

## 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	Calverley Parkside Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	5.97% (12)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Chris Jolley
Pupil premium lead	Chris Jolley
Governor / Trustee lead	Laura Bastow

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,140
Recovery premium funding allocation this academic year	£1,740
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	£17,880

# 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 leaderships teams etc.*
- *Additional teaching and learning opportunities provided through trained LSAs 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 and punctuality issues = 90.8 vs 95.62
2	Phonics and early reading
3	Speech and language communication skills
4	SEMH – Learning mentor
5	Equality of opportunity – subsidise trips/experiences and music provision

## 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: £ 9100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Phonics</i> £4500</p>	<p>Reduced % of children achieving a pass in the PSC in the last academic year. Disadvantaged children performing less well than non-disadvantaged children.</p> <p>Effective delivery of the new phonics scheme, Floppy Phonics, will require CPD and input for staff alongside training materials. Floppy's phonics was chosen as the preferred scheme after an extensive evaluation of different providers.</p>	2
<p><i>NELI rollout</i>  <i>Cover - £600</i>  <i>Implementation and delivery - £2500</i></p>	<p>Increasing number of children on entry to Reception are requiring speech and language referrals and input.</p> <p>The programme will require CPD hours for staff delivering the training (10 hours+)</p> <p>Lack of cohesion in KS1 and KS2 in writing as children struggle to connect ideas and explain what is happening coherently.</p>	2, 3
<p><i>CPD and Leadership release time.</i>  <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 specialisists from within the trust.</p> <p>Increased leadership time for staff to ensure the implementation of CPD and school priorities.</p>	2

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Online learning platforms:</i> Lexia TT Rockstars Mathletics First News</p>	<p>TT Rockstars saw a rise in the number of children achieving full marks on the Multiplication Check.</p> <p>These have been important staples in our classes, with homework being important to engage children in learning beyond the school gates.</p>	2, 3, 5
<p><i>Speech and language</i>  Mabel credits - £1200 Estimated cost of cluster contract - £4000</p>	<p>A larger number of children are entering Reception with speech and language needs/delays. As a result, investment in the NELI project and contract with Pudsey Cluster with access to specialist therapists.</p>	3
<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>	2
<p><i>Learning Mentor</i>  £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>	4
<p><i>EY/KS1 Reading Books</i>  Initial cost £4000 Top-up (Dec 22) - £800</p>	<p>Reviewed the reading scheme inline with the new reading guidance published and invested in new reading phonics and a realignment of current reading scheme books to ensure the 95% decodability and correct alignment</p>	2

	of books and the phonic phases they cover.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 12,700

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.	4
<i>Artforms £6000</i>	Every child has the right to learn to play an instrument	5
<i>Subsidise trips £1200</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.	5
<i>Lunchtime Support to provide high quality games and activities to engage pupils.</i>	Joint project being run by two teaching staff to enable support at lunch to proactively rollout new games and activities to children.	5
<i>Cluster Services £4500</i>	The Cluster services allows us access to support with regard to Attendance services, Mental Health, Punctuality.	1, 4
<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: £ 27,300**

## 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 2020 to 2021 academic year.

#### Disadvantaged pupil progress scores for last academic year (Internal Data submitted to Local Authority)

Measure	Score
Reading	+5.67
Writing	
Maths	-0.5

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

Measure	Score
Meeting expected standard at KS2 RWM	50% vs 78%
Reading	67% vs 91%
Writing	67% vs 83%
Maths	67% vs 83%
Achieving high standard at KS2 RWM	0%
Reading	17%
Writing	0%
Maths	0%

*Please see the impact of last year's pupil premium via the link below:*

[https://docs.google.com/document/d/1R1-OHPP\\_tC9UNR80AmOJvKXkjbT8u5EqsCXsqHTomMA/edit?usp=sharing](https://docs.google.com/document/d/1R1-OHPP_tC9UNR80AmOJvKXkjbT8u5EqsCXsqHTomMA/edit?usp=sharing)



## 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
Speech and Language Therapists	Mable
Lexia Core 5	Lexia

