

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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)	205
Proportion (%) of pupil premium eligible pupils	7.8% (16)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Chris Jolley
Pupil premium lead	Chris Jolley
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,390
Recovery premium funding allocation this academic year	£
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	£

Part A: Pupil premium strategy plan

Statement of intent

Ofsted December 2017 “The headteacher and governors do not have strong enough oversight of the use of pupil premium funding and its impact on the outcomes achieved by disadvantaged pupils.”
“An external review of the school’s use of pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.”

The GB and Acting HT requested an external review of pupil premium at Calverley Parkside and this was undertaken in May 2018, with a report following which had been shared with the Governing Board.

Ultimate Objectives

- *To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.*
- *For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6.*

Achieving These Objectives

The range of provision we consider making for this group include and would not be limited to:

- *1-1 or group support for pupils who fall below the national expectation.*
- *Support from specialists within the trusts to support teaching and learning: use of the EYFS leader, coaching capacity from within the leadership teams etc.*
- *Additional teaching and learning opportunities provided through trained TAs or external agencies*
- *All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.*
- *Transition from primary to secondary and transition internally and into EYFS.*
- *Additional learning support.*
- *Subsidies for all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.*
- *Support the funding of specialist learning software.*
- *To allow the children to learn a musical instrument.*
- *Behaviour and nurture support during lunchtimes by providing activities to engage and promote Parkside values and thus enhance learning.*

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 non-disadvantaged pupils
2	Disadvantaged children have a narrower range of experiences outside of school
3	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: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics</i> £4500	Reduced % of children achieving a pass in the PSC in the last academic year. Effective delivery of the phonics scheme, Floppy Phonics, will require CPD and input for staff alongside training materials.	4
<i>CPD and Leadership release time.</i> <i>Cover and release time</i> - £1500	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. Increased leadership time for staff to ensure the implementation of CPD and school priorities.	4

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

Budgeted cost: £9,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Online learning platforms:</i> <i>Phonics Play</i> <i>TT Rockstars</i> <i>Mathletics</i> <i>First News</i>	TT Rockstars saw a rise in the number of children achieving full marks on the Multiplication Check. These have been important staples in our classes, with homework being important to engage children in learning beyond the school gates.	2, 4

<p><i>Speech and language</i></p> <p><i>Estimated cost of cluster contract - £4000</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 Pudsey Cluster with access to specialist therapists.</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>4</p>
<p><i>Learning Mentor</i></p> <p><i>£5000</i></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 Top-up - £800</i></p>	<p>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.</p>	<p>2, 4</p>

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

Budgeted cost: £ 14,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Learning Mentor</i> <i>(As above)</i></p>	<p>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</p>	<p>1, 3</p>

	development of wellbeing in school, alongside emotional literacy.	
<i>Artforms</i> £6000	Every child has the right to learn to play an instrument	2
<i>Subsidise trips</i> £1200	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</i> £2000	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</i> £4500	The Cluster services allows us access to support with regard to Attendance services, Mental Health, Punctuality.	1, 3
<i>Subsidise wrap around care</i> £1000	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.	1

Total budgeted cost: £ 30,500

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 2021 to 2022 academic year.

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

Measure	Score
Meeting expected standard at KS2 RWM	100%
Reading	100%
Writing	100%
Maths	100%
	(3 out of 27 children)
Achieving high standard at KS2 RWM	0%
Reading	66%
Writing	33%
Maths	0%

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

