

Pupil premium strategy statement

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	The Parkgate Academy
Number of pupils in school	365
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2018-2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kerry Chadburn
Pupil premium lead	Phoebe Eyre
Governor / Trustee lead	Sue Trentini

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£179,124
Recovery premium funding allocation this academic year	£18,705
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	£197,829

Part A: Pupil premium strategy plan

Statement of intent

Our Mission is to improve the communities we serve for the better. We strive for our children to develop a strong work ethic, become reflective, resourceful, resilient, be good at building and forming relationships, as well as possessing the ability to take calculated risks in life. Setting high standards in all aspects of school life is key to our children achieving their full potential. Our intention is that all children make good progress; no underperforming groups. This underpins the focus of our Pupil Premium Strategy.

Small class sizes, leading to high quality teaching, ensures that outcomes improve for all learners, including disadvantaged learners. Reducing class sizes allows teachers to have higher quality interactions with pupils and personalise learning from carefully identified gaps. Small class sizes allow different teaching approaches and ensure feedback and responsive teaching takes place through carefully planned guided groups. Our intention is that attainment for all will be sustained and developed to ensure all children make progress and the difference is diminished between disadvantaged and non-disadvantaged pupils.

Our strategy supports education recovery by providing 1:1 tuition for children who have been identified as needing extra support. Carefully planned interventions are targeted at specific pupils who are identified as having low prior attainment or gaps in knowledge and understanding, using information gathered from diagnostic assessments. The effectiveness of intervention is monitored closely to ensure maximum impact.

Speech and Language intervention improves listening, narrative and vocabulary skills. As early intervention has great potential to narrow the gap, our strategy ensures all children with speech and language difficulties are identified in good time and intervention is carefully planned and delivered by trained staff and professionals. This has proven to be valuable in the development of communication and language skills in EYFS.

Challenges

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

Challenge number	Detail of challenge
1	Assessment by a trained Speech and Language Therapist and observation and assessment undertaken by teachers and the Speech and Language Lead identified underdeveloped Language and Communication skills. Although the case load is mainly children in the EYFS, other year groups have instant access to support, should they have any concerns.
2	Pupil interview and relationships with families identified limits in life experiences and enrichment opportunities.
3	Assessment, observation, CPD opportunities and discussions identified the need to develop reading fluency skills further so all children can access the curriculum and become competent readers and writers.
4	Assessment, observation and marking and feedback opportunities identified limited understanding of basic number skills across school.
5	Observation, outside agency referrals and an increase in mental health and emotional support suggest some of our disadvantaged pupils need support to ensure they are motivated, engaged and ready to learn.

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
Progress in Reading	All children make good or better progress and achieve national average attainment in KS2 Reading
Progress in Writing	All children make good or better progress and achieve national average attainment in KS2 Writing
Progress in Mathematics	All children make good or better progress and achieve national average attainment in in KS2 Maths
Progress in Phonics	All children make good or better progress and achieve national average attainment in PSC
Progress in Communication and Language	All children make good or better progress and achieve GLD in all areas linked to communication

Children are prepared for learning and their next Key Stage	Children will be resilient and emotionally ready for learning. Children have gained the necessary skills and experiences to be on track academically and ready for their next Key Stage
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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: £112,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language Intervention - NELI	Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk)	1, 3
SALT	36.7% of SALT case load are in receipt of pupil premium funding Supported by Early Years Toolkit	1, 3
CPD delivered by onsite SALT	Teachers' continuing professional development EEF (educationendowmentfoundation.org.uk)	1, 3
To ensure class sizes of less than 20 children for all core subjects.	Reducing class size EEF (educationendowmentfoundation.org.uk)	1, 3, 4
Phonics CPD	Teachers' continuing professional development EEF (educationendowmentfoundation.org.uk)	1, 3

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Phonics Additional Practice	2. Targeted academic support EEF (educationendowmentfoundation.org.uk)	1, 3
Reading intervention in KS1/2 for children who are not attaining expected standard	See above	1, 3
Year 6 tutoring	2. Targeted academic support EEF (educationendowmentfoundation.org.uk)	1, 3, 4
SALT intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 3

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA training and delivery	About Us - ELSA Support (elsa-support.co.uk)	5
Attendance Officer	3. Wider strategies EEF (educationendowmentfoundation.org.uk)	2, 5
THINK Children	See above	5
MHST	See above	5
Lunchtime Emotional Support	See above	5
Increased opportunities for life experiences	See above	2

Total budgeted cost: £202,000

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 2020 to 2021 academic year.

****No current reported data due to COVID19****

2018-2019 data

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%

There has been an impact, in various ways, on every child during lockdown. However, using staff to offer 1:1 tuition to parents and children, through remote education opportunities, supported children with learning the curriculum objectives in the core subjects. Staff spent time communicating with families and the Pastoral Lead and SENCO supported vulnerable families with needs other than academic.

School opened to 147 (44%) vulnerable pupils and 37 pupils of critical/key workers. Of this number, 75 pupils were eligible for Pupil Premium funding and 25 on the SEND register. The curriculum was broad and matched the remote learning offer, to ensure the gap did not widen. Children were taught in groups of no more than 8 and children with additional needs, who were eligible to attend, had extra provision.

Children were offered extra transition back to school which increased staffing need. This resulted in the majority of children returning to school with a positive attitude and ready to learn. Children who were identified as needing extra emotional support were offered appropriate strategies by teachers, the SENCO, Pastoral Lead and SLT.

EYFS staff are able to accurately identify children with SLCN and reported concerns to the SALT who supported parents and offered CPD to staff. Resources were made and sent out to families who were unable to access activities due to lack of resources. Upon return, language and communication was identified as an urgent need in EYFS and continues to be a priority in school.

Attendance at breakfast club of children in receipt of Pupil Premium is exactly the same (94.6%) as non-PP which shows no disparity. Breakfast club numbers declined due to the guidance during lockdown but was offered to vulnerable children and children of Key Workers. The number has now increased and continues to be a focus of spending of this strategy.

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
Sound!Start Phonics (resources)	Sound!Start
Scholastic Reading Pro	Scholastic
Times Table Rockstars	TT Rockstars
White Rose Premium Resources	White Rose Maths
SALT	Holly Harris

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Additional adults to support within year groups. Pastoral lead support interventions.
What was the impact of that spending on service pupil premium eligible pupils?	All children made good progress. All children's attendance was 97% or above.