

Pupil premium strategy statement 2023-2024 Parkside Academy

This statement details our school's use of pupil premium 2023-2024 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 99/215 46% EYPP 10/29 34%
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025 2023/4- Focus year
Date this statement was published	December 2023
Date on which it will be reviewed	Summer 2024
Statement authorised by	Miss Marks
Pupil premium lead	Mrs McCowen
Governor / Trustee lead	Laura Kendall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,584
EYPP funding for academic year	£10,590
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£158,174

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.

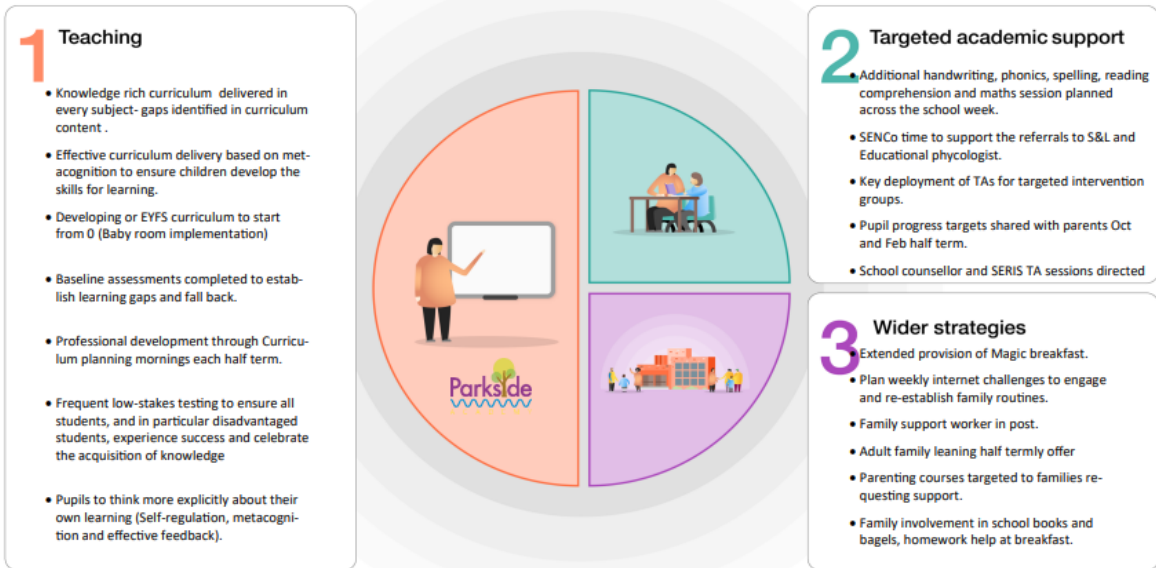
Overview

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.

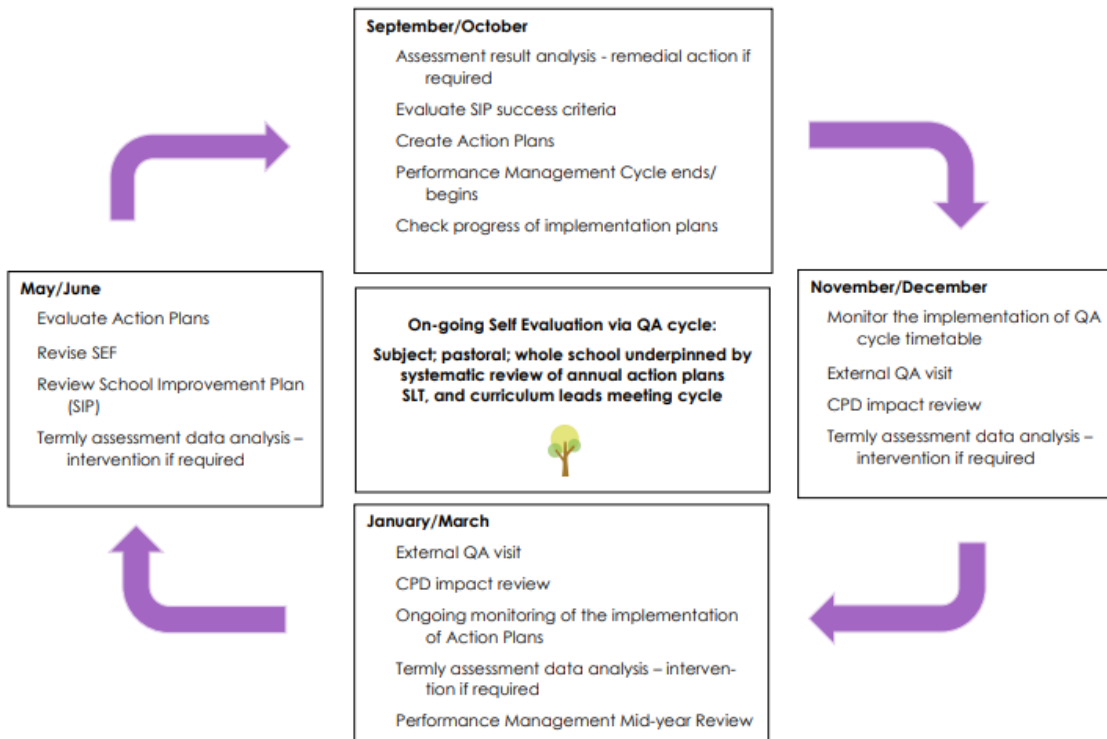
Priorities for Parkside Academy

- 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>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 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- Embedding a coherently planned and sequences knowledge led curriculum from EYFS to KS2 to develop automaticity and fluency in all subjects.</p> <ul style="list-style-type: none"> -Positive mental health -Increased physical health -Subject curriculum planned and effective delivery by all. -Develop aspirations -Intervention is carefully planned for identified disadvantaged pupils to fill in learning gap across the curriculum. 	<ul style="list-style-type: none"> -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. - 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 planned 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 reading comprehension skills</p> <p>Reading</p> <ul style="list-style-type: none"> - Planned reading comprehensions weekly (oral and written) - 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>Reading</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>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. - To provide vulnerable children with PSED/SERIS/KIDSAFE/ enabling them to gain awareness and develop strategies to improve their approach to learning and life. - 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. - 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. - Provide breakfast club all disadvantaged pupils. Also provide and child and parent breakfast club 2 times a week. After school clubs, visits, visitors throughout the year. - 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. 	<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. - School is a place where all pupils thrive. - Children involved in after school experience. - High participation levels in family breakfast (books and bagels, homework breakfast, internet challenges and adult learning courses. - High social awareness of all staff. - All children have the tools needed to access the broad and rich curriculum (CUSP/Kapow). - Increased progress and attainment by disadvantages pupils. - Increase the attendance for disadvantaged children across school.

Activity in this academic year

This details how we intend to spend our pupil premium **2023-2024** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 75,600

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

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

Budgeted cost: £ £ 40,287

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: £ 40,287

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Metacognition and self-regulation</u> School councillor Breakfast club Books and bagel x1 sessions per week Homework breakfast x1 per week Trips and experiences Family support worker- in school 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: £158,174

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.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal standardised assessments. The end of term summer NFER tests also provided school with age-related standardised assessment outcomes for all children. The disadvantaged children's outcomes were compared to their peers and monitored to ensure that progression and outcomes were achieved. During the year 2022/23 we have been beginning to be embedded Trust schemes of work to enhance our wider curriculum, to ensure continuity and a good progression of knowledge and skills across all year groups. Support staff and teachers were used to target intervention programmes and small group interventions were delivered. Progress amongst these groups of children has had a significant improvement in their attainment and a positive impact into the start of 2023/24 academic year. All disadvantaged children attended swimming, after school clubs, residential visits, trips and activities.

In planning our new pupil premium strategy, we evaluated each intended outcome and planned our next priorities for the 2023/24 academic year. See strategy plan on website. We collected evidence from multiple sources of data including assessments, standardised assessments, book scrutiny, conversations with parents, students, and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy, choosing approaches that will work in our school. We will continue to use it through the implementation of activities. We have an evaluation and will adjust our plan over time to secure better outcomes for all pupil premium children.

PROGRESS Whole school Pupil Premium 48% % Pupil Premium children making expected progress	ATTAINMENT Whole school Pupil Premium 48% % Pupil Premium children making expected progress
Reading Year 1-100% Year 2- 100% Year 3-100% Year 4-92% Year 5-100% Year 6-93% Writing Year 1-100% Year 2- 96% Year 3-100% Year 4-75% Year 5-100% Year 6-95% Maths Year 1-92% Year 2- 100% Year 3-100% Year 4-100% Year 5-95% Year 6-95%	Reading Reception- 67% Year 1-51% Year 2- 81% NAT- 54% Year 3- 54% Year 4-50% Year 5-79% Year 6-60% Writing Reception- 67% Year 1-61% Year 2- 64% NAT 44% Year 3-64% Year 4-50% Year 5-68% Year 6-64% Maths Reception-75% Year 1-62% Year 2- 88% NAT- 56% Year 3-63% Year 4-83% Year 5-68% Year 6-68%

Since a high percent of our pupils are officially identified as disadvantaged and SEN, and since nearly all of our pupils live in very deprived areas, these whole school figures demonstrate how we make exceptionally effective use of our PP funding to deliver transformative outcomes for all of our children.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Talk boost KS1 KS2	Speech and Language
NELI	Early Years speech and language
TT Rockstars	Times Tables Rock Stars
Kapow	Kapow Primary
CUSP	Unity Curriculum