



## Parkside Academy

### Pupil Premium September 2023

#### 'Nurturing. Developing, Inspiring'

#### 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) improve learning, that have been researched and analysed extensively, to inform us of the best ways to use this money.

<b>Disadvantaged Pupils</b>	<b>Pupil Premium per pupil</b>
<b>Ever 6- child who have been in receipt of Free School Meals during their time at school (E6)</b>	<b>£1455</b>
<b>Looked After Children (Pupil Premium+)</b>	<b>£2530</b>
<b>Service Children (SPP)</b>	<b>£335</b>
<b>Early Years PP (EYPP)</b>	<b>£353</b>

#### Funding

School leaders can decide on which activity to spend their pupil premium (and recovery premium) within the framework set out by the 'menu of approaches'. The menu is designed to help schools use their funding effectively to raise the attainment of disadvantaged pupils.

The format of the menu reflects evidence suggesting that pupil premium spending is most effective when used across 3 areas:

1. high-quality teaching, such as staff professional development
2. targeted academic support, such as tutoring.
3. wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour, and social and emotional support.

The Education Endowment Foundation (EEF) recommends that schools particularly focus their pupil premium on supporting high-quality teaching. Pupil premium is not a personal budget for individual pupils, and schools are not required to spend all of their allocated grant on eligible pupils. Schools do not have to spend pupil premium so it solely benefits eligible pupils. They can use it wherever they identify the greatest need. Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, schools will inevitably benefit non-eligible pupils as well.

### Priorities for Parkside Academy-

- 1) To continue to narrow the disadvantage gap by addressing inequalities and raising the attainment/progress of those students entitled to pupil premium.
- 2) To raise the self-esteem and aspirations of students entitled to pupil premium through pastoral support and extracurricular activities.
- 3) To support the more able pupil premium pupils to ensure they are stretched and targeted to meet their potential.
- 4) 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.

### Introduction

The pupil premium will be spent on ensuring that all pupils are making progress in the key skills needed to succeed at Parkside Academy and ensure they are fully prepared for the next stage of their education. When pupils enter Parkside Academy we ensure we know and understand the starting points for their academic progress. Our transition process is thorough and we gain valuable information from our previous class and settings. Additionally, we carry out baselines and identify potential barriers to learning. This all feeds into each child's flight path and we then plan our pupil premium spending accordingly, tailoring our aims to the needs of the pupils. This is provided through;

### Small group targeted tutoring:

Within the curriculum we pay for additional staffing which can help us design learning which is personalised to the needs of individual and to groups of learners. This support may be in the form of 1:1 or small group tuition, intervention or in-class support. We provide small group intervention in the forms of Maths, phonics groups, behaviour support, reading, phonics and writing groups etc. This is to enable children to catch up with their peers and consolidate learning from whole class sessions. Throughout their time at Parkside Academy, we will track children progress and attainment termly and intervene to support pupils in the targeted areas. This will allow children to progress in their learning and achievement and be successful at our school.

### **Meta-cognition and self-regulation strategies:**

Many children can suffer from emotional difficulties both at home and at school. We believe that employing high quality staff to help pupils overcome their particular barriers to learning. We will target and provide vulnerable children with PSED/SERIS session and enabling them to gain awareness and develop strategies to improve their approach to learning and life. As a whole school we raise self-esteem by given children responsibilities, such as School counsellor, good news postcards, Mr. Man book and work of the half term certificates. We also have celebration assembly every Friday where children are given the opportunity to tell others of their good work and achievements. Children will be targeted for counselling/SERIS, behaviour session in school. Parent will also have the opportunity to see the counsellor to discuss issues regarding their child.

### **Effective feedback:**

All staff follow the schools marking policy and ensure that feedback is: specific, accurate and clear feedback. It is meaningful and identifies next steps. These are shared with the children and clear steps are set to move learning forward, on a daily basis, through assessment for learning. We have a clear marking policy which allows clear and effective feedback to every child with time to respond to feedback during each lesson. Parents are invited to attend termly in-depth meetings with the teachers to discuss their child and their next steps. Attainment and progress and discussed and targets set. We also invite parents in to look at their child's learning journey books and make a parent comment which is placed in the front of the book. Target pencils are shared with parents and children so next steps are specific and clear for each child. As a staff we also track parental involvement and monitor tapestry posts, homework completed, attendance, punctuality and record how many times they have read every half term. This is also discussed with parents and they are encouraged to take an effective role in supporting their child at home.

### **Ensuring a quality curriculum**

A key aspect of our ethos at Parkside Academy is that we need to develop memorable learning experiences. This includes curriculum trips and visits. The pupil premium will be used to support pupils whose families are on low incomes to access these enrichment opportunities. An intrinsic part of Parkside Academy is the focus on developing the talents of our pupils. We believe that providing high quality after school clubs will give an extended curriculum. After school clubs will be tailored for every child from Reception to Key Stage 2. A wide variety of club will be offered for all interests, such as, gardening, karate, boot camp, forest schools, craft, cooking, gym, football, multi-skills and skipping. We will also target children for specific club such as Maths, games, phonics and reading.

### **Early Intervention**

When pupils enter Parkside Academy we ensure we know and understand the starting points for their academic progress. Pre-school and Nursery target small intervention groups focusing on speaking and listening, phonics, reading, C&L and number concepts. Our outdoors and indoor early years area provide high quality provision with planned activities that are stimulating and provide progression in learning. Parents are invited to come into school and look at learning journeys and discuss their children next steps in order to support them fully at home. Parents are also supported in essential parenting skills and workshops are organised to support them with reading at home, talk time with their children, meal times, bedtime routines etc.

## Supporting Parents

We believe that providing high quality support to parents of children who are finding it difficult to progress at school can impact greatly on their success at school. We provide regular structured meetings where parents can discuss their concerns and jointly identify strategies which can help pupils succeed at school and at home. We also run regular parent courses, family learning sessions and employ a family support worker to meet parent needs.

## Progress and attainment tracking

The pupil premium will be spent on ensuring that all pupils are making progress in the key skills needed to succeed at Parkside Academy and ensure that attainment is raised. All children are assessed in line with the Early Year Curriculum and the National Curriculum.

Teachers use their professional knowledge to place children in the correct age related band. Teachers then input the correct data into scholar pack to create the correct progress and attainment for each child. This enables teachers to see who is making emerging, expected or exceeding progress and who is reaching the correct attainment for their age range.

Teacher use scholar pack to track pupil premium children every term and focus on closing any disadvantage gaps. Teachers use this information to targets children who may need intervention to help their learning progress. From reviewing this information, teachers will create a pupil premium intervention overview sheet, grouping children into focused groups in order to raise attainment and focus on progress in each learning area. Intervention groups can vary from reading recovery, writing recovery, maths recovery, handwriting, speaking and listening, higher ability etc. The overview sheet also provided additional information about after school clubs, breakfast clubs, SERIS sessions, school counsellor, term of birth and special needs.

After the intervention term has finished the teacher will review the impact of the intervention and complete the pupil premium record sheet for their class. Teachers will look at pupil's progress and attainment, ensuring that all pupil children are making at least good progress in all areas of learning. From this review the teachers will then create a new intervention overview sheet and prioritise the new action for the up coming term. This cycle continues for the year and adheres to our school aims.

## Monitoring and review

The Senior Leadership Team and Subject Leaders will be responsible for monitoring the implementation of this policy through tracking, book sampling and pupil interviews. Subject Leaders will evaluate the teaching and learning of Assessment and tracking, make judgements and lead sustainable improvements throughout school. The desired outcomes of this policy are improvement in children's learning and the raising of standards across the curriculum.

This policy will be reviewed: September 2024

Agreed by Staff:

Date \_\_\_\_\_ Signed: \_\_\_\_\_ (Headteacher)

Agreed by Governing body:

Date \_\_\_\_\_ Signed : \_\_\_\_\_ (Chair of Governors)