

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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   | Calverley Parkside Primary School           |
| Number of pupils in school (R-Y6)   | 206   |
| Proportion (%) of pupil premium eligible pupils   | 11.2% (23)<br><i>(as of September 2024)</i> |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024/25                                     |
| Date this statement was published   | September 2024                              |
| Date on which it will be reviewed   | September 2025                              |
| Statement authorised by   | Chris Jolley                                |
| Pupil premium lead  | Chris Jolley                                |
| Governor / Trustee lead   |   |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £31,080 |
| Recovery premium funding allocation this academic year  | £0      |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £31,080 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Calverley Parkside, we recognize the importance of Pupil Premium in supporting our students and ensuring equal opportunities for all. While we have observed below national numbers of pupils eligible for Pupil Premium, we remain committed to using this funding to support as many children as possible.

We understand that the current climate may present financial challenges for many families, and we are dedicated to providing additional resources and interventions to those who may need it the most. Our aim is to bridge any learning gaps, enhance educational experiences, and promote well-being for all students, regardless of their socioeconomic background.

Through targeted interventions, individualised support, and close collaboration with families, we strive to ensure that every child can reach their full potential. We use the Pupil Premium funding to provide tailored programs that address specific academic, social, and emotional needs, enabling students to thrive and succeed.

Furthermore, we actively identify and address barriers to learning, working closely with families to provide assistance and guidance on accessing available financial support, as well as signposting to relevant external services and resources.

At Calverley Parkside, we believe in creating a nurturing and inclusive environment that empowers all students to overcome challenges and achieve their aspirations. We remain committed to monitoring the impact of our Pupil Premium strategies, continually evaluating and refining our approach to maximise the support and opportunities we provide to our students.

### **Ultimate Objectives**

The ultimate objectives of the strategy at Calverley Parkside are focused on narrowing the attainment gap between disadvantaged and non-disadvantaged pupils both nationally and within the school's internal data. The aim is to ensure that every child, regardless of their background, has an equal opportunity to succeed academically.

The first objective is to narrow the attainment gap between disadvantaged and non-disadvantaged pupils at both the national and school level. This means that the school aims to improve the academic achievement and progress of disadvantaged students, ensuring they are on par with or surpassing their non-disadvantaged peers, both within the school and in comparison to national standards.

The second objective is for all disadvantaged pupils in the school to exceed nationally expected progress rates. The goal is for these students to make significant progress and achieve beyond what is typically expected for their age group. By surpassing the expected progress rates, the school aims to enable these students to reach Age Related Expectation (ARE) by the end of Year 6. This means that they will have achieved the academic standards expected for their age group.

### ***Achieving These Objectives***

*To achieve the stated objectives, Calverley Parkside has outlined a range of provisions and approaches that will be implemented for the targeted group. These provisions include, but are not limited to:*

- 1. 1-1 or Group Support: Students who fall below the national expectation will receive tailored 1-1 or group support to address their specific academic needs. This support will be designed to accelerate their progress and move them towards achieving age-related expectations.*
- 2. Support from Specialists: Specialist support will be accessed from within the trust. This may involve utilising the expertise of the Early Years Foundation Stage (EYFS) leader, coaching capacity from the leadership teams, or other specialists who can provide guidance and support in teaching and learning strategies.*
- 3. Additional Teaching and Learning Opportunities: Trained Teaching Assistants (TAs) or external agencies will provide additional teaching and learning opportunities for disadvantaged pupils. These opportunities will be designed to enhance their educational experiences and provide targeted support in areas where they may require additional help.*
- 4. Transition Support: The school recognizes the importance of smooth transitions for disadvantaged pupils, both from primary to secondary school and within internal transitions. Provision will be made to support students during these transitions to ensure their continuity of learning and successful integration into new educational environments.*
- 5. Additional Learning Support: Disadvantaged pupils will receive extra learning support to address any gaps in their knowledge or skills. This support may take the form of specific interventions or additional resources that cater to their individual needs.*
- 6. Subsidies for Activities and Visits: The school will provide subsidies for all activities, educational visits, and residentials. This will ensure that disadvantaged pupils have equal opportunities to engage in first-hand experiences that enhance their learning in the classroom.*
- 7. Specialist Learning Software: Funding will be allocated to support the acquisition of specialist learning software that can assist disadvantaged pupils in their academic progress and address any specific learning needs.*
- 8. Music Instrument Learning: Pupil premium funds will be used to enable disadvantaged pupils to learn a musical instrument, promoting their creativity, self-expression, and overall cognitive development.*
- 9. Behaviour and Nurture Support: Provision will be made during lunchtimes to provide behaviour and nurture support. This will involve engaging activities that promote the school's values, enhance social skills, and create a positive and inclusive learning environment.*

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Attendance is below that of non-disadvantaged pupils  |
| 2                | Disadvantaged children have a narrower range of experiences outside of school                           |
| 3                | There are an increasing number of children needing emotional support                                    |
| 4                | Disadvantaged children perform less well than non-disadvantaged pupils at the end of KS2 (3 year trend) |
| 5                |   |

## 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   |
|---------------------|--|
| <i>Attendance</i>   | Ensure attendance of disadvantaged pupils is above 95%           |
| <i>Phonics</i>      | Achieve above the national average expected standard in the PSC. |
| Progress in Reading | Above national average progress scores in KS2 R                  |
| Progress in Writing | Above national average progress scores in KS2 W                  |
| Progress in Maths   | Above national average progress scores in KS2 M                  |

## 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: £8450

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><i>Phonics</i><br/>£4500</p>   | <p>The training and implementation of the phonics scheme has resulted in a school-best 93% for the first cohort to complete a two year cycle of the scheme.year.</p> <p>To maintain the effective delivery of the phonics scheme, Floppy Phonics, will require CPD and input for staff alongside training materials.</p> <p>Investment in KS1 intervention for phonics – 4 afternoons</p> <p>Investment in reading intervention at KS2 – 4 afternoons.</p> | 4                             |
| <p><i>CPD and Leadership release time.</i></p> <p><i>Cover and release time - £1500</i></p> | <p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the Owlcotes MAT and utilise specialists from within the trust.</p> <p>Increased leadership time for staff to ensure the implementation of CPD and school priorities.</p>   | 4                             |
| <p><i>CPD for support staff.</i></p> <p>£2,000</p> <p>£450</p>                              | <p>New members of support staff in school can be supported with high-level training and qualifications in order to advance their development and provide better levels of support and outcomes for pupils.</p> <p>CPD support for a wider range of staff to be able to support with SEMH needs – led and directed by our new pastoral lead.</p>  | 4                             |

|       |  |  |
|-------|--|--|
| £1200 | Whole-school brain training – led by external provider |  |
|-------|--|--|

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

Budgeted cost: £15,900

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><i>Online learning platforms:</i></p> <p><i>Phonics Play</i></p> <p><i>TT Rockstars</i></p> <p><i>LbQ</i></p> <p><i>First News</i></p> <p>£600</p> | <p>TT Rockstars saw a rise in the number of children achieving full marks on the Multiplication Check and the % of pupils achieving above 20 marks.</p> <p>LbQ has transformed the way children record maths, with an increase in engagement and an increase in the outcomes in individual lessons for learners of all backgrounds in KS2. We achieved our highest overall combined RWM % at the end of 2024.</p>  | 2, 4                          |
| <p><i>Speech and language</i></p> <p><i>Estimated cost of contract - £4500</i></p> <p><i>Estimated cost of support delivery - £3000</i></p>           | <p>A larger number of children are entering Reception with speech and language needs/delays. As a result, investment in the contract with <b>Away with Words</b> and the delivery of intervention will be essential to close communication gaps.</p>   | 2, 4                          |
| <p><i>Targeted phonic interventions</i></p> <p><i>Estimated cost - £2000</i></p>  | <p>To catch-up, children behind their peers need to access new content along with the rest of their class. As a result, school are making a strong investment in all staff being able to support early reading and deliver interventions. CPD will be required for all staff alongside the implementation of a new phonics scheme and resources to support children who fall below the national expectation.</p> <p>100% of resits in PSC passed in Y2</p> | 4                             |

|   |   |      |
|---|---|------|
|   | 93% of children in Y1 passed the check as a result of same day intervention.  |      |
| <b>Pastoral lead</b><br><b>£5000</b>      | Significant investment will be needed to support the introduction of a new role in school – pastoral lead. This will require CPD for the staff member to become ELSA trained, join the Safeguarding team, develop draw and talk and fully resource pastoral provision for children. | 1, 3 |
| <b>EY/KS1 Reading Books Top-up - £800</b> | Continued review of the reading scheme inline with the new reading guidance published and invested in additional reading phonic books and a to ensure the 95% decodability and correct alignment of books and the phonic phases they cover.   | 2, 4 |

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

Budgeted cost: £ 16,700

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <b>Pastoral lead</b><br><b>(As above)</b>             | (As above)   | 1, 3                          |
| <b>Artforms</b><br><b>£6000</b>                       | Every child has the right to learn to play an instrument.  | 2                             |
| <b>Subsidise trips</b><br><b>£1200</b>                | It is essential to provide children with experiences before they can engage in learning about topics.<br><br>Residential stays are accessible to all children and residentials are linked to team building and instilling the school ethos, being ready, respectful and responsible. | 2                             |
| <b>SLA with Leeds Attendance Team</b><br><b>£2000</b> | Children and families supported additionally by the attendance team at the LA to increase capacity within school to overcome attendance barriers.  | 1                             |
| <b>Cluster Services</b><br><b>£6500</b>               | The Cluster services allows us access to support with regard to  | 1, 3                          |

|  |  |          |
|--|--|----------|
|  | <b>Attendance services, Mental Health, Punctuality.</b>  |          |
| <b><i>Subsidise wrap around care<br/>£1000</i></b> | <b>Attendance for some vulnerable families has been impacted due to childcare needs – to support families, wrap-around care can be subsidised and sessions made available to support attendance.</b> | <b>1</b> |

**Total budgeted cost: £ 41,050**



## 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 2023 to 2024 academic year at the end of KS2

#### Attainment for disadvantaged pupils, end of KS2. vs non-disadvantaged.

| Measure                              | Score                       |
|--------------------------------------|-----------------------------|
| Meeting expected standard at KS2 RWM | 50% (2 out of 31 children)  |
| Reading                              | 50% (2 out of 31 children)  |
| Writing                              | 50% (2 out of 31 children)  |
| Maths                                | 100% (2 out of 31 children) |
| Achieving high standard at KS2 RWM   | 0% (2 out of 31 children)   |
| Reading                              | 0% (2 out of 31 children)   |
| Writing                              | 0% (2 out of 31 children)   |
| Maths                                | 0% (2 out of 31 children)   |

### 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     |
|--------------------|--------------|
| X Tables Rockstars | TT Rockstars |
| LbQ                | LbQ          |

