

# 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	361
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Reece Davy
Pupil premium lead	Phoebe Eyre
Governor / Trustee lead	Sue Trentini

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,470
Recovery premium funding allocation this academic year	£17,690
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	£200,000

## 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 objective 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	<a href="https://educationendowmentfoundation.org.uk">Nuffield Early Language Intervention   EEF (educationendowmentfoundation.org.uk)</a>	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	<a href="https://educationendowmentfoundation.org.uk">Teachers' continuing professional development   EEF (educationendowmentfoundation.org.uk)</a>	1, 3
To ensure class sizes of less than 20 children for all core subjects.	<a href="https://educationendowmentfoundation.org.uk">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a>	1, 3, 4
Phonics and Early Reading CPD	<a href="https://educationendowmentfoundation.org.uk">Teachers' continuing professional development   EEF (educationendowmentfoundation.org.uk)</a>	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
Phonics Additional Practice	<a href="https://educationendowmentfoundation.org.uk">2. Targeted academic support   EEF (educationendowmentfoundation.org.uk)</a>	1, 3
Reading intervention in KS1/2 for children who are not attaining expected standard	See above	1, 3
Year 5/6 tutoring	<a href="https://educationendowmentfoundation.org.uk">2. Targeted academic support   EEF (educationendowmentfoundation.org.uk)</a>	1, 3, 4
SALT intervention	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	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	<a href="https://elsa-support.co.uk">About Us - ELSA Support (elsa-support.co.uk)</a>	5

Attendance Officer	<a href="https://www.educationendowmentfoundation.org.uk">3. Wider strategies   EEF (educationendowmentfoundation.org.uk)</a>	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: £200,000**

## 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 2021 to 2022 academic year.

#### 2021-22 KS2 Data Outcomes

Subject	PGA PP	LA	Difference
SPaG	75.0	57.2	+17.8
Reading	58.3	60.7	-2.4
Mathematics	58.3	53.4	+4.9
Writing	75.0	55.7	+19.3
Combined	50.0	41.9	+8.1

PGA Pupil Premium (PP) children achieved higher than the Local Authority (LA) in SPaG, Maths, Writing and combined (RWM). In Reading, the difference equated to one child.

Intended Outcome	Impact
Progress in Reading	<ul style="list-style-type: none"> <li>Pupils achieved mostly in line with non-PP children in all year groups.</li> <li>PP pupils made good or better progress from their starting points.</li> </ul>
Progress in Writing	<ul style="list-style-type: none"> <li>Pupils achieved mostly in line with non-PP children in all year groups.</li> <li>PP pupils made good or better progress from their starting points.</li> </ul>
Progress in Maths	<ul style="list-style-type: none"> <li>Pupils achieved mostly in line with non-PP children in all year groups.</li> <li>PP pupils made good or better progress from their starting points.</li> </ul>
Progress in Phonics	<ul style="list-style-type: none"> <li>Pupils achieved mostly in line with non-PP children in all year groups.</li> <li>PP pupils made good or better progress from their starting points.</li> </ul>

Progress in Communication and Language	<ul style="list-style-type: none"> <li>• Pupils achieved mostly in line with non-PP children in all year groups.</li> <li>• 7/8 made good progress that requires either less or no further support.</li> <li>• Less children require support from SLT.</li> </ul>
Children are prepared for learning and their next Key Stage	<ul style="list-style-type: none"> <li>• Internal monitoring shows children to be more resilient and emotionally ready for learning within their new year groups and key stages.</li> <li>• Pupils achieved mostly in line with non-PP children in all year groups.</li> </ul>

## 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
White Rose Premium Resources	White Rose Maths
Master the Curriculum Resources	Master the Curriculum
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?	<p>Additional adults to support within year groups.</p> <p>Pastoral lead support interventions.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>All children made good progress.</p> <p>All children's attendance was 97% or above.</p>