



Pupil Premium Strategy Statement for Parklands Community Primary School

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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Parklands Community Primary School
Number of pupils in school	431
Proportion (%) of pupil premium eligible pupils	23.4% (101 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Charlotte Angeli
Pupil premium lead	Charlotte Angeli
Governor / Trustee lead	Mr David Millican

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (2024-2025)	£131,140.00
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	£131,140.00



Part A: Pupil Premium Strategy Plan

Statement of Intent

At Parklands Community Primary School we value the abilities and achievements of all our pupils and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and has different needs which may vary through their time at school. We have planned to spend our Pupil Premium funding to ensure that all pupils achieve their full potential through challenge, support and high expectations, irrespective of their background or the challenges they face. The focus of our pupil premium strategy is to support pupils that are disadvantaged to achieve their goal including progress for those who are already high achievers. The pupil premium funding will be used effectively to support the school's development plan for these pupils.

High quality teaching is at the heart of our approach, with teachers understanding and knowing their pupils well. This has been proven to have the greatest impact on closing the disadvantaged attainment gap, and will continue to ensure that every pupil benefits from this high quality teaching. We will offer support and training to staff, dedicated time for subject leaders to ensure the curriculum is well-designed and sequenced and is able to be accessed by all pupils equally. Further to this, we want all our pupils to have access to high quality targeted intervention programmes.

We will ensure that there is a whole school approach where staff take responsibility for disadvantaged outcomes and raising expectations for all pupils.

For all our pupils we aim to develop and enhance language skills both written and oral; giving pupils access to high quality texts, developing phonics, exposing children to vocabulary within class which develops confidence and comprehension skills. We also want to develop the children's mathematical skills using a maths mastery approach ensuring children are fluent and develop their mathematical reasoning and thinking.

We will provide support to pupils for their mental well-being through our wellbeing staff team and curriculum offer via Jigsaw PSCH as well as offering support for families making sure that we build effective relationships and are approachable with an open-door policy. We want all our children to develop metacognition and resilience, enjoy learning and coming to school. We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school which will impact on their academic achievement and well-being.

How does your current pupil premium strategy plan work towards achieving those objectives?

Our pupil premium strategy is based on the EEF tiered approach to Pupil Premium Spending. The spending includes 3 main areas:

1. Teaching



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A focus on developing quality teaching and learning through professional development.

2. Targeted academic support

A focus on providing targeted quality interventions in small bite size sessions so children are not missing other lessons.

3. Wider Strategies

A focus on providing children with opportunities to develop their cultural capital and participate in co-curricular activities; developing positive relationships with parents encouraging parental engagement and ensure children are prepared to learn.

Our priorities are identified and our plan is implemented to support socially disadvantaged children at Parklands.

Our Pupil Premium funding may also be used to support refugees.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with learners show that disadvantaged children have greater difficulty mastering phonics and reading skills which impact on their access to the wider curriculum
2	Assessments, observations and discussions with pupils indicate that oral language skills and vocabulary gaps among many pupils are prevalent in disadvantaged pupils, which leads to gaps in understanding from EYFS to Key Stage Two
3	Through writing moderation, assessments and observations disadvantaged children have greater difficulty with understanding rich language which impacts on writing coherently using a clear sentence structure and descriptive vocabulary
4	Through assessments, observations and discussions with learners information indicates that the maths attainment of disadvantaged pupils is below that of non-disadvantaged pupils
5	Data analysis demonstrates attendance of disadvantaged children is below that of non-disadvantaged children. They are also more likely to have time off for illness and the length of the absence can be longer than that of their peers. Therefore, they are at increased risk of reaching the threshold for persistent absence.
6	Through monitoring of learning, teacher feedback and discussions with parents and children indicate that the education and well-being have been negatively impacted by



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	the partial school closures. This is supported by national studies. This has led to increased gaps in learning, lower resilience and an increase in the need for social and emotional support.
7	Assessment and discussion with parents, staff and children indicates that disadvantaged children have had an even greater reduction in access to enrichment activities than their peers during the pandemic. This includes opportunities to develop social and emotional skills.

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 reading attainment among disadvantaged pupils.	2024/5 Key Stage 2 reading outcomes will show that attainment for disadvantaged children will be at least the same as the national average for all children at Age Related Expectations (ARE). 2024/5 Key Stage 2 reading outcomes will demonstrate that disadvantaged learners are significantly closing the gap with non-disadvantaged learners at greater depth. 2024/25 Phonics check will evidence that Year 1 pupils will meet the national average and the gap between disadvantaged and non-disadvantaged will have significantly narrowed. 2024 /25 Key Stage 1 results for reading will demonstrate the closing of the gap with those achieving the standard nationally.
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved speech, language and communication skills among disadvantaged learners. Vocabulary development will be evident across the curriculum. Triangulated evidence will demonstrate access and engagement in lessons with improved outcomes evident through work scrutiny. Interventions by the Speech and Language Therapist and NELI intervention will evidence accelerated progress.
Improved maths and writing attainment for disadvantaged pupils	2024/5 Key Stage 1 and Key Stage 2 maths and writing outcomes will show that attainment for disadvantaged children will be at least the same as the national average for all children at Age Related Expectations (ARE) children at the end of Key Stage. 2024/25 multiplication check results will evidence a significant improvement for disadvantaged pupils from the average score achieved by disadvantaged pupils
Following the pandemic, achieve and sustain improved well-being for all children and particularly those	Sustained high levels of well-being from 2024/5 will be demonstrated through qualitative data from pupil voice, pupil and parent surveys and staff observations.



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<p>who are disadvantaged.</p> <p>Those disadvantaged children with the most significant gaps in learning will demonstrate accelerated progress as a result of the national tutoring programme (school led tutoring)</p>	<p>Disadvantaged children will be able to access the appropriate age-related curriculum. `</p> <p>Those disadvantaged children who receive tutoring will reach expected individual targets at the end of Key Stage 2.</p>
<p>To achieve and sustain improved attendance for disadvantaged children.</p>	<p>Attendance of identified disadvantaged pupils increases and the gap between disadvantaged and non-disadvantaged narrows</p>
<p>All disadvantaged children will have the opportunity to access subsidised resources, trips, clubs as well as accessing enriched curriculum provision</p>	<p>Pupil surveys reflect enjoyment in school and improved attitudes to learning. Evidence will demonstrate a significant increase in participation in enrichment activities by disadvantaged pupils. Disadvantaged children will be able to access enrichment activities and resources through subsidised provision.</p>



Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £50,081.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments including Mark Assessments and Benchmarking for Reading and Maths</p> <p>Training of staff to ensure assessments are interpreted and administered correctly</p>	<p>Standardised tests provide reliable insights into specific strengths and weaknesses of each pupil to help ensure that they receive the correct additional support through interventions</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions particularly for older readers (EEF)</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2,3,4,6
<p>All pupils to engage further in Accelerated Reader reading programme across the school and training of staff in using this effectively. Reinvest in this programme over the next two years.</p> <p>CPD for staff focusing on reading for pleasure. Invest in quality books in our reading areas and library.</p> <p>CPD for staff focusing on reading comprehension strategies and writing across the school and providing consistency and explicit teaching of reading/writing skills.</p> <p>English subject lead and senior management to model high quality reading and writing teaching and</p>	<p>EEF - Reading comprehension strategies are high impact on average (+6 months) Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> <p>https://eric.ed.gov/?id=ED581101</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Teachers having time to share good practice with other schools/each other is a key part of development; it improves teacher’s own self-awareness of their skills and also makes managers</p>	1,2,3,4,6



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<p>planning in line with EFF/DfE guidance. Release time in order to support staff via coaching and modelling.</p>	<p>more effective at identifying areas for further growth. (British Council)</p> <p>EEF – documents and reviews of teachers professional development</p>	
<p>Enhancement of our maths teaching and curriculum in line with DfE and EEF guidance by participating in the Mastering Number Programme engaging with training and delivery of the programme across the phase</p> <p>Continue to embed the Maths Mastery delivered from the maths hub across the school using maths leads to disseminate and train staff in the Maths Mastery Approach</p> <p>Purchase resources to promote fluency, as well as mastery including, rekenreks, numicon and iPad apps to promote multiplication tables with the children.</p> <p>Maths Sense Programme of Support including CPD for Number Fluency and X Tables Fluency.</p> <p>Maths subject lead and senior management to model high quality maths teaching and planning in line with EFF/DfE guidance. Release time in order to support staff via coaching and modelling.</p>	<p>Mastering Number Programme aims to secure firm foundations in the development of good number sense for all children from Early Years through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in EYFS classes, and progression through KS1 to support success in the future.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>1,2,3,4,6</p>
<p>CPD for teachers and support staff ensuring all staff have excellent subject knowledge and able to support the teaching of early reading and writing.</p> <p>Purchase additional phonetically decodable reading books to support reading/phonics development in EYFS/KS1</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches) – EEF</p>	<p>1,2,3,4,6</p>



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<p>Purchase new resources including apps that promote spelling and handwriting.</p> <p>CPD for new teachers, making links with locality, and members of staff including teachers/TAs in lower KS2</p> <p>Phonics subject lead and senior management to model high quality teaching in line with EFF/DfE guidance. Release time in order to support staff via coaching and modelling.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Embedding dialogic activities across the school curriculum. These can support understanding and extend vocabulary.</p> <p>Deliver National Early Language Intervention</p> <p>CPD on promoting effective language and vocabulary in the classroom</p>	<p>The Nuffield Early Language Intervention (NELI) has been found to improve children’s language and early literacy skills. Robust evaluations found NELI children made on average 3 months of additional progress in language.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Teachers having time to share good practice and share ideas with other schools/each other is a key part of development; it improves teacher’s own self-awareness of their skills and also makes managers more effective at identifying areas for further growth. (British Council)</p>	<p>1,2,3,4,6</p>
<p>Whole School music teacher</p> <p>Year 4 Whole Class Musical Lessons via West Sussex Music Services</p>	<p>Specialised music teacher allowing children to develop their music ability and confidence across the school. EEF evidence shows that involvement in artistic and creative activities can develop engagement and language.</p>	<p>2,6,7</p>
<p>EYFS Lead working with EYFS team in order to support colleagues improve teaching and learning outcomes.</p>	<p>The EEF Guide to pupil premium suggests that effective CPD and improving the teaching and learning is the key ingredient of a successful school and should be the top priority for Pupil Premium Spending.</p>	<p>1,2,3,4,6</p>
<p>Enrolment onto the Empowerment Project. Lead training for a core group of teachers to support the implementation of this approach.</p>	<p>The EEF Guide to pupil premium suggests that effective CPD and improving the teaching and learning is the key ingredient of a successful school and should be the top priority for Pupil Premium Spending. The implementation of the Empowerment approach will support staff to teach children to manage their behaviours by understanding the brain.</p>	<p>1,2, 3, 4, 5, 6</p>



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

Budgeted cost: £36,214.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Targeted phonics interventions will take place and these are proven to be more effective when held for regular sessions over a period up to 12 weeks. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Phonics Toolkit Strand EEF</p> <p>This will be delivered by our TAs trained in this programme twice/three times weekly.</p>	1,2,3,4,
Small group maths and writing interventions taught by qualified teacher for disadvantaged pupils who are not making expected progress.	<p>There is a significant evidence base indicating small group and individual tuition targeted at specific needs can be an effective method to support all pupils and especially low attaining pupils or those who have fallen behind.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,3,4,6
<p>Effective deployment of staff, Teaching Assistant and SEN TAs to support key children across all year groups in class and with small group/one to one interventions.</p> <p>Interventions include:</p> <ul style="list-style-type: none"> Precision Teaching Maths One to One reading Additional phonics Speech and Language programmes Reading Comprehension Groups Handwriting 	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1,2,3,4,6
To analyse summative assessment data and identify the children who require catch up and more targeted	These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made	1,2,3,4,6



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intervention. Closely monitored by SLT through termly pupil progress meetings	quick gains once they returned to school full time, so assessment needs to be ongoing, but manageable.'	
Regular monitoring of targeted interventions	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	

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

Budgeted cost: £44,844.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve attendance of some disadvantaged pupils</p> <p>School attendance officer phones families at 9am if pupil not in school and offers support.</p> <p>SLT works closely with attendance officer and pupils with low attendance are identified and protocols followed.</p> <p>SLT works with parents and pupils to discuss any barriers to the pupil not attending. Offer support to help raise attendance, implement parent workshops to support improving school attendance.</p>	<p>Attendance demonstrates that there is a reduction in absence for these targeted groups if:</p> <p>Attendance officer to monitor registers daily, make phone calls and home visits to chase up absences.</p> <p>Follow up phone calls with parents to establish any underlying issues that are impacting on attendance- these are then monitored with other key staff to ensure all pupils in school are attending daily. Letters written to parents and meetings held where persistent absence is identified.</p> <p>Paperwork completed for extended absences and children missing in education.</p> <p>To monitor attendance daily and respond with a range of measures to reduce absences</p> <p>To develop home / school links to positively impact on attendance of all pupils</p>	1,2,3,4,5,6,7
<p>To develop teachers and pupils understanding of metacognition and self-regulation by implementing whole staff CPD and develop this within the PSHE scheme of work over the next two years</p>	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1,2,3,4,5,6,7
<p>School Learning Mentors and ELSA, employed to deliver</p>	<p>On average, mentoring appears to have a positive impact on academic outcomes. The impacts of individual programmes</p>	1,2,3,4,5,6,7



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<p>1:1 and group session to offer a range of support:</p> <ul style="list-style-type: none"> ● emotional resilience for ● friendship /social skills ● zones of regulations ● support with anxieties and worries ● transition ● nurture provision <p>Senior Leaders (SLT) to liaise with parents and offer support for any concerns/problems.</p> <p>Help direct parents to outside agencies where appropriate</p>	<p>vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>School offer Forest School Provision for children across the school.</p>	<p>Pupils from years 1 to 6 will receive 1 term of Forest School in order for children to develop their self-esteem, creativity, confidence an independence. The children will have opportunities to take risks in a safe environment, explore and play.</p>	7
<p>SLT to undertake SMHL training and participate in Thoughtfull Campaign. Disseminate to a school team of teachers having a positive impact of pupils and staff:</p> <ul style="list-style-type: none"> ● training of staff including mental health CPD ● Resources in school for all stakeholders 	<p>EEF: There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.</p>	1,2,3,4,5,6,7
<p>The school subsidises and promotes a wide range of enrichment activities designed to contribute to a child's cultural capital.</p> <p>Many of these activities will be targeted towards disadvantaged children to ensure that they gain the maximum benefit from the school's offer:</p>	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a context for leaning and a stimulus</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic attainment</p>	1,2,3,4,5,6,7



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<ul style="list-style-type: none">• <i>Trips, residential trips</i>• <i>Book authors</i>• <i>Breakfast Club/Milk</i>• <i>Music/Sporting Events</i>		
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Total budgeted cost: £ 131,140.00



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.

Assessments for EYFS

69% percentage of all pupils achieved a good level of development (GLD) and only 20% of pupil premium pupils in the EYFS achieved a good level of development (GLD).

Key Stage 1 Assessments

Phonics: (Year 1 pupils)

88% of disadvantaged pupils passed the phonics screening test compared to 89% of all pupils who passed. This is an increase from last year.

Year 2 Teacher Assessment

	All Pupils Expected Standard	Pupil Premium Expected Standard
Reading	65	83
Writing	38	33
Mathematics	78	100
Combined (R,W & M)	38	33

Key Stage 2 Statutory Assessments

	All Pupils Expected Standard	Pupil Premium Expected Standard	All Pupils Greater Depth	Pupil Premium Greater Depth
Reading	71	59	29	6
Writing	73	59	8	0
SPAG	66	53	16	0
Mathematics	57	35	15	0
Science	79		N/A	
Combined (R,W & M)	53	29	7	0



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
National College Training for CPD	National Education Group
Literacy Shed	Ed Shed
Spelling Shed	Ed Shed
Testbase	Testbase
White Rose	White Rose Maths