

# Park Road Academy Primary Pupil Premium Strategy Statement 2021-2024



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 Road Academy Primary School
Number of pupils in school	233 205 inc. Nursery
Proportion (%) of pupil premium eligible pupils	10 (September 2023)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2022  2022-2023  2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Lowri Harrison
Pupil premium lead	Kirsty Morris
Governor / Trustee lead	Elinor Stanton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year; £1385.00 per pupil; October 2023 census numbers: 8 (3.79%)	£17,652.00
Recovery premium funding allocation this academic year; October 2023 Census numbers	£145.00 per pupil
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	£19,652.00

# Part A: Pupil Premium Strategy Plan

## Statement of intent

- *What are your ultimate objectives for your disadvantaged pupils?*

For all of our pupils in receipt of Pupil Premium we aim to address SEMH concerns within our tailored well-being offer and to ensure all children attend bespoke interventions. Offer increased reading opportunities via reading books matched to phonics and reading for pleasure and ensure children have access to high quality adult support through targeted intervention programmes. We expect all pupils (disadvantaged or not) to engage in all aspects of school life equally.

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

*This strategy plan ensures all children in receipt of pupil premium are supported and their progress is monitored. Children have access to a wealth of interventions and extra-curricular activities.*

*For our children this will also provide additional reading opportunities and additional intervention opportunities which will link to our on-line platforms to ensure families are involved in sharing targets and progress and achievements.*

## Challenges

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

Challenge number	Detail of challenge
1	Implementation of new SSP program to ensure all children are reading with fluency, build comprehension and vocabulary skills.
2	To close the progress gap between FSM and non-FSM in reading – FSM progress in 2022 was -1.6 in comparison to +3.5 progress. Raise the profile of reading and encourage reading on a regular basis at home.
3	The impact of COVID on social communication and life experiences and skills.
4	Wellbeing, mental health and pastoral factors which impact on progress and attainment.
5	Set routines at home and having a quiet environment to support learning at home through homework.

## 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
Children are fluent readers with secure comprehension skills with developed vocabulary.	Children are on age-related book bands. Children are able to use and apply vocabulary in context. Children develop retrieval and inference skills. Children read on a regular basis at home. Children enjoy reading.

High achieving children make expected or above progress at the end of the key stages in reading.	
Children are able to communicate with peers and adults confidently and are able to respond to social situations appropriately.	Children participate in life skills activities. Children attend social and communication interventions and other therapies.
Children have a sense of achievement from home-learning tasks. Parents/carers are confident in supporting children's home-learning and place a positive value on reading at home.	Children complete homework on a regular basis. Homework supports learning back in the classroom which contributes to progress and attainment.

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 Costs - £2,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching: Ongoing CPD to further develop phonics teaching and reading	<p>EEF(+5)</p> <p><i>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</i></p> <p>All staff have access to Little Wandle training – the school's preferred SSP programme. Staff have a secure knowledge and are confident in delivering phonics.</p> <p>Personalised training is tailored according to baseline assessment of previous knowledge for each staff member.</p> <p>Children in all year groups with phonological gaps are identified and interventions are in place delivered by fully trained Teaching Assistants.</p>	<p>3</p> <p>3</p>

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

Budgeted Costs - £14,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading for pleasure	<p>EEF (+6)  <i>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</i></p> <p>English lead and class teachers share recommended reads on a regular basis.</p> <p>Read-a-thon events organised for all children.</p> <p>Profile raised of class libraries with books of interest included for each specific cohort.</p> <p>Introduction of 'Bonding over Books'</p> <p>Children in receipt of PP receive a 'Keep Book' of their choice each half-term.</p>	3 5
Reading interventions	<p>EEF (+6)  <i>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</i></p> <p>Reading Fluency Checker to ensure all children are in receipt of the correct banded books.</p> <p>Key Stage Two Rapid Reading intervention to improve fluency, comprehension and vocabulary skills.</p> <p>'Keep Up' Little Wandle individual intervention.</p> <p>'Rapid Catch Up' Little Wandle small group or individual intervention.</p> <p>Little Wandle SEND programme with graduated approach.</p>	2 3

	<p>Dyslexia Gold is available to all children EYFS – Year 6</p> <p>Teaching Assistant Wave 3 trained in reading.</p>	
<p>Vocabulary (Teaching Assistant Interventions)</p>	<p><b>EEF (+4)</b> <i>Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The role can also include administrative support.</i></p> <p>Pre-teach vocabulary sessions</p> <p>Vocabulary rich working walls</p> <p>Vocabulary mats accessible throughout lessons</p> <p>Knowledge organisers shared with children, parents/ carers ahead of a unit of work</p> <p>Vocabulary progression document used to support the teaching of vocabulary in each year-group</p>	<p>2 3 5</p>
<p>To accelerate progress of pupil premium children who are making less than expected progress or working below age related expectations.</p>	<p><b>EEF (+4)</b> <i>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</i></p> <p>Small group 8/16-week tuition programmes with priority given to children in receipt of PP.</p> <p>Third Space Learning 1:1 maths tuition provided across the year to children in receipt of PP who are working below A.R.E.</p> <p>TA to support children in lessons to support progress and attainment.</p>	<p>2</p>
<p>Homework Club</p>	<p><b>EEF(+5)</b> <i>Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. Homework clubs can help to overcome these barriers by offering pupils the resources and support</i></p>	<p>1 6</p>

	<p><i>needed to undertake homework or revision. Broader evidence suggests that homework should not be used as a punishment or penalty for poor performance.</i></p> <p>Homework club implemented to support children to complete homework in a quiet and calm atmosphere, in addition to having a teacher available to support with the academic steps required to complete the homework tasks set.</p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing):**

**Budgeted Cost: £2,200.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with families	<p><b>EEF (+6)</b></p> <p><i>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. approaches and programmes which aim to develop parental skills such as literacy or IT skills, general approaches which encourage parents to support their children, for example reading or homework, the involvement of parents in their children's learning activities, more intensive programs for families in crisis.</i></p> <p>The consistent use of Tapestry to liaise/communicate with parents/carers to share achievements.</p> <p>Pupil Premium Lead holds termly meetings with parents /carers to discuss pupil progress and PHSCE development</p> <p>Parents' drop-in sessions to talk to the Pupil Premium and Wellbeing Lead once a half-term.</p> <p>Parents have a direct email address to the Pupil Premium Lead to share more sensitive information if they wish.</p> <p>Regular curriculum workshops held for parents/carers, free 'concrete' resources provided to support learning at home.</p> <p>As a school we have Three qualified Mental Health First Aiders to support children and their families.</p> <p>Signpost families to Trafford Commission services, such as: parenting courses, sleep tight services, Home Start, Trafford Sunrise, Support for anxiety and depression etc.</p> <p>Referral to Early Help when families are in crisis.</p>	1 5

<p>Opportunities for children to access extra-curricular activities, such as: music lessons, lunchtime clubs, educational visits and residential to support holistic learning and development.</p>	<p>Children in Year 1 – 5 have access to a weekly lunchtime sports club.</p> <p>Extra-curricular activities are funded for those in receipt of PP if parent/carers wish. Such as dance, drama, football.</p> <p>Educational visits are funded for children in receipt of PP at parents/carers request.</p> <p>Year 6 residential to Robinwood is funded for all children in receipt of PP.</p> <p>Rocksteady music lessons have bursary places for children in receipt of PP in Key Stage Two.</p>	<p>5</p>
<p>Holistic therapy</p>	<p>Strong pastoral offer across the school.</p> <p>Implementation of PHSCE curriculum from EYFS through to Year 6, which incorporates a mindfulness approach at the start of each session.</p> <p>School wellbeing dog visits school regularly and contributes to minimise feelings of isolation and alienation, encourages communication, provides comfort, decreases anxiety, helps children overcome speech and emotional disorders. Some children enjoy reading to our school dog, which improves confidence reading out loud whilst providing a calm environment which removes other distractions.</p>	<p>5</p>
<p>Provide opportunities to promote life skills, independence and social communication skills.</p>	<p>The pandemic impacted the opportunity for children to explore first-hand the world around them.</p> <p>We provide opportunities to explore the local area and facilities, educational visits are arranged and funded for children in receipt of PP to attend.</p> <p>Activities which promote social and communication skills are offered to children such as:</p> <p>Lego Therapy Social Communication from EYFS – Year 6 EYFS and Primary WellComm assessment and intervention activities</p> <p>Work alongside other professional to set targets for children who need support with preparing for adulthood.</p>	<p>1 4 5</p>

## Part B: Review of outcomes 2022-2023

Eight out of the nine (89%) of children in Years 1, Year 3, Year 4 and Year 5 are at Age Related Expectations (A.R.E) in Reading, Writing and Maths. Nine out nine (100%) of children are A.R.E in mathematics.

One out of two (50%) of children at the end of Key Stage Two made better progress in writing and maths in comparison to non-FSM & PP.

One out of two (50%) of children in receipt of PP achieved the expected standard in reading and maths and both children (100%) in writing.

One out of two (50%) children achieved a combined expected level in reading, writing and maths.

11 (100%) children accessed at least one therapy or intervention programme. One parent/carer shared;

## 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
Little Wandle Letters and Sounds	Collins
Dyslexia Gold	Engaging Eyes Limited
Reading Plus	Hybrid Learning

## Attainment and Progress Outcomes

<u>Assessment Point</u>	<u>School %</u>	<u>FSM/EYPP/PPG %</u> (1 Child)	<u>Diff +/-</u>
Phonics Screening	90%	90%	0

*We did not have children in receipt of FSM/ PPG for the academic year 2021-2022 in Year 2; therefore, we do not data to compare for End of Key Stage One.*

<b><u>Multiplication Tables</u></b> <b><u>Check Year 4</u></b>	<b><u>School % Full Mark</u></b>	<b><u>FSM/PPG %</u></b> <b>(3 Children)</b>	<b><u>Diff +/-</u></b>
25 Questions	90%	100%	+10

<b>End of Key Stage 2</b>	<b>EXS/GDS</b>	<b>School %</b>	<b>FSM/PPG %</b> <b>(2 Children)</b>	<b><u>Diff +/-</u></b>
Reading	Met Expected Standard	90%	100%	+10
	Greater Depth Standards	50%	50%	0
Grammar, Punctuation & Spelling (GPS)	Met Expected Standard	93%	100%	+7
	Greater Depth Standards	57%	100%	+43
Writing (TA)	Met Expected Standard	93%	100%	+7
	Greater Depth Standards	47%	50%	+3

Mathematics	Met Expected Standard	93%	50%	+43
	Greater Depth Standards	57%	50%	+7
Reading, Writing & Mathematics Combined	Met Expected Standard	92%	50%	-37
	Greater Depth Standards	42%	50%	+8
Science	Met Expected Standard	97%	100%	+3

	Park Road Progress Score	FSM/PPG	<u>Diff +/-</u>
Reading	+0.8	+1.6	+0.8
GPS	+3.2	+16.4	+13.2

Writing	+3.7	+9.4	+5.7
Mathematics	+2.8	+0.3	+0.2