

Park Street Church of England School Pupil Premium Strategy Statement

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

Detail	Data
School name	Park Street Primary School
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	18% (23 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Monique Gregory (Headteacher)
Pupil premium lead	Carly Tominey (Inclusion Lead)
Governor / Trustee lead	Ruth Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33420
Recovery premium funding allocation this academic year	£3552
Pupil premium funding carried forward from previous years	£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	£36972

Part A: Pupil premium strategy plan

Statement of intent

All schools receive additional Government funding for children who currently receive free school meals or have been in receipt of free school meals in the last 6 years. Evidence shows that this group of pupils generally face extra challenges to reach their potential and often do not perform as well as children who do not fall within this group.

At Park Street Church of England School our ultimate objectives are:

For all pupils to receive high quality teaching to enable good progress

To support the mental health and wellbeing of all learners through a therapeutic approach by making reasonable adjustments and individualised provision where needed.

To ensure the provision of additional funding to support learning, meet pastoral needs and personal development is appropriately targeted.

For an appointed member of the leadership team and governor to champion provision for pupil premium pupils and monitor the impact of the provision.

For pupils to have access to wider learning opportunities and extra- curricular opportunities.

For pupils to make progress in line with their starting points and attain the expected level of skills and knowledge for their year group.

Current work to achieve our objectives is through:

A continuing programme of CPD for staff to maintain high quality teaching.

Targeted provision to support closing of gaps in learning.

The school's Christian ethos and values that underpins our inclusive approach.

Our focus on growth mindset – you may not be able to do something 'yet', but with practise and support you will be able to.

High level of support for pastoral and behavioural needs.

An appointed member of the leadership team and governor to champion provision for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Weak language/ communication skills.
2	Lack of cultural capital
3	External agency involvement – complex social needs.
4	Lack of confidence/self- esteem and resilience to overcome barriers
5	Attendance and punctuality issues
6	Lack of parental engagement with school and external agencies.

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
All disadvantaged pupils have attendance at least in line with NA /in line with main cohort.	<p>The gap between the main cohort and disadvantaged pupils continues to narrow over time and is maintained.</p> <p>Attendance is in line with non- disadvantaged pupils nationally.</p> <p>Attendance is 96%+</p> <p>Monthly review of attendance and punctuality meetings (RAP) identify issues and have prompt responses.</p>
All pupil premium pupils receive high quality teaching.	<p>INSET and staff training is precisely matched to school improvement priorities and individual needs. The impact of training is monitored and evaluated for impact.</p> <p>Achievement for all pupils remains above national average.</p> <p>The school 'gap' continues to close (between pupil premium pupils and non- disadvantaged nationally) and the closure is maintained.</p>
All pupil premium pupils secure communication and language skills in EYFS.	<p>Frequent high quality verbal interactions and conversations with adults</p> <p>EYFS language-rich curriculum provides opportunities to use and embed new words in a range of contexts</p>

	<p>High focus on developing vocabulary is embedded throughout school</p> <p>Effective use of <i>Bell Foundation</i> assessment tool to support planning for children at early stages of English</p> <p>Termly pupil premium pupil progress meetings provide soft data that supports strong verbal engagement.</p> <p>The % of children meeting expected level of development is in line with non- disadvantaged pupils.</p>
<p>All disadvantaged pupils secure progression in phonics in line with school programme expectation.</p> <p>Currently the school is using Phonics Bug:</p> <p>Expected progression:</p> <p>Nursery Phase 1</p> <p>Reception Phase 2/3</p> <p>Year 1 Phase 4/5</p> <p>Year 2 Phase 5/6</p>	<p>Agreed, approved phonics programme in place.</p> <p>Progressive spelling scheme in place (Hfl Essential Spelling)</p> <p>Staff trained in school phonics scheme with high quality daily phonics teaching in place. Language of phonics embedded across the school.</p> <p>Additional support programmes in place and regularly evaluated delivered by trained staff Provision maps show pupils moving through scheme as expected.</p> <p>Successful phonics screening test in line with or above national average.</p> <p>KS2 provision for specific pupils to catch up.</p> <p>Termly pupil premium pupil progress meetings to review progress/early identification of children falling behind</p>
<p>All children will learn to read regardless of any barrier and become fluent, engaged readers.</p>	<p>All staff are determined that all children will learn to read and develop enjoyment of reading.</p> <p>High focus on reading skills; 5 x weekly reading lessons following VIPERS approach, promotion of fluency through adult modelling, story time.</p> <p>Focus on provision of early reading (EYFS) reading to children throughout the day from range of high-quality texts with independent access to a broad range of books at all times.</p> <p>Daily reading for targeted pupils delivered by trained support staff; those falling behind, pupils with EAL; investigation into reason for barrier- KS1: revision, practising, blending linked to phonics stage</p> <p>Reading scheme books matched precisely to phonics stage</p> <p>Access to books corners in classrooms that display and promote books across interests; carefully selected books, books read in class.</p> <p>Effective CPD and progress accurately assessed in reading.</p>

	Disadvantaged pupils achieve in line with non-disadvantaged pupils nationally at end of KS1/2.
All pupils will be supported to access and experience wider learning opportunities that expand their knowledge and broaden their experiences.	Curriculum reviewed with enrichment activities outlines throughout Educational visits/visitors are carefully considered. INSET to support access of learning through classroom provision/differentiation. 100% pupil premium pupils access a school club. Targeted <i>booster/catch up</i> provision in place. Pupil view indicates positive impact of wider provision. The gap between children achieving expected level of achievement at end of KS1/2 continues to narrow. Disadvantaged pupils to achieve in line with non-disadvantaged pupils nationally.
All pupils know that they can achieve anything they put their mind to; the sky is the limit, but to achieve their aspiration hard work is also essential. Pupils demonstrate learning behaviours that support their participation in learning and have strategies to help them be independent, resilient and bounce back when they experience barriers.	Whole school understanding and promotion of growth mindset/active engagement in learning. Pastoral programmes in place to explore learning behaviours/resilience and how these support learning. Whole school STEPs trained. STEPs resources understood and accessed – e.g. anxiety mapping. Roots and Fruits to identify barriers. Positive Behaviour Policy reviewed and embedded. RHE curriculum to focus on behaviours e.g. assertiveness MSAs refer to handbook to enable positive lunchtimes Disadvantaged pupils are represented in specific roles within school e.g. ambassador roles/School Council, Sports Leaders etc.
All pupils know how to assess risk and keep themselves safe.	RHE curriculum – staff trained in use of SCARF resources Staff continue to have appropriate safeguarding training Protective Behaviours Programme offered for specific pupils Effective partnership working between school and wider agencies – TAF/CIN/CP Visitors to school e.g. NSPCC reinforce safety
All pupils at Park Street ' <i>FLOURISH</i> '.	Pupil view indicates that all disadvantaged pupils enjoy learning and can articulate their achievements. Annual reports and termly pupil progress meetings indicate pupils make good progress at school.

<p>There is a strong partnership between school and parents/carers</p>	<p>Parents/carers of disadvantaged pupils have a dedicated member of SLT they can liaise with beyond class teacher. This supports engagement with school. Parent/carer view reflects indicates good communication with school.</p> <p>Parent participation in school event/meetings increases</p> <p>100% of PP parents/carers access internal school communication platforms and indicate this is useful.</p> <p>Parents say they value Home Learning provision and this support pupils' learning.</p>
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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: £ 27,732

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dedicated senior leader working with teacher and support staff to identify barriers to learning in school – organise provision map and individual plans.</p> <p>Monitoring of interventions in place</p>	<p>Sutton Trust / EEF / NFER</p>	<p>1,3,4,5,6</p>
<p>Provide dedicated Pupil Premium teacher time for conferencing formative assessment, pre teaching directly linked to individual needs. Teacher to explore pupil perception of barriers to learning PP lead facilitates release.</p>	<p>Teacher feedback to improve pupil learning.</p> <p>EEF feedback report 2018</p>	<p>1,3,4,5,6</p>
<p>Termly Pupil Premium pupil progress meetings to review impact of individual provision plans and plan next steps</p>	<p>EEF feedback 2018</p>	<p>All</p>

Provide phonics training for new staff and continue to monitor phonics teaching.	Improving Literacy in KS1 Guidance Report. 2020 Education Endowment Foundation The Reading framework Teaching the Foundations of Literacy July 2021	1,4
High quality CPD for staff Focus: o Maths Fluency and White Rose Maths o Essential Spelling Enhancing Writing	The Reading Framework Teaching the Foundations of Literacy July 2021 EEF Teacher Feedback to Improve Pupil Learning EEF Improving Maths in KS2/3 EEF Improving maths in Early years and KS1 EEF Improving literacy KS1 and 2	All
PPG lead meeting with parents	EEF working with parents to support pupil's learning.	3,5,6

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

Budgeted cost: £ 4550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions during the school day. (Inc. small group Forest sessions)	EEF TA interventions +4	1,4
Provide CPG study books. (Tasks carefully linked to classwork)	EEF Homework	1,4,6
Identified daily reading, benchmarking EYFS/year 1	The Reading Framework Teaching the Foundations of Literacy July 2021	1,4
Provide additional phonics intervention EYFS/KS1 + Year 3	The Reading Framework Teaching the Foundations of Literacy July 2021	1,4

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

Budgeted cost: £ 4690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional STEPs Tutors x2 STEPs refresher training	EEF Improving Social and Emotional Learning in Primary School Metacognition and Self- Regulation	All

Individual STEPs provision e.g. Anxiety mapping/ Risk reduction Plan, Roots and Shoots	Improving Behaviour in Schools Birth to 5 Matters	
Regular Review of Attendance and punctuality meetings (RAP)	DfE Improving School Attendance - support for schools	All
Pastoral Lead working with vulnerable pupils to ensure they can access learning	EEF working with parents to support pupil's learning.	All
Subsidies of school services	EEF Parental Engagement +4	All
Protective Behaviours	Improving Social and Emotional Learning in Primary School	All

Total budgeted cost: £ 36,972 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 2022 to 2023 academic year. High quality CPD has enabled teachers to continue to deliver the curriculum effectively.
- Effective training and consistent use of Bug Club and Phonics Bug has ensured all children make good progress in reading and phonics. Reading remains at the centre of the school's work and phonics is taught in a systematic way.
- The gap in reading attainment between pupils eligible for pupil premium and their non-eligible peers narrowed, contributing to a more inclusive and equitable learning environment.
- Personal development continues to be prioritised. Many interesting activities and opportunities enrich pupils' experience. Pupils take part in a wide range of clubs including street dance and Ninja warriors.
- Through regular meetings, any concerns about pupils were followed up rapidly. including involving other agencies to work with families in need when necessary.
- Pupil Premium pupil progress discussions, further sharpened teacher assessment to identify where specific needs were emerging.
- Pastoral lead training/work in addition to targeted VISTA support for vulnerable pupils enabled an improvement in mental wellbeing and academic focus.
- Additional staff members trained to be STEPs tutors has supported staff in their understanding and development and enabled the school to begin to embed a therapeutic approach.
- Pupils who participated in intervention programs reported increased confidence in their reading/maths abilities. They also demonstrated greater enthusiasm for reading-related activities.
- Feedback from parents indicated a better understanding of how to support their child's literacy development at home.

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
Family Worker	VISTA

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Included within Pastoral Support Worker time
What was the impact of that spending on service pupil premium eligible pupils?	PSW to communicate with as and when required