

Pupil premium strategy statement 2022-2023 Parkside Academy

This statement details our school's use of pupil premium 2022-2023 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	Parkside Academy
Number of pupils in school	Reception-Y6 106/222 48% EYPP (Pre school and Nursery) 24/61 39%
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	Summer 2023
Statement authorised by	Mrs Walker
Pupil premium lead	Mrs McCowen
Governor / Trustee lead	Laura Kendall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,885
EYPP funding for academic year	£4,104
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£149,989

Part A: Pupil premium strategy plan

Statement of intent

Our School Vision

At Parkside Academy our children are at the heart of everything we do. We believe every child deserves the best start in life. Through nurturing our children's curiosity, potential and experiences we will develop their love of learning and their ability to embrace the challenges of the future.

To make our vision real we will

- 🌱 Care for and nurture our children in a happy, safe, and stimulating environment developing trusting and respectful relationships with everyone in our school community.
- 🌱 Develop positive attitudes to learning so that each child can achieve to their highest ability.
- 🌱 Inspire our children's love of learning through an exciting, challenging and creative curriculum which draws on memorable opportunities within school as well as providing experiences beyond the classroom.

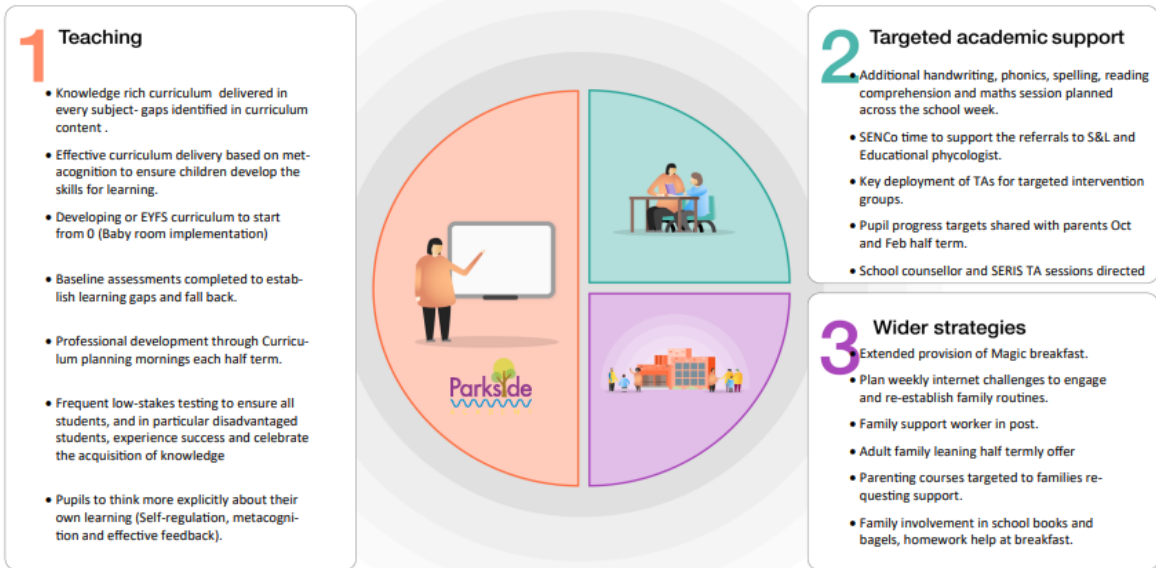
Overview

The Pupil Premium funding that is received by the school annually is used in a variety of ways in order to improve pupil attainment and to help overcome any barriers to learning among disadvantaged children. We have utilised strategies from EFF (Education endowment foundation) to improve learning, that have been researched and analysed extensively, to inform us of the best ways to use our funding.

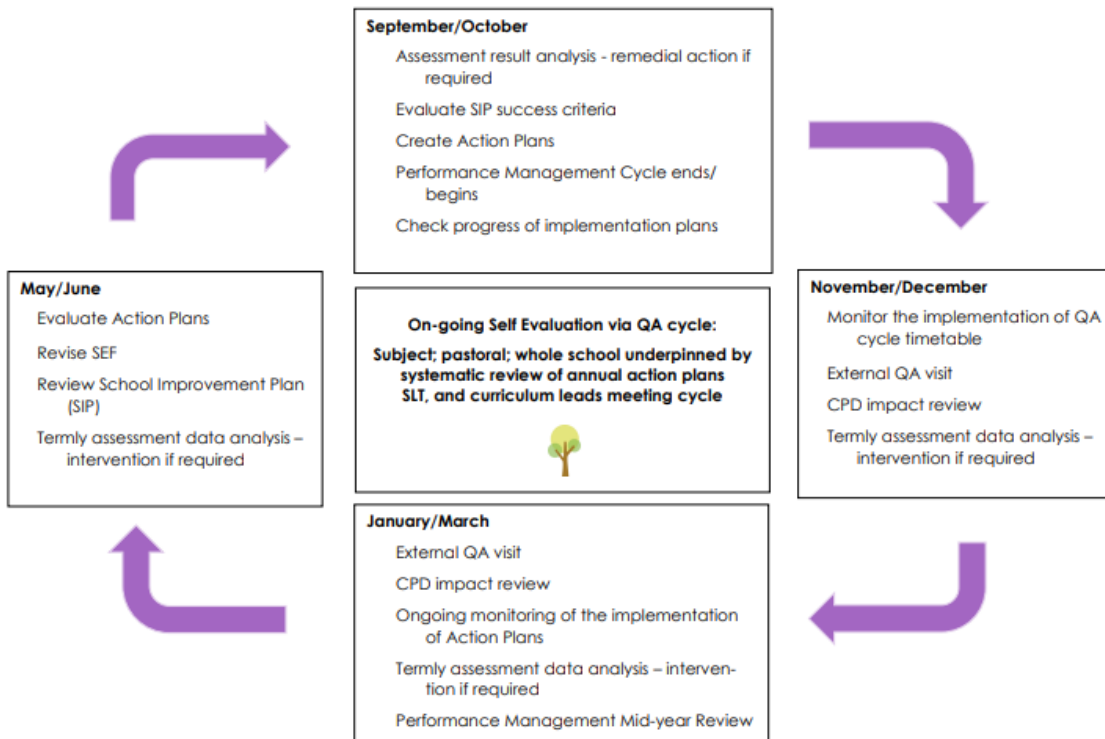
Priorities for Parkside Academy

- To continue to narrow the disadvantage gap by addressing inequalities and raising the attainment/progress of those students entitled to pupil premium.
- To raise the self-esteem and aspirations of students entitled to pupil premium through pastoral support and extracurricular activities.
- To support the more able pupil premium pupils to ensure they are stretched and targeted to meet their potential.
- To continue to work with families raising aspirations and developing parenting skills.

Our school will provide targeted additional support strategies resulting in every student, however financially disadvantaged, being able to improve their levels of attainment and progress. This will be achieved through monitored interventions, access to our full curriculum, family learning and access to pastoral support through SERIS and Counselling. We will also provide families with extra curriculum provision including family learning.



WHOLE SCHOOL SELF EVALUATION CYCLE



Challenges

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

Challenge number	Detail of challenge
1	<p>Quality of education</p> <p>Recovery from the Covid-19 pandemic: providing a recovery curriculum for all children and supporting the school community. (Provide small group tuition/intervention) Embedding a coherently planned and sequences knowledge led curriculum from EYFS to KS2 to develop automaticity and fluency in all subjects.</p>
2	<p>Quality of education and behaviour & Behaviour and attitudes</p> <p>Develop teaching to ensure key knowledge is delivered more clearly and that further strategies are employed to enhance knowledge retention through self-regulation, metacognition and effective feedback.</p>
3	<p>Quality of education</p> <p>Develop phonemic awareness and develop reading comprehension skills.</p>
4	<p>Personal development</p> <p>To support high level of PSHE needs across school. Developing confidence, resilience and knowledge to ensure children are mentally and physically healthy whilst inhibiting barriers to their learning and empowering them to engage.</p> <p>To support all children and families to overcome non-academic barriers to learning (Family support worker, SERIS, School councillor, social and emotional, behaviour club, trips/experiences)</p>

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
<p>Challenge 1- Recovery from the Covid-19 pandemic: providing a recovery curriculum for all children and supporting the school community. Embedding a coherently planned and sequences knowledge led curriculum from EYFS to KS2 to develop automaticity and fluency in all subjects.</p> <p>-Positive mental health -Increased physical health</p>	<p>-Learning gaps identified -Pupils revisit key content. -Increased confidence - Support social needs - Pupils recover emotionally, recover lost knowledge, develop concentration, and develop skills for learning. -All pupils have the tools needed to access the broad and rich curriculum.</p>

<ul style="list-style-type: none"> -Recovery curriculum planned and effective delivery by all. -Restored aspirations -Intervention is carefully planned for identified disadvantaged pupils to fill in learning gap across the curriculum. 	<ul style="list-style-type: none"> - Increased levels or progress and attainment for all pupils.
<p>Challenge 2- Develop teaching to ensure key knowledge is delivered more clearly and that further strategies are employed to enhance knowledge retention through self-regulation, metacognition and effective feedback.</p> <ul style="list-style-type: none"> - Staff demonstrate understanding of metacognition, self-regulation, effective feedback. -Teachers able to adapt planning to incorporate explicit instruction regularly -All lessons are planed according to existing knowledge and skills. -Planning for intervention sessions incorporate pupils existing knowledge and skills and are led by explicit instruction. -Modelling, evaluation and checking on understanding is incorporated into and used to inform future planning. -All lessons provide clear learning intentions and success criteria that pupils can relay and understand. -All staff have embedded metacognition, self-regulation and effective feedback into all as 	<ul style="list-style-type: none"> -Increased pupil engagement/motivation in lessons. -Pupils modelling good learning behaviours -Vulnerable pupils needs identified across school. -Pupils demonstrate improved use of long term memory. -Pupils can easily verbalise learning intentions and know the steps they need to take to achieve them. -Pupils demonstrate ability to plan, monitor and evaluate their learning. -Increased levels or progress and attainment for all pupils. -Pupils demonstrate consistently positive learning behaviours -School is a place where all pupils thrive. -Improved attainment for disadvantaged and vulnerable learners.
<p>Challenge 3- Develop phonemic awareness and develop reading comprehension skills</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> -Planned reading comprehensions weekly -Modelling, evaluation and checking on understanding is incorporated into and used to inform future planning. -Explicit teaching of strategies -Teachers questioning pupils to apply key steps; -Reading comprehension skills embedded across the curriculum. <p><u>Phonemic awareness</u></p> <ul style="list-style-type: none"> -All phonic lessons are planned incorporating the key elements of phonemic awareness. -Planning for intervention sessions incorporate explicit teaching of phonemic awareness skills. -Teachers and TAs modelling phonemic awareness skills daily. -Modelling, evaluation and checking on understanding is incorporated into and used to inform future planning. -All staff have embedded the phonemic awareness key aspects into all aspects of classroom practice. 	<p><u>Reading</u></p> <ul style="list-style-type: none"> -Pupils demonstrate ability to apply comprehension skills in class and summative tests -Pupils demonstrate improved ability to explain their understating of higher level comprehension questions. -Pupils monitoring their own comprehension and identifying difficulties themselves. • using peer and self-questioning strategies to practice the strategies -Increased levels or progress and attainment for all pupils in reading comprehension. <p><u>Phonemic awareness</u></p> <ul style="list-style-type: none"> -Pupils develop greater ability to understand the elements of phonemic awareness -Pupils demonstrate ability to apply phonemic skills to words/statements and sentences. -Pupils demonstrate improved use of phonemic skills, applying this to reading. -All pupils have the tools needed for reading. -Increased levels or progress and attainment for all pupils.
<p>Challenge 4 – To support high level of PSHE needs across school. Developing confidence, resilience and knowledge to ensure children are mentally and physically healthy whilst inhibiting barriers to their learning and empowering them to engage. To support all children and families to overcome non-academic barriers to learning.</p> <ul style="list-style-type: none"> -Class overview created to identify disadvantaged children and shared with staff. Targets in place for all PP pupils. 	<ul style="list-style-type: none"> -All pupils have the tools needed to manage their behaviour independently. -Increased confidence and self-esteem in targeted children. -All children and families feel confident to ask for support. -Pupils feel valued, happy, enjoy learning and have increased experiences. -Pupils/ parents aspire to join clubs, in school and outside of school.

<p>-To provide vulnerable children with PSED/SERIS/KIDSAFE/ enabling them to gain awareness and develop strategies to improve their approach to learning and life.</p> <p>-Children will be targeted in school for counselling session in school. This will be every Thursday for as long as needed. Parent will also have the opportunity to see the counsellor to discuss issues regarding their child.</p> <p>-Behaviour group to be led by Miss Henley. Children will be targeted for behavioural support and work alongside a male role model to develop key social skills. This will take place weekly and Miss Henley will follow a scheme to support this development.</p> <p>-EYPP children to take part in Yoga. This will focus of relaxation techniques to deal with anger management and allow children to grow in self-esteem.</p> <p>-Provide breakfast club all disadvantaged pupils. Also provide and child and parent breakfast club 3 times a week. After school clubs, visits, visitors throughout the year.</p> <p>-Family support worked to work with families and support their social/ emotional needs and provide positive well-being. Plan and deliver parent classes linked to evaluations and priorities set.</p>	<p>- School is a place where all pupils thrive.</p> <p>-Children involved in after school experience.</p> <p>-High participation levels in family breakfast (books and bagels, homework breakfast, internet challenges and adult learning courses.</p> <p>-High social awareness of all staff.</p> <p>-All children have the tools needed to access the broad and rich curriculum (CUSP/Kapow).</p> <p>-Increased progress and attainment by disadvantages pupils.</p> <p>-Increase the attendance for disadvantaged children across school.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium **2022-23** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 72,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention		1,2,3 and 4
Core books- school Reading Comp material Phonic book linked to phonic scheme	Reading (Impact +6)(Evidence strength 4/5)	3
CPD- feedback Resources	Feedback (Impact+6)(Evidence strength 4/5)	2
CPD- Metacognition and self-regulation	Metacognition and self- regulation (+7)(evidence strength 4/5)	2

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

Budgeted cost: £ 38,694

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured intervention throughout school/EYFS (phonics, S+L, reading, phonemic awareness, knowledge)	Small group tuition (Impact +4) (Evidence strength 3/5) Oral language intervention (Impact +6) (Evidence strength 4/5) Phonics (Impact +5) (Evidence strength 5/5) Reading (Impact +6)(Evidence strength 4/5)	1 and 3

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

Budgeted cost: £ 38,694

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Metacognition and self-regulation</u> School councillor Breakfast club Books and bagel x2 sessions per week Homework breakfast x1 per week Trips and experiences Family support worker- in school Behaviour group SERIS PSED</p>	<p>Metacognition and self- regulation (Impact +7) (Evidence strength 4/5) Parental engagement (Impact +4) (Evidence strength 4/5)</p>	<p>2 and 4</p>

Total budgeted cost: £149,989

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 2022-2023 academic year.

