

Pupil Premium Strategy Statement

Park Hill Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils	31.4% (an increase of 10.1% this academic year)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Caroline Logan (HT)
Pupil premium lead	Amy Boardman (DHT)
Governor lead	Esther Gladwish

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,800
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£97,800

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Part A: Pupil premium strategy plan

Statement of intent

At Park Hill Primary School, our vision is for us to provide an environment where all children develop their personal, social, emotional and academic potential, irrespective of their background. The focus of our pupil premium strategy is to support disadvantaged pupils to make good progress and attain well in all subject areas. We also intend to develop the progress for disadvantaged children who are already high attainers. Our school values stand for REACH – ambition for all children is at the centre of what we do.

The economic impact of Covid-19 and now the cost of living crisis has led to an increase in numbers of pupils qualifying for pupil premium. We have also seen a large number of families who fall just above the threshold for this funding but who are experiencing financial hardship. Therefore, the activity we have outlined in this statement is also intended to support the needs of vulnerable pupils, regardless of whether they are disadvantaged or not, including children with a social worker and young carers.

A priority of high-quality teaching is central to our plan, ensuring an effective teacher is in front of every class and that all staff are supported to keep improving. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Additionally, evidence consistently shows the positive impact that targeted academic support can have, including on those who have been disproportionately impacted by the effects of the pandemic. Consideration of how teachers and support staff can provide targeted academic support also forms part of our strategy.

Finally, wider strategies that combat the most significant non-academic challenges to success in school are key to our plan. At Park Hill Primary School, these non-academic challenges have become even more prominent for us and our plan reflects the community-specific needs that we have.

Ultimately, our intention is that no child is left behind socially or academically: disadvantaged pupils' progress and attainment will be sustained and improved. Our approach will be responsive to common challenges and individual needs and rooted in robust assessment and tracking.

To ensure our approach is effective, we will:

- Rigorously monitor and track the social and academic progress of disadvantaged pupils
- Act early to intervene at the point that need is identified
- Adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Ensure disadvantaged pupils are supported and challenged in the work that they're set

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Challenges

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

Challenge number	Detail of challenge
1	Adverse childhood experiences have led to high levels of social, emotional and mental health needs, specifically leavers 2023, 2024 and 2025. Currently, 7% of children have SEND with SEMH as their primary need. A further 18% of children are supported through Early Help from school. A further 6% receive targeted support (Early Help/Children's Services).
2	There has been an increase in children being late for school and the number of children with SEMH needs has increased. This too has affected their rate of attendance and persistent absence.
3	Oral language and communication needs impact on children's readiness to learn and access the curriculum (notably EYFS, Year 2, Year 4, Year 5 and Year 6).
4	Closing the attainment gap in Maths. Internal and external assessments indicate that the attainment gap between children eligible for PP funding and those who are not has widened. The gap is largest in Key Stage 1. Subjects where the gap is largest are Writing and Maths.
5	Closing the attainment gap in Writing. Internal and external assessments indicate that the attainment gap between children eligible for PP funding and those who are not has widened. The gap is largest in Key Stage 1. Subjects where the gap is largest are Writing and Maths.
6	Closing the attainment gap in Phonics. Although the gap between children meeting the expected standard in Phonics in the PP group and non-PP group has narrowed since 2019, it is still at 34%.

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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
1) Pupils access a range of high-quality interventions to support their social, emotional and mental health needs.	Staff receive training in the delivery of specific intervention and approaches, for example, Emotion Coaching. This is consistently evidenced in learning walks. School environment is adapted to enable children to develop self-regulation strategies. Mentoring reviews and profiles show improvements in social needs, mental health and wellbeing. Children's progress towards objectives on their learning plans / EHCPs improves, demonstrated on Provision Map. High standards of behaviour are sustained, demonstrated by: • Reduction in referrals to external services • Reduction in the number of serious or very serious behaviour incidents • Qualitative data from pupil voice, parent and carer surveys and learning walks High levels of wellbeing are sustained, demonstrated by: • Reduction in referrals to external services • Reduction in the number of serious or very serious behaviour incidents • Qualitative data from pupil voice, parent and carer surveys and learning walks Children eligible for PP make improved progress across the curriculum as a result of their additional needs being met, demonstrated by internal and external assessments.
2) The attendance of all pupils, particularly our disadvantaged pupils, improves and is sustained.	Overall attendance rates for children eligible for PP funding is no less than 94%.

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	Overall persistent absence rates for children eligible for PP funding are no greater than 16%.
3) Communication and language and literacy skills improve for children eligible for PP funding.	Children are quickly identified for SLCN and recommended SALT strategies, interventions and support are implemented and reviewed. Children achieve the targets set by SALT. Assessments and observations indicate significantly improved oral language and vocabulary among disadvantaged pupils. This is evident when triangulated with: • Learning walks • Evidence scrutinies • Moderation • Professional discussion The number of disadvantaged pupils achieving a Good Level of Development at the end of Reception improves.
4) Attainment in Writing improves for children eligible for PP funding.	Key Stage 1 Writing outcomes show that children eligible for PP funding meeting the expected standard is in line with or above national (45% in 2023). Key Stage 2 Writing outcomes show that children eligible for PP funding meeting the expected standard is in line with or above national (58% in 2023).
5) Attainment in Maths improves for children eligible for PP funding.	Key Stage 1 Maths outcomes show that children eligible for PP funding meeting the expected standard is in line with or above national (56% in 2023). Key Stage 2 Maths outcomes show that children eligible for PP funding meeting the expected standard is in line with or above national (59% in 2023).
6) Attainment in Phonics and Reading improves for children eligible for PP funding.	Year 1 Phonics Screening Check outcomes show that children eligible for PP funding meeting the expected standard is in line with or above national (67% in 2023). Key Stage 1 Reading outcomes show that children eligible for PP funding meeting the expected standard is in line with or above national (54% in 2023).

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	Key Stage 2 Reading outcomes show that children eligible for PP funding meeting the expected standard is in line with or above national (60% in 2023).
7) Our curriculum and personal development offer motivates children from all backgrounds, raising aspirations and improving attitudes towards learning.	School-based tracking shows that there is increased uptake of after-school clubs, trips and residential visits for children eligible for PP funding.

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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: £20,854

- £11,000 (33% cover teacher)
- £7,800 Forest School
- £1,254 Read Write Inc. portal and development day
- £800 PKC curriculum courses

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving the quality of social and emotional (SEL) learning and embedding these approaches into all aspects of school life. e.g. Elements SEMH training, Emotion Coaching training, Zones of Regulation training, CPI training, updating behaviour policy, Forest School	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning • Explicit teaching and modelling of skills • Reinforcement through whole-school ethos and activities EEF Behaviour Interventions EEF Individualised Instruction EEF Metacognition and Self-Regulation Improving Behaviours in Schools (EEF, 2021) recommends tailored, targeted approaches to meet the needs of individuals. Staff should be trained in specific strategies. They also recommend a whole school approach is needed to ensure consistency and coherence and that this will positively impact on attainment outcomes.	1
Enhancing our teaching of Writing and curriculum planning in line with DfE and EEF guidance, by funding CPD and release time. e.g. Talk 4 Writing	EEF Improving Literacy in Key Stage 1 • Strategies for planning and monitoring writing EEF Improving Literacy in Key Stage 2 • Strategies for writing composition through modelling and supported practice	4

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Enhancing our Maths teaching and curriculum planning in line with DfE and EEF guidance, by funding release time and purchasing required resources. e.g. Maths Hub, Teaching for Mastery, concrete materials	DfE and NCETM guidance EEF Mastery Learning EEF Improving Mathematics in Key Stages 2 and 3 • Representations • Language structures • Making connections • Ready to Progress criteria	5
Purchasing a validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils and providing CPD for staff. e.g. Read Write Inc Development Days, English Hub Literacy Specialist Days, ongoing coaching, school portal	EEF Phonics Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: • Explicit links between how sounds are written and the sounds children hear • Systematic and progressive • Teaching and materials matched to stages of development	6
Providing/funding release time for CPD for leaders, teachers and subject coordinators in foundation subjects to further widen opportunities, standards and experiences. e.g. PKC courses, Start Small Dream Big	EEF Effective Professional Development • High quality teaching improves pupil outcomes. Professional development is quality tool to develop teaching quality. • Effective CPD develops teaching techniques and embeds practice. • Effective CPD aligns with the needs of the school. Ofsted Curriculum Research Reviews • Conception of a quality curriculum • How people learn and cognitive science • The extent to which teaching supports the curriculum • Access to the curriculum	7

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

Budgeted cost: £28,032

- £14,208 (12.5 hours of HLTA)
- £8,824 (12.5 hours of TA)
- £5,000 enhanced SALT service

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of staff to support children eligible for PP funding in core subjects (small group and one-to-one) e.g. PPG support with cover teacher / HLTA	EEF One to One Tuition EEF Small Group Tuition Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.	4, 5 and 6
Additional phonics sessions or tutoring targeted at disadvantaged pupils who require further phonics support e.g. RWI Fast Track Tutoring	EEF Phonics Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.	4
Employment of and cover of staff to deliver oracy / oral language intervention e.g. Early Talk Boost, Colourful Semantics	EEF Oral Language Interventions There is a strong evidence base that suggests oral language interventions are inexpensive to implement with high impacts: • Matching spoken language activities to learners' current stage of development. • Adult modelling and extension of pupils' oral language skills and development. • Intervention to support specific speaking and listening needs.	3
Enhanced Speech and Language service purchased for advice and intervention.	EEF Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 • Developing pupils' speaking and listening and wider understanding of language. EEF Oral Language Interventions	3

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	• Matching spoken language activities to learners' current stage of development. • Adult modelling and extension of pupils' oral language skills and development. • Intervention to support specific speaking and listening needs.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £45,993

- £4,180 (attendance support worker)
- £10,000 (attendance leadership and administration)
- £1,333 (music lessons)
- £22,780 (12.5 hours of Family Liaison Officer/therapy)
- £6,700 SEMH training/mentoring package
- £1,000 (breakfast and after-school clubs)
- £900 uniform and trips subsidies
- £2021 contingency fund

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training staff and funding employment for one-to-one or small group interventions to support children's social, emotional and mental health e.g. mentoring, SIPS Music, Rocksteady Music	EEF Social and Emotional Learning There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): • Plan, support and monitor social and emotional learning	1 and 2
Funding employment of an Attendance Advisor to support school staff in addressing poor attendance e.g. DT Attendance Consultancy, Family Liaison Officer, Local Authority Attendance Forums	DfE Working Together to Improve School Attendance • Facilitate support – remove barriers in school and help pupils and parents to access the support they need. • Formalise support • Enforce • Make sure all teaching and non-teaching staff know the importance of good attendance. • Make sure attendance support is appropriately resourced.	2
Funding Breakfast Club and after-school club provision to support families experiencing financial difficulty.	EEF Breakfast Clubs Boost Attainment Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year.	1, 2 and 7
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of	All

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	funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £97,800

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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2022-2023 Data for Children Eligible for PP Funding

In line with or above national **Just below national** **Significantly below national**

EYFS

Good Level of Development – 80%

Year 1

Year 1 Phonics Screening Check – 56%

Year 2

Year 2 Phonics Screening Check (re-take) – 22%

Year 2 Phonics Screening Check (end-of-year) – 36%

KS1 Reading – 27%

KS1 Writing – 9%

KS1 Maths – 18%

Year 4

Year 4 Multiplication Tables Check – 14.4

Year 6

KS2 Reading – 88%

KS2 Writing – 63%

KS2 Maths – 50%

KS2 Grammar, Punctuation and Spelling – 100%

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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

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Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. This includes:

- Reviewing and embedding our whole-school Behaviour Policy, taking account of the increasing needs of our children.
- Sourcing and providing CPD for effective teaching of writing (Talk 4 Writing project with local schools).
- Embedding more effective practice around feedback.
- Embedding more effective practice around retention and retrieval of knowledge and application of skills.
- Planning and resourcing all wider curriculum subjects.
- Adapting the learning environment to build specific place for intervention and SEMH support.
- Timetabling increased non-contact time for leaders to support children with challenging needs and/or circumstances.
- Developing a stronger reading culture and the school library.