

## 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	10.7% (22) <i>(as of July 2023)</i>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Chris Jolley
Pupil premium lead	Chris Jolley
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,010
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> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£32,010

# 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: £ 9650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Phonics</i> £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>	4
<p><i>CPD and Leadership release time.</i></p> <p><i>Cover and release time</i> - £1500</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>£1200</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.</p> <p>Specialised training to support with the communication needs of children.</p>	4

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

Budgeted cost: £13,400

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>Online learning platforms:</i>  <i>Phonics Play</i>  <i>TT Rockstars</i>  <i>LbQ</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.</p>	<p>2, 4</p>
<p><i>Speech and language</i></p> <p><i>Estimated cost of contract - £4000</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 Away with Words and the delivery of intervention will be essential to close communication gaps.</p>	<p>2, 4</p>
<p><i>Targeted phonic interventions</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>50% of resits in PSC passed in Y2            93% of children in Y1 passed the check as a result of same day intervention.</p>	<p>4</p>
<p><i>Learning Mentor</i></p> <p>£5000</p>	<p>COVID-19 has impacted on pupils and their value of education, some children struggle to enter school on a daily basis, other children have struggled to adjust to the expectations and routines in school.</p> <p>Investment in ELSA resources will be required in addition to the number of hours available to the learning mentor with an increased caseload.</p>	<p>1, 3</p>
<p><i>EY/KS1 Reading Books</i>  <i>Top-up - £800</i></p>	<p>Continued review of the reading scheme inline with the new reading guidance published and invested in</p>	<p>2, 4</p>

	additional reading phonic books and a to ensure the 95% decodability and correct alignment of books and the phonic phases they cover.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 17,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Learning Mentor (As above)</i>	With an increased expectation on some children to follow the school rules and live by the school's ethos, it is essential that we know our children and can spot triggers which impact and affect learning, support will be required from the learning mentor to support the development of wellbeing in school, alongside emotional literacy.  School has an increasing number of referrals to the cluster emerging, and the SEMH needs in school is on the rise.	1, 3
<i>Artforms £6000</i>	Every child has the right to learn to play an instrument.	2
<i>Subsidise trips £1200</i>  <i>Subsidise experiences - Now Press Play £500</i>	It is essential to provide children with experiences before they can engage in learning about topics.  Residential stays are accessible to all children and residential are linked to team building and instilling the school ethos, being ready, respectful and responsible.	2
<i>SLA with Leeds Attendance Team £2000</i>	Children and families supported additionally by the attendance team at the LA to increase capacity within school to overcome attendance barriers.	1
<i>Cluster Services £6500</i>	The Cluster services allows us access to support with regard to Attendance services, Mental Health, Punctuality.	1, 3
<i>Subsidise wrap around care £1000</i>	Attendance for some vulnerable families has been impacted due to childcare needs – to support families, wrap-around care can be subsidised	1

	and sessions made available to support attendance.	
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**Total budgeted cost: £ 40,250**



## 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.

<b>Attainment for disadvantaged pupils, end of KS2. vs non-disadvantaged.</b>	
<b>Measure</b>	<b>Score</b>
Meeting expected standard at KS2 RWM	0% (2 out of 31 children)
Reading	0% (2 out of 31 children)
Writing	50% (2 out of 31 children)
Maths	50% (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*

<b>Programme</b>	<b>Provider</b>
X Tables Rockstars	TT Rockstars
LbQ	LbQ

