

Pupil Premium Strategy Statement 2023-2024 - REVIEW



1. Summary information					
School	Parklee Community Primary School				
Academic Year	2023/2024	Total PP budget	£109615	Date of most recent PP Review	September 2024
Total number of pupils	300 (315 PAN)	Number of pupils eligible for PP	EYFS & Y1 – Y6 71	Date for next internal review of this strategy	End of Review Period September 2025

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
1	Behaviour i.e. pupils with specific social and emotional needs which impact on learning
2	SEND cognition and learning difficulties
3	Delayed speech and language
4	Fixed mind sets
5	Below and Significantly below age typical attainment on entry resulting in pupils not being 'School Ready'.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
6	Experiential deprivation
7	Attendance and punctuality

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3. Outcomes		Success criteria
In-school Barriers		
1	Behaviour i.e. pupils with specific social and emotional needs which impact on learning	Fewer behavioural issues logged. Children are resilient and emotionally strong. Identified children making expected rates of progress.
2	SEND cognition and learning difficulties	Improved pupil outcomes in Prime and Specific Areas in EYS and KS1 and Ks2. Improved parental engagement in areas of learning. Consolidation of learning and improved memory skills.
3	Delayed speech and language	Improved pupil outcomes in speaking and listening skills. Improved confidence. Identified PP children make accelerated progress and are in line with their Non-Disadvantaged peers.
4	Fixed mind sets	Improved pupil progress in reading, writing and maths. Increase in self-esteem and aspirations in children.
5	Below and Significantly below age typical attainment on entry resulting in pupils not being 'School Ready'.	Improved pupil progress in reading, writing and maths. Children retain key knowledge and facts in order to catch up and keep up.
External Barriers		
6	Experiential deprivation	Pupil questionnaires and interviews show that children enjoy their lessons and progress is being made in foundation subjects across KS1-2. Standards of conduct and behaviour for learning to be high.
7	Attendance and punctuality	Reduction in the number of persistent absentees who are eligible for PP. Overall PP attendance to be in line with the whole school target of 96%

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Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure effective implementation?	Staff Lead	Cost	Review
<p>TPC Therapy training for all staff. To upskill and empower our school team to support the mental health and well-being of our children. To give staff the understanding and the skills needed to embed a whole school trauma informed approach.</p>	<p>More frequent behaviour difficulties meaning pupils are less likely to achieve academic success. A trauma informed approach to behaviour has seen a reduction in behaviour incidents in and out of the classroom. Staff training and enhancing current practise in order to obtain the Trauma and Mental Health Diploma for school.</p>	<p>Staff training either in person or online.</p> <p>Monitor agenda minutes form TA meetings regarding impact of training.</p> <p>Agenda minutes from staff meetings and SLT meetings.</p>	<p>Headteacher Deputy Headteacher SENDCO</p>	<p>£250</p>	<p>TPC Therapy training completed whole school. Feedback from staff show increased confidence in using particular approaches in order to maintain positive relationships with children as per the behaviour policy.</p> <p>Trauma and Mental Health Diploma completed by two staff.</p> <p>Team organised for Emotional Friendly schools. Staff wellbeing on SIP – questionnaires termly show positive picture. Date for accreditation next year due to shortages with EP team.</p>
<p>Staff CPD - WELLCOMM training for EY and Ks1 staff. A complete speech and language play based toolkit to support children’s speech, language and communication development.</p>	<p>Weak language and communication skills when children begin school. Children do not have the breadth of vocabulary. In KS1 and KS2 struggle to use talk to explain themselves coherently.</p> <p>This has an impact on maths reasoning as well as English activities.</p>	<p>Lead staff member to undertake training.</p> <p>Assess children and group into levels of need.</p> <p>Complete Wellcomm interventions in order to raise S&L standards.</p>	<p>EYFS Lead KS1 Lead</p>	<p>£0</p>	<p>Wellcomm training completed by EYFS lead in 22/23. All children in EY, KS1 screened and intervention groups set up.</p> <p>Ks1 staff member completed training in Spring 24.</p> <p>Targeted children were identified in Autumn 2024 using the WELLCOMM screening tool, interventions to take place resulting in accelerated progress being made. Ks1 staff member to complete training in Autumn 2023. Next steps rolling out to KS2 for interventions</p>

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<p>Raise end of KS1&2 writing standards. Use of in school moderation to provide opportunities for professional discussions and development of staff.</p>	<p>An improved approach to writing teaching in Ks1 and Ks2. Further development of our English-centred schema with increasing cross curricular links. High quality teaching in order to develop writing skills through modelling and supported practice for all children. Opportunities for moderation across key phases in order to raise standards and develop staff knowledge and understanding of writing</p>	<p>Pathways to write implemented across school</p> <p>Book looks</p> <p>Writing review with school improvement partner</p> <p>Pupil interviews</p> <p>Moderation – across school and consortia</p>	<p>E. Goulding SLT All staff</p>		<p>Pathways has been implemented – teacher’s confidence is high and it is showing impact in books.</p> <p>Writing review was positive with steps to improve – implemented by English lead</p> <p>Moderation shows good standardisation across year groups and across the consortia working in groups of similar schools to develop an agreed list of objectives.</p>
<p>Implement ‘Bug Club Phonics’ scheme and resources to embed high quality phonics teaching within EYFS and KS1. Use ‘Bug Club Phonics’ as an intervention tool for targeted children in lower KS2.</p>	<p>An improved approach to phonics teaching in Reception and KS1. Phonics has a positive impact overall with very extensive evidence and is an important component in the early development of early reading skills; particularly for children from disadvantaged backgrounds.</p>	<p>Termly progress assessments.</p> <p>Phonics booster sessions delivered consistently for lowest 20% of readers</p>	<p>Phonics Lead All Staff</p>	<p>£1,550</p>	<p>Standard raised using phonics interventions for the lowest 20% of readers to accelerate progress and reduce the gap with their non-disadvantaged peers.</p> <p>Y1 PSC 80% pass</p> <p>Y2 PSC 89% pass</p>
<p>Improve early reading outcomes for disadvantaged pupils in KS1 through the</p>	<p>Improved pupil outcomes in reading, writing and phonics.</p>	<p>Progress points check Aut 3, Spr 2 and Sum2 (min exp)</p>	<p>Headteacher KS1 Staff</p>	<p>£6800</p>	<p>1:1 reading and small group interventions continues to have positive impact</p>

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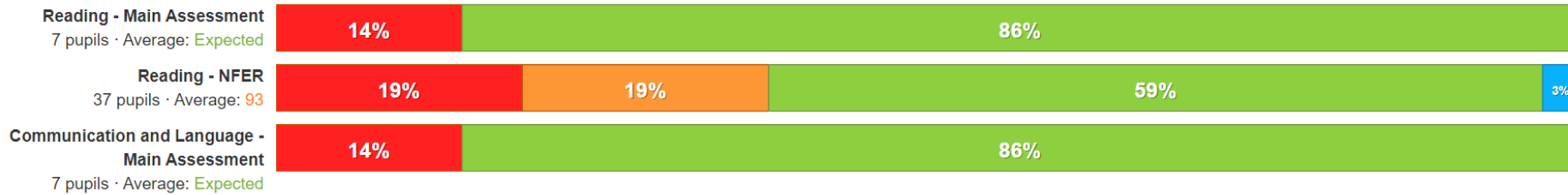


<p>delivery of small group and 1:1 phonics intervention and resources.</p>	<p>Improved confidence for pupils in early phonics and reading.</p>	<p>Book monitoring – standards and progress</p> <p>Pupil Interviews</p> <p>External evaluation-SIP</p>			<p>Reading & Phonics remain a high priority in school next year to continue to build on the positive impact in 23/24</p>
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Attainment Overview for Pupils (from 2023-2024) in Years R–6, who are disadvantaged - 2023-2024 Summer

Print

Legend ■ Pre Phase ■ Working Towards ■ Working At/Secure ■ Greater Depth ■



Progress Overview for Pupils (from 2023-2024) in Years 1–5, who are disadvantaged – 2023-2024 Autumn to 2023-2024 Summer NFER

Print

Legend ■ Below Expected ■ Expected Progress (0.0) ■ Above Expected ■



Progress Overview for Pupils (from 2023-2024) in Year 6, who are disadvantaged – 2023-2024 Autumn to 2023-2024 Summer SAT Scaled Score

Print

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected



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<p>Contribution to SEND Teaching Assistant to work with identified pupils throughout school to diminish differences between the progress of disadvantaged pupils when compared to non-disadvantaged pupils in phonics, writing and EGPS</p>	<p>Improved pupil outcomes in Prime and Specific Areas in EYFS and KS1 and Ks2.</p> <p>Improved parental engagement in storytelling and early reading.</p> <p>Consolidation of learning.</p> <p>Improved memory skills.</p>	<p>Progress points check Aut 3, Spr 2 and Sum2 (min exp)</p> <p>Book monitoring – standards and progress</p> <p>Pupil Interviews</p> <p>External evaluation SIP -Termly</p>	<p>SENDCO</p> <p>EYFS / KS1</p> <p>EYFS / KS1 HLTA</p> <p>Assessment Lead</p>	<p>£32,000</p>	<p>Teachers to pinpoint gaps in learning and plan corresponding lessons in order to plug gaps.</p> <p>Assessment tracking system helped to support identified groups and measure progress.</p> <p>Successful reading meetings and reading breakfasts to promote love of reading</p> <p>SEN parents evenings with double the amount of time</p>
<p>Contribution to HLTA to work with identified pupils and an outside agent on the development of pupil self-regulation their behaviour and developing healthy minds and bodies in order to remove barriers to learning.</p>	<p>Improved pupil outcomes in reading, writing and maths</p> <p>1:1 and/or small group intervention planned to cater for individual needs.</p> <p>Pre-teaching to prepare pupils for future learning in order to give confidence</p>	<p>Progress points check Aut 3, Spr 2 and Sum2 (min exp)</p> <p>Book monitoring – standards and progress</p> <p>Pupil Interviews</p> <p>External evaluation SIP -Termly</p>	<p>SLT</p>	<p>£21,000</p>	<p>Close links with the CAMHS link worker to flag up children who are struggling with mental health</p> <p>Weekly counsellor</p> <p>Assemblies linked to well-being</p> <p>Introduction to zones of regulation</p> <p>Safeguarding and mental health ambassadors</p>

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<p>Employment of Learning Mentor to work with identified pupils with emotional, social, behavioural and attendance barriers to learning. To provide social, emotional and behavioural intervention and support for both pupil and their family unit through engagement with outside agencies and Early Help meetings.</p>	<p>Provide dedicated time and support, either 1:1 or in a small group, to help build emotional development.</p> <p>Improve self-esteem, social skills and the behaviour of identified pupils</p> <p>Raise attendance data with key focus on reducing persistent absence of vulnerable groups</p>	<p>Half termly attendance data checks – target 95% and above</p> <p>Reports to parents termly</p>	<p>Deputy Headteacher</p> <p>Learning Mentor</p>	<p>£25000</p>	<p>Profile cognitive development and behaviour via Boxall.</p> <p>Continue to monitor behaviour incidents and implement trauma informed/ behavioural strategies.</p> <p>Track behaviour and look for trends</p> <p>Meetings termly with attendance service to gather evidence on vulnerable groups</p> <p>Continue to update and monitor internal CPOMS tracking system.</p>
<p>Milk and toast subsidy to encourage pupil premium to adopt healthy lifestyles and be prepared for learning.</p>	<p>Consolidation of learning</p> <p>Pre-teaching to prepare pupils for future learning in order to give confidence</p> <p>Improved pupil outcomes and confidence in reading, writing, EGPS and maths</p>	<p>Progress points check Aut 2, Spr 2 and Sum2 (min exp)</p> <p>Book monitoring – standards and progress</p> <p>External evaluation SIP -Termly</p>	<p>Headteacher</p>	<p>£6,150</p>	<p>The cost of toast was reduced last year and volunteers from the school community have been assigned to collect and deliver the bread to school in order to erase any delivery costs.</p> <p>Concerns raised around amount of children wasting toast and not eating it. Will carry out further investigations about if this is having an impact.</p>
<p>Funding for School Counsellor from WFWS to assist in promoting healthy minds, growth mind sets and emotional wellbeing.</p>	<p>Improved mental health and well being for pupils.</p> <p>Improve self-esteem, social skills and the behaviour of identified pupils</p>	<p>Half termly attendance data checks – target 96% and above</p> <p>Reports to parents termly</p>	<p>Headteacher</p> <p>SENCO</p>	<p>£5,460</p>	<p>Continue to profile cognitive development and behaviour via Boxall. Ensure reviews are carried out routinely to measure progress.</p> <p>Continue to monitor behaviour incidents and</p>

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					implement trauma informed/ behavioural strategies. Counselling to continue.
Improve attendance and punctuality for children eligible for PPG funding through involvement of the attendance service (Wigan LA).	Raise attendance data with key focus on reducing persistent absence of vulnerable groups.	Half termly attendance data checks – target 96% and above	Headteacher Learning Mentor EWO by back support Attendance Officer	£2084 £668	Attendance is 95% - in line with national and above LA data Letters/fines to be sent out to parents regarding taking term time holiday – not authorised. Continue to monitor closely children who are consistent none attenders Attendance monitoring will continue to remain a high priority in school next year. Termly meetings to be put into action with LA inclusion service to support caseloads of severe/persistent absentees.
CPOMS - Online system in school for staff to monitor and report concerns regarding wellbeing, safeguarding and behaviour.	Frequent behaviour difficulties has meant it is essential that we know our children and can spot triggers which will affect learning. We aim to ensure this online monitoring system is used by all staff to report and highlight concerns.	Continue implementation of training – whole staff. Staff to monitor on a frequent basis.	Headteacher SENDCO Learning Mentor All staff	£950	Positive impact on whole school. All member of staff able to access and input information of concern onto system. Will continue to implement next year.

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Educational Psychologist	26% of pupils with SEND compared to 14.7% national. 26% of our children require SEN support with 4% on an EHC Plan.	Staff training to support early identification. Monitor assessment tracking system regularly.	Headteacher SENDCO	£4988	School has implemented an increase in EP hours in order to support more children, staff and families. Continue with the increase in EP hours next year and continue to monitor and review as an ongoing priority.
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Review Date (September 2023)

<p><u>Disadvantaged pupil performance overview 2023-2024</u></p> <p>KS2 Attainment (End of Y6)</p> <p>Combined Reading – 67% Writing – 60% (1/15% GDS) Maths – 47%</p> <p>Progress Combined Reading +7.6 Writing +0.7 Maths +5.3</p>
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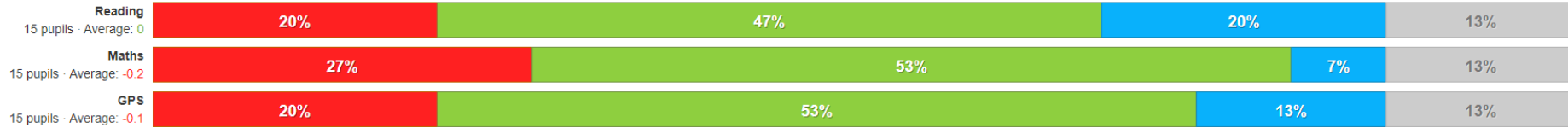
Disadvantaged – 15 (4 of which are SEND boys including 2 EHCP and 1 in year admission)

End of Y4 NFER – End of Y6 SATS

Progress Overview for Pupils (from 2023-2024) in Year 6, who are disadvantaged – 2021-2022 Summer NFER to 2023-2024 Summer SAT Scaled Score

Print

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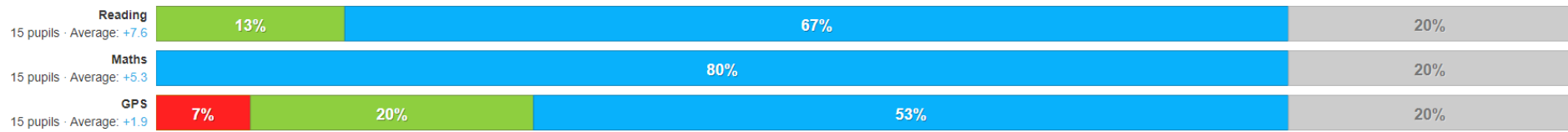


Autumn Y6 – Summer Y6

Progress Overview for Pupils (from 2023-2024) in Year 6, who are disadvantaged – 2023-2024 Autumn to 2023-2024 Summer SAT Scaled Score

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Attainment Overview for Pupils (from 2023-2024) in Years 1–5, who are disadvantaged - 2023-2024 Summer - NFER

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