

Pupil Premium 2020-2021



THE PARKGATE ACADEMY
LABOR OMNIA VINCIT

Pupil Premium Spending Current Academic Year

SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 2020	Date of next pupil premium review:	January 2021
Total number of pupils:	326	Total pupil premium budget:	£173,505
Number of pupils eligible for pupil premium:	129	Amount of pupil premium received per child:	£1345

STRATEGY STATEMENT

In line with the EEFs recommendations, The Parkgate Academy takes a tiered approach to spending the funding. Teaching is the top priority; however, we recognise that children also need support in non-academic factors to improve attendance, to support behavioural, social and emotional needs and to raise aspiration.

This year Parkgate have celebrated significant achievements:

- All children have made progress in speaking, listening and attention in EYFS
- EYFS staff are able to accurately identify children with SLCN and can intervene using strategies to support children's needs
- The outcomes for speech and language showed that in all areas (Impairment, Activity, Social Participation and Wellbeing) the percentage increase was higher than that of decrease or scores staying the same.

- In the children that took part in Speech and Language Therapy, 80% of pupils scores increased from where they began in Social Participation.
- Class sizes of less than 20 for all core subjects have positively impacted on progress and attainment, leading to a dramatic increase in the 2018-2019 Year 6 SATs results - 74% combined (Children in receipt of PP - 61%) ***No data for 2019-2020 academic year due to COVID-19***
- KS1 45% & KS2 52% of children in receipt of Pupil Premium attended our free after school clubs in the 2019-2020 year to March before lockdown
- Breakfast club attendance is increasing

The Parkgate leadership team evaluate and reflect to identify any areas for development. The developments for this year are –

- Continue to have class sizes less than 20 for core subjects
- Provide CPD opportunities to support staff in raising attainment
- Aim for 100% of children to attend an after school club
- Provide wrap around care to ensure the highest quality of care is available for children

The core approaches Parkgate implement are –

- Intervention in the Early Years
- Enrichment of the curriculum to broaden cultural experiences and further develop vocabulary
- Reduction in class sizes as a quality first teaching strategy
- Develop out of school provision to facilitate improved attendance and school readiness

The desired outcomes from these approaches are -

- Improved oral language
- Children's vocabulary and understanding increases
- Access to wider curriculum and cultural learning opportunities
- Focussed phonics teaching leads to increased skills in line with peers nationally
- To improve outcomes for pupils with anxiety and low emotional resilience through development of emotional health and wellbeing

2018-19 Assessment information **** No data for 2019-2020 academic year due to COVID-19****

EYFS			
	Pupil Premium	All	Difference
Good level of development (GLD)	50%	50%	0%
Reading	50%	50%	0%
Writing	50%	50%	0%
Number	50%	55%	-5%
Shape	50%	52%	-2%

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP	All	National average
44%	58%	82%

END OF KS1			
	Pupil Premium	All	Difference
% achieving expected standard or above in reading, writing and maths	N/A	N/A	N/A
% achieving expected standard or above in reading	45%	59%	-14%
% achieving expected standard or above in writing	55%	62%	-7%
% achieving expected standard or above in maths	55%	59%	-4%

END OF KS2			
	Pupil Premium	All	Difference
% achieving expected standard or above in reading, writing and maths	61%	74%	-13%
% achieving expected standard or above in reading	72%	77%	-5%
% achieving expected standard or above in writing	83%	87%	-4%
% achieving expected standard or above in maths	78%	87%	-9%
% achieving expected standard or above in GPS	94%	97%	-3%

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low levels of CLLD on entry to EYFS
B	Low levels of social and emotional development on entry
C	Limited exposure to texts/literature outside of school

ADDITIONAL BARRIERS

External barriers

D	Home learning environment
E	Attendance and punctuality
F	Equal access to curriculum enrichment opportunities

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Improved oral language	<ul style="list-style-type: none"> ➤ Staffing is in place and leads to good progress in language and communication for this group of children. ➤ A timetable is in place ensuring children receive significant 1:1 support. ➤ Monitoring demonstrates that children are engaged with multiple opportunities for supported talk.
B	To improve outcomes for pupils with anxiety and low emotional resilience through development of emotional health and wellbeing.	<ul style="list-style-type: none"> ➤ All groups for maths and English are below 20 pupils ➤ Identified children will attend Think children to support their well-being ➤ EVOLVE tool will track children's well-being and highlight areas for development ➤ outside agencies will become involved when necessary

C	Children are exposed to quality texts leading to increased vocabulary and understanding of text.	<ul style="list-style-type: none"> ➤ Weekly, targeted Y6 small group intervention with a focus on fluency and vocabulary skills leads to progress in reading ➤ Exposure to quality texts will enthuse children to read more frequently ➤ 1:1 reading will develop fluency skills in reading and lead to increased understanding ➤ New early reading approach introduced. Children to read decodable phonics books to aid reading progression. ➤ Children banded based upon reading level and exposed to more time reading with an adult per week. ➤ Reading is tailored towards individual children and is personalised to their reading need.
D	Access to wider curriculum and cultural learning opportunities	<ul style="list-style-type: none"> ➤ Children access sport sessions to improve their health and wellbeing. ➤ Pupils are offered the opportunity to excel at non-core subjects ➤ Core strength and coordination are developed, leading to improved fine and gross motor skills ➤ Participation in residential and other visits increases so that attendance is close to 100%. ➤ A range of clubs provided for. Books and biscuits, guitar and Lego club provided.

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
A. Provide additional members of staff in Foundation Stage to support target children in oracy.	<p>Children will speak clearly and process speech sounds</p> <p>Good progress of language and communication</p> <p>SALT, 2 x TA £54000</p>	EEF Toolkit: Early years intervention Speech and Language Therapist guidance and training opportunities	<p>Employed SALT delivers specialist and targeted support</p> <p>SALT delivers CPD to EYFS staff</p> <p>Interventions are monitored by SALT and actions set</p> <p>Monitoring shows staff are implementing the principles of training through intervention</p> <p>The outcomes for SALT showed that in all areas (Impairment, Activity, Social Participation and Wellbeing) the percentage increase from starting point was higher than of decrease or score staying the same.</p> <p>In the children that took part in SALT, 80% of pupils scores increased from where they began in their social participation.</p>	<p>Amanda Clifford (Language Lead)</p> <p>Holly Godley (SALT)</p>	Half-termly

<p>B. Class sizes for core subjects to be less than 20 to ensure personalised learning</p>	<p>Setting and targeted grouping leads to accelerated learning Children develop skills in the characteristics of learning 3 Additional NQTs & TA £102 000</p>	<p>EEF Toolkit: Reducing class sizes <i>Anna Freud Measuring and monitoring children and young people's mental wellbeing: A toolkit for schools and colleges</i> <i>EYFS Profile</i></p>	<p>Pupil Progress meetings Monitoring of teaching and learning Analysis of data Appraisal</p>	<p>Kerry Chadburn (Principal)</p>	<p>Half-termly</p>
<p>C. Increased vocabulary through enrichment of the curriculum and broadened cultural experiences</p>	<p>Increased vocabulary development Improved progress in reading attainment £4500 (SALT already accounted for)</p>	<p>EEF Toolkit: Oral Language Intervention Speech and Language Therapist guidance and training opportunities</p>	<p>Teaching and learning observations Pre & post assessments Monitoring opportunities</p>	<p>Evie Scarborough (EYFS Lead) Phoebe Eyre (English Lead)</p>	<p>Termly</p>

<p>D. Provide funding to minimise costs of opportunities for all</p>	<p>Provision is well-attended and targeted pupils are accessing this Attendance of targeted pupils improves at key points Children’s access to sport improves health and well-being Pupils excel at non-core subjects After school clubs and subsidised residential £7500</p>	<p>EEF Toolkit: Social and Emotional learning EVOLVE Toolkit</p>	<p>SLT to discuss spending, impact and sustainability Monitoring of provision</p>	<p>Kerry Chadburn (Principal) Reece Davy (Vice Principal)</p>	<p>Termly</p>
<p style="text-align: right;">Total budgeted cost:</p>					<p>£168 000</p>

Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
A. Employ a SALT to target specific need	Children will speak clearly and process speech sounds Oral language skills will develop in line with age Staff will receive quality CPD (Previously costed £10260)	EEF Toolkit: Early years intervention <i>NHS Language Lead Continuum (February 2019)</i> National Literacy Trust <i>Language unlocks reading: supporting early language and reading for every child</i>	Vice Principal to monitor Weekly meetings to set actions Pupil Progress meetings to ensure accountability	Amanda Clifford (Language Lead)	Half –termly
B. EVOLVE tool to track children's well-being	Children's needs will be identified and supported All children will develop emotional resilience £800	Anna Freud <i>Measuring and monitoring children and young people's mental wellbeing: A toolkit for schools and colleges</i>	Termly analysis of data by teachers Appropriate intervention planned	Reece Davy (Vice Principal) Rebecca Stanford (SMSC Coordinator)	Termly
B. Think Children sessions to attended by identified children	Children's well-being will be supported and developed; therefore, supporting their readiness and resilience £5140	EEF Toolkit: Social and Emotional learning EVOLVE Toolkit Anna Freud <i>Measuring and monitoring children and young people's mental wellbeing: A toolkit for schools and colleges</i>	Principal to monitor impact	Kerry Chadburn (Principal)	10 week blocks
Total budgeted cost:					£5940

Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
B. Release staff half-termly for transition planning and Release time for Home Visits	Children are school ready on entry and demonstrate improvements in terms of the characteristics of effective learners at key transition points. £1350	EEF Toolkit: Early Years Intervention	Action plan to inform next steps after meetings Pupil Progress meetings Smooth transition Parent/ Carer feedback	Evie Scarborough (EYFS Lead) Amanda Clifford (F1 Lead)	Termly
D. Provide out of school provision to facilitate improved attendance and school readiness	Enhanced provision is in place for before and after school The provision is well-attended and targeted pupils are accessing this Attendance of targeted pupils improves at key data points. £5000	EEF Toolkit: Extending School Time	Attendance and behaviour Lead to monitor attendance and behaviour incidents PE Lead and ASC Lead to monitor provision	Reece Davy (Vice Principal) Chloe Brock Taylor/Aimee Grozier (PE Leads) Chloe Hoskins (ASC Lead)	Half-termly
Total budgeted cost:					£6350

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR				
Total amount: £161,040				
Quality of teaching for all				
Action	Intended outcome	Impact	Lessons learned	Cost
Weekly, targeted Y6 small group intervention with a focus on fluency and vocabulary skills	<p>Children's fluency skills in mathematics will increase, positively impacting on progress and attainment.</p> <p>Children's vocabulary skills will increase, positively impacting on progress and attainment.</p>	<p>The gap is -5%</p> <p>61% attained combined RWM standard</p>	<p>Vocabulary must still be a focus on the 2020-2021 strategy</p> <p>Small group interventions impacted positively on progress</p> <p>KEEP</p>	£4100
To ensure that all groups for Maths and English are below 20 pupils to enable a high degree of personalised learning.	<p>Ratios have improved to allow staff to carry out individual interventions and deliver high quality feedback.</p> <p>Setting and targeted grouping successfully established across school leading to accelerated progress in these subjects.</p> <p>Pupils identified through target setting make accelerated progress across ability groups.</p>	<p>Children make good progress from their starting points in F1.</p> <p>See KS2 data</p>	<p>Children make improved progress each year</p> <p>Children's needs are met by personalised learning opportunities</p> <p>KEEP</p>	£84000

Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost
Speech and language therapist and trained staff in F1 and F2 to facilitate personalised intervention to embed and develop communication skills.	<p>Staff will receive training on how to identify speech and language difficulties</p> <p>Monitoring shows staff are implementing the principles training through intervention</p> <p>Monitoring shows accelerated progress for targeted pupils with skills in giving-attention, listening and talking;</p> <p>Monitoring demonstrates that tailored support leads to the engagement of hard to reach pupils.</p>	<p>All children have made good progress in speaking, listening and attention in EYFS</p> <p>EYFS staff are able to accurately identifying children with SLCN and can intervene using strategies to support children's needs</p>	<p>Low levels of CLLD is historical</p> <p>Continue to employ SALT</p> <p>Continue to offer staff quality CPD</p> <p>KEEP</p>	£54000
Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost
To ensure high quality transition into and from EYFS in conjunction with Two-year old unit	Children are school ready on entry and demonstrate improvements in terms of the characteristics of effective learners at key transition points.	Monitoring demonstrates that tailored support leads to the engagement of hard to reach pupils.	<p>Transition is smooth and supports the individual needs of pupils</p> <p>KEEP</p>	£1350

<p>To create a subsidised breakfast club</p>	<p>The provision is well-attended and targeted pupils are accessing this</p> <p>The attendance of targeted pupils improved at each data point</p>	<p>Attendance of children in receipt of PP is exactly the same (94.6%) as non PP which shows no disparity.</p>	<p>Children enjoy breakfast club</p> <p>Parents frequently use the service</p> <p>KEEP</p>	<p>£10300</p>
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