher. Evidence from last year showed a strong positive impact, with children accessing Reading Recovery achieving age-related expectations by the end of Year 1, as well as making accelerated progress.</p>	<p>1, 2</p>
<p><i>Offer structured reading interventions across the school, including 'keep up' as part of Little Wandle SSP. Implement Rapid Keep Up programme for children in KS2.</i></p>	<p>Little Wandle Letters and Sounds is a DFE validated SSP and includes structured group and individual keep up sessions for children who fall behind.</p> <p>The school prioritises reading interventions in recognition of the importance of reading for learning across the curriculum. Disadvantaged children who are not meeting age-related expectations for reading have access to a relevant reading intervention, based on an analysis of needs.</p>	<p>1, 2</p>
<p><i>Continue to implement the Nuffield Early Language Intervention (NELI) in Reception.</i></p>	<p>Research undertaken by the <a href="#">EEF</a> shows that children participating in NELI make on average an additional 4 months of progress within the academic year.</p> <p>We recognise the importance of closing the vocabulary gap and prioritising oracy for disadvantaged children in the Early Years. Internal data shows that children who accessed</p>	<p>1, 2</p>



	the NELI programme in the last academic year made accelerated progress.	
<i>Offer after-school intervention in core subjects, focused on key skills in the core subjects.</i>	The EEF <a href="#">Teaching and Learning Toolkit</a> shows an impact of +4 months for Teaching Assistant led interventions. We recognise that many disadvantaged children require additional support with core subjects and there may be a range of barriers to be overcome. After-school intervention is part of our enrichment offer and allows children to access online learning platforms such as Times Tables Rock Stars and Bug Club, with targeted support from a Teaching Assistant.	1,2, 5

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

Budgeted cost: £71,304.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Parent Support Worker (School Home Solutions) to work with key families.</i>	Data from School Home Support ( <a href="#">SHS</a> ) shows that 76% of children improved their attendance and 68% of parents became more engaged with their child's learning and school. Our Parent Support Worker offers targeted support for families as a way of overcoming barriers to learning, including wellbeing and attendance. As of July 2021, 80% of her caseload consisted of disadvantaged children.	1, 2, 3, 4
<i>Work with an Attendance Officer to improve the attendance of disadvantaged children.</i>	Although attendance improved in 2021-2022, it still remains below the school target. As of November 2022, 100% of the families the attendance officer is involved with are disadvantaged.	3
<i>Use MindUP as part of a wider wellbeing strategy, to promote resilience and self-esteem.</i>	Research into the effectiveness of <a href="#">MindUP</a> shows that 86% of children report being able to regulate their own well-being. An audit of barriers faced by disadvantaged children highlighted self-esteem and resilience as key barriers to be overcome. MindUP is used as part of 'Mindful Mondays' to teach strategies on themes such as resilience and self-regulation.	4
<i>Use Thrive practitioners to offer targeted wellbeing support, including after school intervention.</i>	Research into the <a href="#">Thrive approach</a> demonstrates the positive impact on social and emotional development. Thrive assessments are used to track wellbeing and identify children who require further support.	4





	The school has 5 qualified Thrive practitioners. Thrive practitioners also offer after school wellbeing intervention for children who would benefit from this.	
<i>Offer counselling support</i>	Alongside the wellbeing support offered to all children and the Thrive approach, counselling is available for children who require support that is more intensive.	4
<i>Offer a range of enrichment clubs and support disadvantaged children to access these.</i>	The <a href="#">EEF Guide to the Pupil Premium</a> highlights the importance of wider strategies for disadvantaged children. The school offers a breakfast club as well as a range of after school clubs, including opportunities for sport. Disadvantaged children are supported to attend these clubs through the use of the Pupil Premium funding as we recognise the importance of providing a range of experiences.	4, 5
<i>Provide children with access to an enriched curriculum that includes a wide range of experiences; implement '50 Things to do before you leave Parsloes Primary School'.</i>	The <a href="#">EEF Guide to the Pupil Premium</a> highlights the importance of wider strategies for disadvantaged children. We recognise that many disadvantaged children face barriers in accessing experiences outside of school. The school curriculum prioritises the provision of experiences and hands on learning. This is woven through lesson planning and includes a carefully planned programme of trips and workshops. The school has identified '50 things to do before you leave Parsloes Primary School', such as visit the theatre and perform in a play.	5
<i>ICT strategy – provision of devices for disadvantaged children</i>	Surveys show 67% of disadvantaged children do not have access to a device and therefore cannot access remote learning or digital platforms for learning.	1, 2, 5

**Total budgeted cost: £208,789.75**





## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes – 2021-2022

This details the impact that our pupil premium activity had on pupils in the **2021 to 2022** academic year.

#### **Outcome 1 – Achieve national progress scores in Reading, Writing and Maths at KS2**

Our progress scores at KS2 for ever FSM children were:

Reading 0.0; Writing -0.3; Maths 0.4

#### **Outcome 2 – Diminish the difference in Reading attainment**

Reading was the key focus of the first year of the Pupil Premium Strategy and good progress was made towards this outcome. 100% of children entitled to Pupil Premium in Year 1 and Year 2 achieved the expected standard in the Phonic Screening Check, indicating that early reading has been prioritised well for this cohort.

70% of disadvantaged children in KS1 achieved the expected standard in the KS1 SATs; this is higher than the NCER national disadvantaged figure of 52%. 39% of our disadvantaged pupils achieved greater depth, outperforming their non-disadvantaged peers.

At KS2, 76% of disadvantaged children achieved the expected standard, compared to the NCER national disadvantaged figure of 62%.

There was a significant diminishing of the difference at KS1 and KS2 compared to our 2019 reading attainment data. Existing approaches will be continued and embedded into the 2022-2023 academic year.

#### **Outcome 3 – Diminish the difference in Maths attainment**

At KS1, 65% of disadvantaged children achieved the expected standard in Maths; this is higher than the NCER national disadvantaged figure of 52%.

At KS2, 69% of disadvantaged children achieved the expected standard in Maths compared to the NCER national disadvantaged figure of 56%. However, Maths at KS2 has our biggest attainment difference and progress has not been made to diminish this difference since 2019.

Therefore, the strategy has been revised to ensure a clear focus on Maths in the 2022-2023 academic year.

#### **Outcome 4 – Diminish the difference in Writing attainment**

At KS1 and KS2, progress has been made to diminish the difference compared to 2019 data.

At KS1, 57% of disadvantaged children achieved the expected standard, which compares favourably to the NCER national disadvantaged figure of 41%. It was also a 10% increase compared to 2019.

At KS2, 65% of disadvantaged children achieved the expected standard in Writing; the NCER national disadvantaged figure was 55%. There was a 5% increase from 2019.

Approaches towards writing will continue to be embedded in the upcoming academic year as steady progress is being made.



### **Outcome 5 – Achieve the school attendance target of 96.5%**

Progress has been made towards this outcome, with attendance for children entitled to Pupil Premium increasing by 4.5% compared to the previous year. Attendance for children entitled to Pupil Premium was 90.18%.

The strategy has been revised to ensure a continued focus on attendance for this group of children.

### **Outcome 6 – Access to enrichment activities**

All children entitled to Pupil Premium were prioritised for enrichment clubs in the 2021-2022 academic year and financial support was offered to all families. 67% of children entitled to Pupil Premium took up this offer and attended at least one enrichment club. Existing strategies will continue into the 2022-2023 academic year. The range of clubs on offer will also broaden.

### **Outcome 7 – Wellbeing barriers around self-esteem and resilience are overcome**

An audit of barriers completed in the autumn term of 2022 demonstrated that progress has been made towards this outcome. Wellbeing barriers were no longer the most significant barrier to learning for children entitled to Pupil Premium as a whole, with 22% identified as having self-esteem as a barrier. In the previous academic year, this had been 48%. This shows the impact of the Thrive and Mind-Up approaches.

## **Pupil premium strategy outcomes – 2020-2021**

This details the impact that our pupil premium activity had on pupils in the **2020 to 2021** academic year.

The Pupil Premium strategy 2020-2021 focused on the recovery curriculum, in recognition that disadvantaged children had been disproportionately affected by school closures. Funding was secured to offer a summer camp for disadvantaged children.

### **Priority 1 – Diminish the difference in reading outcomes.**

87% of disadvantaged children in Year 2 passed the phonics screen in Autumn 2021, outperforming their non-disadvantaged peers. In Year 6 the attainment gap was -10%.

### **Priority 2 – Diminish the difference in writing outcomes**

In Year 2, disadvantaged children made greater progress than non-disadvantaged children from their September baseline. The attainment gap narrowed over the year to -13% in the summer term. In Year 6, disadvantaged children made on average 9 steps of progress in writing (typical progress is 6 steps). The attainment gap in the summer term was -14%.

### **Priority 3 – Diminish the difference in maths outcomes**

In Year 2, disadvantaged children made greater than typical progress in maths (7.1 steps). The attainment gap narrowed to -12%. In Year 6, disadvantaged children made more progress than their non-disadvantaged peers (11.5 steps) and the gap narrowed to -17%.

### **Priority 4 – Increase the amount of children achieving combined at the end of KS2.**

This increased by 50% for disadvantaged children compared to the percentage on track at the beginning of the academic year. The attainment gap with non-disadvantaged pupils was -9% in the summer term.

**Priority 5 – Increase the percentage of disadvantaged pupils achieving greater depth in reading, writing and maths.**

In Year 6, a higher percentage of disadvantaged pupils achieved greater depth in all three core subjects as well as combined compared to their non-disadvantaged peers. In Year 2, a greater percentage of disadvantaged pupils achieved greater depth combined compared to their non-disadvantaged peers.

**Priority 6 – Eradicate the attendance gap for disadvantaged pupils.**

Analysis of internal data showed that this gap has remained. This is a key priority for this academic year.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Accelerated Reader	Renaissance Learning
Power Maths	Pearson
Little Wandle Letters and Sounds	Little Wandle Letters and Sounds Revised
Charanga Musical School	Charanga
Spanish	Language Angels
Jigsaw	Jigsaw PSHE Ltd

## 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