

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	Old Park Primary
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2022-2025
Date this statement was published	Nov 2022
Date on which it will be reviewed	Nov 2023
Statement authorised by	T Boddington
Pupil premium lead	T Boddington
Governor / Trustee lead	Tracy Wallis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,700
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£135,700

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We strive to remove low expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

Research has found that disadvantaged pupils along with those in younger year groups during the pandemic have been worst affected by partial school closures, sadly, the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to an increase in numbers of pupils qualifying for pupil premium. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning, targeted support and intervention, providing all children the opportunity to enjoy academic success.

Challenges

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

Challenge number	Detail of challenge
1	Variation in pupil attainment in key cohorts in reading, writing & maths
2	Significant speech, language and communication needs impacting negatively on pupils' readiness to learn and access curriculum (across school but in particular EYFS, Y2,3 & 4)
3	Adverse childhood experiences leading to high levels of social, emotional and mental health needs.
4	Attendance and punctuality.
5	Limited parenting capacity to support children with skills required for school readiness.
6	Reduced aspirations and engagement of pupils.
7	Pupils' limited or loss of school readiness (focus, concentration, stamina for learning) due to COVID impacting upon routines.

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>Improve pupil progress and outcomes for all with greater focus for key cohorts.</p>	<p>Attainment gap in core subjects to be reduced between our PP pupils (disadvantaged group) and our non-disadvantaged group (evidenced through internal tracking and external results).</p> <p>PP pupils to achieve GD and ARE, in line with national average, in reading, writing and maths at end of Key Stage 1 & 2</p> <p>PP pupils in Early Years to achieve GLD, in line with national average.</p> <p>PP pupils % phonic pass rate to be in line with national average.</p> <p>Increased engagement evident through: development monitoring cycle; access to the curriculum and progress.</p>
<p>Provide targeted support to pupils with speech, language and communication needs.</p>	<p>Pupils quickly identified for SLCN and assessed by a therapist.</p> <p>Recommended strategies, interventions and support implemented then reviewed.</p> <p>Pupils will achieve the targets set by Speech & Language therapists. They will be better able to communicate with staff and peers and better equipped to access the curriculum. This will be reflected by improvements in attainment.</p> <p>School funded therapist to support directly with children as well as train and advise staff.</p>
<p>Provide targeted support to pupils with Social Emotional and Mental Health needs (including low resiliency and emotion based school anxiety)</p>	<p>All KS1 and 2 pupils will take part in a well-being survey. Boxall profiles completed for specific pupils, thereafter, strategies, interventions and support to be implemented then reviewed.</p> <p>Boxall profile scores for these children will improve. There will be a reduced incidence of behaviour issues. Pupil conversations will show an increase in confidence and resilience. Data will show an improvement as children are more emotionally ready to learn.</p>
<p>To continue to reduce variation in school attendance.</p>	<p>PP pupils will achieve, or exceed, attendance percentages closer to national averages.</p> <p>PA rate for PP will be in line, or lower than national averages.</p> <p>Increased parental engagement with school will be demonstrated.</p>
<p>To increase parental capacity to support pupils with skills required for school readiness.</p>	<p>Targeted parents provided with bespoke support (in-school or external agencies) to support the child at home particularly in EYFS and Y1.</p> <p>All parents offered emotion coaching workshops.</p>

	<p>Maintain and increase active engagement with services that will support parents and help improve the home environment for disadvantaged pupils.</p> <p>Identify families that require support early and support them in accessing help from other areas and providers.</p> <p>Safeguarding concerns will be decreased.</p>
Cultivate opportunities for enhancing aspirations through enrichment and experience.	<p>All pupils have experienced a variety of enrichment activities across the school year, to cultivate aspirations.</p> <p>Foster high expectations and ambitions in our children and parents.</p> <p>Key Stage 2 pupils to complete annual career events.</p> <p>Ensure that disadvantaged families are able to continue to access after school clubs, enrichment activities, school trips and residential trips.</p>
To overcome children's limited or loss of school readiness (focus, concentration, stamina for learning) due to COVID impacting upon routines.	<p>Pupils experience a variety of activities to support mental health and well-being.</p> <p>Targeted pupils offered small group, personalised English and Maths support.</p> <p>Targeted pupils offered therapeutic mentoring, CBT or play therapy sessions.</p>

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: £9800.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular progress reviews and moderation and next steps analysis to identify pupils requiring additional support.	<p>SEN in Mainstream Schools (2021) highlights the need for a graduated approach in understanding and supporting pupil needs. It also recommends high quality teaching with carefully selected small group and one-to-one interventions.</p> <p>Improving Literacy and Maths (EEF, 2020) highlights that high quality information about pupil's current capabilities will lead to effective selection of support and next steps.</p>	<p>1</p> <p>2</p> <p>3</p>

<p><i>Emotion Coaching and De-escalation CPD for all staff.</i></p> <p><i>Specific staff trained with CPI (Crisis Prevention Institute)</i></p>	<p>SEN in Mainstream Schools (2021) highlight the need for creating a positive and supportive environment for all pupils.</p> <p>Improving Behaviours in Schools (EEF, 2021) recommend 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.</p>	<p>3</p> <p>7</p>
<p><i>Teacher Development Groups and Inclusion Support Targeted CPD – Differentiation Strategies, supporting children with high needs (SENDco, Eng & Math co-ordinator. Support from Orchard curriculum for children working below NC)</i></p>	<p>SEN in Mainstream Schools (EEF 2021) highlight to ensure access to high quality teaching and differentiation.</p>	<p>1</p> <p>7</p>
<p><i>SEMH staff meeting training – led by SEMH specialist.</i></p>	<p>Improving Behaviours in Schools (EEF, 2021) recommend tailored, targeted approaches to meet the needs of individuals. Staff should be trained in specific strategies.</p>	<p>3</p> <p>7</p>
<p><i>Performance Management – CPD identification matched to individual development. Utilising a range of training including the National College online Webinar service.</i></p>	<p>Effective Professional Development (EEF, 2021) highlights the need to ensure that professional development effectively builds knowledge, motivates staff and embeds practice. It also highlights that the context and needs of the school need careful consideration to maximise the impact of professional development.</p> <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p>	<p>1</p> <p>2</p> <p>3</p> <p>7</p>

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

Budgeted cost: £ 72,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Speech and Language Enhanced service purchased for advice and intervention. Recommendations to be implemented (accessible to all cohorts)</i>	<p>Improving Literacy in Key Stage 1 (EEF, 2020) and Key Stage 2 (EEF, 2107) highlights developing pupils' speaking and listening skills and wider understanding of language as a key recommendation.</p> <p>EEF (Teaching and Learning Toolkit) state that oral language interventions provide very high impact for very low cost (based on extensive evidence) with an impact of +6 months.</p> <p>Preparing for Literacy (EEF, 2021) highlights prioritising the development of communication and language is a key recommendation.</p> <p>One-to-one tuition has demonstrated an impact of +5 months.</p>	<p>1</p> <p>2</p> <p>7</p>
<i>Early Talk boost in Nursery and Wellcomm Led in EYFS and specific pupils across KS1 & 2 and SULP (Social Use of Language Program in KS1)</i>	<p>Improving Literacy in Key Stage 1 (EEF, 2020) highlights developing pupils' speaking and listening skills and wider understanding of language as a key recommendation.</p> <p>EEF (Teaching and Learning Toolkit) state that oral language interventions provide very high impact for very low cost (based on extensive evidence) with an impact of +6 months. Small group support has also demonstrated an impact of 4+ months,</p> <p>Preparing for Literacy (EEF, 2021) highlights prioritising the development of</p>	<p>1</p> <p>2</p> <p>7</p>

	communication and language is a key recommendation.	
<i>RWI Phonic Intervention Groups (fast track tutoring) & training & development support package</i>	<p>Improving Literacy in Key Stage 1 (EEF, 2020) highlights pupils' need to access staff trained in implementing a systematic phonics programme.</p> <p>EEF (Teaching and Learning Toolkit) states that one to one tuition has high impact for moderate cost and phonic interventions have high impact for low cost.</p> <p>Preparing for Literacy for Key Stage One and Two (EEF, 2021) highlights use of high quality, targeted support to help struggling children as a key recommendation.</p> <p>SEN in Mainstream Schools (2021) recommends high quality teaching with carefully selected small group and one-to-one interventions.</p> <p>One-to-one tuition and phonic intervention has demonstrated an impact of +5 months.</p>	1
<p><i>Regular Learning Support Interventions and Structured Interventions delivered by HLTAs or trained LSAs.</i></p> <p><i>Sandwell Numeracy Intervention, Better Reading program, Booster intervention (pre-teaching, precision teaching or bespoke small group or one to one interventions) Nessy.</i></p>	<p>SEN in Mainstream Schools (2021) recommends high quality teaching with carefully selected small group and one-to-one interventions.</p> <p>Improving Literacy (EEF, 2020) and Mathematics (EEF, 2020) highlights using high quality structured interventions to help pupils struggling with their literacy.</p> <p>Improving Literacy in Key Stage 2 (EEF, 2017) highlights target teaching and support through high quality diagnosis is a key recommendation.</p> <p>EEF (Teaching and Learning Toolkit) states that small group tuition has moderate impact for low cost and TA interventions have moderate impact for moderate cost. Small group support has also demonstrated an impact of 4+ months (EEF Toolkit).</p>	<p>1</p> <p>2</p> <p>3</p>

	<p>Preparing for Literacy for Key Stage One and Two (EEF, 2021) highlights use of high quality, targeted support to help struggling children as a key recommendation.</p> <p>Making Best Use of TAs (EEF, 2018) highlights that they should not be used as informal teaching resources but should be used to deliver high quality, structured interventions. EEF Toolkit demonstrated a +4 month impact for TA interventions.</p> <p>One-to-one tuition has demonstrated an impact of +5 months (EEF Toolkit)</p> <p>Oral language interventions have high impact on pupil outcomes. Targeted approaches may support disadvantaged pupils to catch-up with their peers – particularly when provided on a one to one basis.</p>	
<i>Additional HLTA (PT) in Y4 to support high need in the cohort.</i>	<p>SEN in Mainstream Schools (2021) recommends high quality teaching with carefully selected small groups and one-to-one interventions.</p> <p>Oral language interventions have a high impact on pupil outcomes. Targeted approaches may support disadvantaged pupils to catch-up with their peers – particularly when provided on a one to one basis.</p> <p>Preparing for Literacy for Key Stage One and Two (EEF, 2021) highlights use of high quality, targeted support to help struggling children as a key recommendation.</p>	1 2 5 7
<i>Parental workshops or bespoke support delivered by SENCo or teaching staff</i>	<p>EEF (Teaching and Learning Toolkit) states that parental engagement has moderate impact for very low cost.</p> <p>Preparing for Literacy (EEF, 2021) highlights supporting parents to understand how to help children learn as a key recommendation.</p> <p>Working with Parents to Support Children's Learning / Parental Engagement Guidance Report (EEF, 2018) recommends providing practical</p>	1 3 5

	<p>strategies to support learning at home whilst offering more sustained and intensive support where needed.</p> <p>Parental engagement has demonstrated an impact of +4 months (EEF toolkit)</p>	
<i>Reading for Pleasure lead</i>	<p>Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).</p>	<p>1</p> <p>6</p>
<i>TTRS</i>	<p>Times tables knowledge aids children to make efficient and accurate calculations (both mentally and written).</p>	<p>1</p> <p>2</p>
<i>KS2 reading scheme books (ORT)</i>	<p>It is important to identify the appropriate level of text difficulty to provide the appropriate context to practise the skills desire to engage with the text and enough challenge to improve reading comprehension (EEF +6 months)</p>	<p>1</p> <p>2</p>
<i>Sandwell Skills ladder – Bespoke assessment support for pupils with SEN.</i>	<p>The assessment ladder allows us to identify bespoke next steps for children with complex needs working below the NC expectations.</p>	<p>1</p> <p>2</p>

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

Budgeted cost: £ 61,848.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Enrichment Clubs, Career Events and Well-Being workshops (including Forest School)</i></p> <p><i>Club resources</i></p> <p><i>Careers Hub</i></p>	<p>Research (ambition.org.uk) shows that children's career aspirations are unlikely to change between the ages of seven and 17. More than a third of children base these early aspirations solely on people they know. For many reasons, children from disadvantaged backgrounds are likely to have fewer opportunities to meet people in a range</p>	<p>3</p> <p>6</p> <p>7</p>

<p><i>Exploration workshops</i></p> <p><i>Skills Builder – project, lessons & assessment access. subscription</i></p> <p><i>LSA time (extra curricular)</i></p>	<p>of jobs. All of this means that some children's horizons can be narrowed at a very early age.</p> <p>L.Byford (I Can Be Project Director) highlights the need to broaden career and enrichment activities; link learning to careers; challenge stereotypes and share role models.</p>	
<p><i>SEMH interventions (Therapeutic Mentoring Forest School Lego Therapy, Play Therapy and CBT, Jigsaw REST)</i></p>	<p>Preparing for Literacy (EEF, 2021) state developing self-regulation as a key recommendation.</p> <p>Improving Social and Emotional Learning (EEF, 2021) can lead to moderate learning gains and recommends explicit teaching of SEL skills through curriculum and small group or one-to one sessions.</p> <p>Improving Behaviours in Schools (EEF,) recommend tailored, targeted approaches to meet the needs of individuals. Staff should be trained in specific strategies.</p> <p>Behaviour interventions have demonstrated an impact of +4 months. One-to-one support has demonstrated an impact of +5 months (EEF Toolkit)</p> <p>Social and emotional learning has demonstrated an impact of +4 months (EEF Toolkit).</p>	<p>3</p> <p>7</p>
<p><i>SEMH staff meeting (effective strategies to support children with SEMH needs) – led by specialist teacher</i></p>	<p>Improving Social and Emotional Learning (EEF, 2021) can lead to moderate learning gains and recommends explicit teaching of SEL skills through curriculum and small group or one-to one sessions.</p> <p>Social and emotional learning has demonstrated an impact of +4 months (EEF Toolkit).</p>	<p>3</p> <p>7</p>
<p><i>Mental Health Awareness Focus – led by SENCo</i></p>	<p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not</p>	<p>3</p> <p>6</p>

	only within children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse.	7
<p><i>Ensure all identified PP pupils with poor attendance to have access to key staff.</i></p> <p><i>Barriers to attending school are identified and a personal attendance plan is completed (including access to Breakfast Club places)</i></p> <p><i>Family Liaison Officer (Attendance, safeguarding, family support, child, family)</i></p>	DfE (2021) states that improving school attendance is supported through the development of a plan (engaging both parents and pupils in this) and through tailored interventions.	4 5 7
<p><i>Music Services</i></p> <p><i>Free violin & brass lessons.</i></p> <p><i>Brass tuition for Y3 for two terms (Trumpet)</i></p>	EEF found that arts participation can give an additional 3 months progress. Improvement outcomes are found in English, Maths and Science in primary and secondary. Wider benefits are a more positive attitude and increased well-being.	5 6 7
<p><i>Arts activities, workshops & in school theatre shows.</i></p>	EEF found that arts participation can give an additional 3 months progress. Improvement outcomes are found in English, Maths and Science in primary and secondary. Wider benefits are a more positive attitude and increased well-being.	5 6 7

Total budgeted cost: £ 143,648.00

Additional funding required will be sourced from the school budget to ensure the above plan can be met.

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 to 2023 academic year.

Review Statement October 23 (unvalidated data)

EYFS:

In Reception, there were 9 disadvantaged children four of these children are also on the SEND register. Of the 9 disadvantaged pupils, 5 achieved expected GLD (55.6%). In the prime areas, 78% of disadvantaged children achieved expected in prime areas. Of the 9 children, all achieved expected in Maths and 5 of the 9 pupils achieved expected in Literacy.

Phonics:

The phonics data shows that there was no gap between disadvantaged and non-disadvantaged for children achieving a pass (in Year 1 and in Year 2 resits). Our data exceeds both Sandwell and National data.

End of Key Stage 1 SATs:

In this cohort 30% of the children are on the SEND register with 5 children who are likely to have an EHCP within the next two years or sooner, depending upon the capacity of external agencies. This cohort provides learning challenges with many of the children having low levels of personal, social, emotional development. Despite making progress across the year from low starting points, their attainment remains below average in all areas, particularly writing.

Disadvantaged children did not achieve in line with the national average, with a greater gap evident in Writing. Our non-disadvantaged pupils achieved better, yet still not in line with the national average, with a greater gap in Reading and Writing than maths.

End of Key Stage 2 SATs:

The school's disadvantaged pupils performed better than Sandwell and National standards for Reading, Writing and Maths combined. The gap between the school's disadvantaged and non-disadvantaged is also lower than Sandwell and National standards. For individual subjects (Reading, Writing and Maths), our disadvantaged pupils performed slightly lower

in comparison to National. It is worth noting that, at this point, the data used for analysis is unvalidated.

Additional information:

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. 35% of our disadvantaged pupils received SEMH support, a further from last year.

Across 22/23, 54 disadvantaged children accessed after school clubs across the year. This is 48% of our disadvantaged pupils. This is an increase from last year and a percentage that we hope to increase further in 23/24 with targeted provisions. Every disadvantaged pupil attended an off-site visit last year. For a range of reasons, different children are able to attend multiple trips, with an average of 3 trips for every disadvantaged child.

All pupils accessed our wider curriculum offer <http://www.oldparkprimary.com/our-wider-curriculum>, specifically tailored to raise ambition and widen experiences for our disadvantaged pupils. In addition, one year group also trialled a daily skip, where pupils were equipped with their own skipping rope and taught the fundamental skills of skipping. Due to the success of this trial, all year groups will be part of our skipping in school initiative in the 23-24 academic year.

The school has 23% disadvantaged children, 40% of our House Captains were disadvantaged pupils, these children had the opportunity to fulfil an active role in the leadership of their House and completed associated responsibilities and duties.

See Review for 22/23 on the school website.

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

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

