

Pupil premium strategy statement

This statement details our school's use of pupil premium 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 | Parkhead Primary School |
| Number of pupils in school | 291 |
| Proportion (%) of pupil premium eligible pupils | 46% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2027 |
| Date this statement was published | Nov 2024 |
| Date on which it will be reviewed | October 2025 |
| Statement authorised by | Helen Chard |
| Pupil premium lead | Helen Chard |
| Governor / Trustee lead | Scott Rowland |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £197,730 |
| 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 | £197,730 |

Part A: Pupil premium strategy plan

Statement of intent

At Parkhead Community Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, are able to grow as successful individuals, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils. We will provide disadvantaged pupils the support they need in order to develop their confidence, positivity and determination in order to believe in themselves and achieve their goals.

Our strategy will be driven by the individual needs of the child, rooted in succinct formal and informal assessments, not assumptions about the impact of disadvantage. This will ensure each child receives the appropriate interventions and support in order to excel in all areas of learning and receive the necessary support to address social, emotional and mental health needs. To ensure they are effective we will:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD, to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences

- Provide opportunities for all pupils to participate in a wide range of enrichment activities
- Provide appropriate nurture support to support pupils in their emotional and social development.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

| Challenge number | Detail of challenge |
|-------------------------|--|
| 1 | Assessments, observations and discussions with pupils indicate under developed oral language skills, speech and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general are more prevalent among our disadvantaged pupils. |
| 2 | Our assessments and observations show children demonstrate gaps in knowledge, skills and understanding within reading and writing. This is for various reasons such as lack of retention, poor working memory, lack of concentration, absence. |
| 3 | Our assessments and observations show children demonstrate gaps in knowledge, skills and understanding within Maths. This is for various reasons such as lack of retention, poor working memory, lack of concentration, absence |

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| 4 | Our assessments, observations and discussion with pupils and families have identified social and emotional well-being issues for many pupils, including low self esteem and aspirations. |
| 5 | Our attendance data indicates that attendance among disadvantaged pupils was lower than for non-disadvantaged. Absenteeism negatively impacts disadvantaged pupils' progress |

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 |
|---|--|
| Improved oral language skills and vocabulary among disadvantaged pupils | Children's speech and comprehension will improve. Children will have / use a wider range of vocabulary. |
| Improved rates of progress and reading attainment among disadvantaged pupils Children will be able to use phonic knowledge and read fluently and accurately Children will be able to answer comprehension questions effectively | Improved fluency, accuracy and comprehension. Disadvantaged pupils will perform equally as well as their peers on the phonics screening test. Gap between disadvantaged attainment in Reading and that of others will narrow. Percentage of children reaching age related expectations will increase. |
| Improved rates of progress in writing which impacts on attainment | Gap between disadvantaged attainment in writing and that of others will narrow. Percentage of children reaching age related expectations will increase. |
| Improved rates of progress in maths which impacts on attainment | Gap between disadvantaged attainment in maths and that of others will narrow. Percentage of children reaching age related expectations will increase. |
| To achieve and sustain improved well-being for all pupils in school, particularly our disadvantaged pupils | An increase in participation in enrichment activities, particularly among disadvantaged pupils. Children are ready to learn with minimal support to regulate. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils | There will be a reduction in the number of Pupil Premium children who are persistent absentees. Attendance gap between disadvantaged pupils and their non-disadvantaged peers will be reduced. |

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted Cost 2043 – 2025 – Nil as core funded

(£7,000 RWI portal, training, subscription, development days)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Provide training for relevant staff to develop expertise within the teaching of reading, writing and maths. (including phonics)</p> <p>Leaders to attend LA training, share training with the relevant staff.</p> <p>Leaders to deliver specific training to relevant staff. Where required, leaders to support individual teachers.</p> <p>LA consultant to work with all staff on further developing maths teaching across school.</p> <p>Continue with mastering number in Reception and Key Stage 1.</p> <p>Work with LA on developing Oracy skills across school across subjects.</p> <p>EYs to continue to embed ELKLAN training.</p> | <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (EEF Education Endowment Foundation)</p> <p>Professional development should be used to raise the quality of practitioner' knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy. (EEF improving Mathematics in the Early Years and KS1)</p> <p>Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.(EEF improving mathematics in KS2 and 3)</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development</p> | <p>1, 2, 3</p> |
| <p>To continue to embed further strategies to support all children with social and emotional learning through:</p> | <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> | <p>4</p> |

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| <p>all staff to work with HT, SENDCO and LA consultants to implement whole school zones of regulation approach.</p> <p>PSHCE lead to implement MELVA</p> <p>Family support worker to continue to deliver ELSA sessions.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel</p> | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted Cost 2024 – 2025 - £134,228

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by school staff.</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Recommendation 8:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1?utm_source=/education-evidence/guidance-reports/literacy-ks-1</p> | 2 |
| <p>Total cost of the above – £7,289</p> | | |
| <p>Within reading, writing and maths:</p> <p>Focussed 1:1 support and small group support delivered by teaching</p> | <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which</p> | 2, 3 |

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| <p>assistants across the whole school</p> <p>Gaps in learning are identified along with barriers to learning and intervention targeted</p> <p>Interventions are responsive and have an impact on children's learning (including fresh start, phonics, precision teaching).</p> <p>A catch-up 'keep-up' model is deployed across school as a form of intervention</p> <p>Small group phonics.</p> | <p>typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits.</p> <p>Pre-teaching in intervention and post lesson intervention will ensure less able PP children will be able to access daily lessons.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>A key element in Precision Teaching is frequency, to develop fluency in a skill, as this often leads to better retention and application (Johnson & Layng, 1992). The importance of this is because emerging learning fades from long-term memory relatively quickly over time, whereas fluent and mastered learning sticks</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> | |
| <p>Total cost of the above: £119,650</p> | | |
| <p>Targeted speech, language, vocabulary interventions continue to run with small groups / 1:1 within Early Years</p> | <p>EEF - High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a vital role to play in modelling effective language and communication.</p> <p>Recommendation 1:</p> | <p>1</p> |

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| | <p>chrome-extension://efaidnbmnnnibpcaj-pcglclefind-mkaj/https://d2tic4wvo1iusb.cloud-front.net/production/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf?v=1733666568</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> | |
| Total cost of the above: £7,289 | | |

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

Budgeted Cost 2024 – 2025 £63,502

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>To continue to improve mental health and well-being of pupils through the PSHCE curriculum, including the use of MELVA, wider curriculum and outdoor learning..</p> <p>Continue OPAL playgrounds.</p> <p>Training for all staff linked to the above.</p> <p>One day training for PSHCE lead.</p> | <p>https://outdoorplayandlearning.org.uk/why-do-schools-need-great-play/</p> <p>https://melva.org.uk/why-melva-works/</p> | 1, 2, 3, 4, 5 |
| Add in costs: £1,169 | | |
| <p>Forest school leaders to provide at least 6 weeks of sessions for children.</p> <p>Forest school after school club.</p> | <p>Taking part in forest school helps learners to develop socially, emotionally, physically and intellectually.</p> <p>https://forestschoollassociation.org/what-is-forest-school/</p> <p>https://nestinthewoods.co.uk/forest-school-research/</p> | 1, 2, 3, 4, 5 |

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| | Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. Effective SEL can lead to learning gains of +4 months over the course of a year (EEF). | |
| Total Cost £1,674 | | |
| <p>Breakfast Club to enable children to be ready to learn every day.</p> <p>After school clubs, including physical activity to improve wellbeing / social skills.</p> <p>Access to homework club for key stage 2 if required.</p> | <p>Dr Kevan Collins (EEF) said, “<i>My message to schools is this. The model of pre-school breakfast clubs the EEF trialled – free and universal – appears to have clear benefits to pupils. In addition to the positive attainment impact found for pupils in Year 2, the independent evaluation also found both improved attendance and behaviour in schools. Most importantly, breakfast clubs help ensure that no child has to learn when they’re hungry.</i>”</p> <p>https://educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs</p> <p>EEF “Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision”.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> | 1, 2, 3, 4, 5 |
| Total Cost £14,609 | | |
| <p>School wellbeing champion and office staff to work with families to improve attendance.</p> <p>Follow DFE’s guidance – Improving School Attendance.</p> | <p>Evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. (EEF Attendance interventions rapid evidence assessment)</p> <p>DFE document has been informed by: engagement with schools who have significantly reduced their persistent absence levels, teachers’ standards, Ofsted’s school inspection handbook and other DFE statutory and non-statutory guidance.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> | 1, 2, 3, 4, 5 |

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| Total cost: £8,196 | | |
| School wellbeing champion to provide specific wellbeing sessions / interventions 1:1 and small groups. | <p>There are a number of children who require support with personal / emotional needs. Without these being tackled, the children will not be able to focus their optimum and achieve their full potential.</p> <p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. Effective SEL can lead to learning gains of +4 months over the course of a year (EEF).</p> <p>HM Government – Promoting children and young people’s mental health and wellbeing – recognise that ‘a child’s emotional health and wellbeing influences cognitive development and learning’.</p> | 1, 2, 3, 4, 5 |
| Total Cost: £27,854 | | |
| <p>Increase learning experiences outside of the classroom to support learning in particular vocabulary and enrich writing</p> <p>Continue to raise aspirations and self-esteem, engagement with learning</p> | <p>School trips, residential visits</p> <p>Cultural capital -engage children in learning</p> <p>Continue to develop children’s awareness and understanding of a wide range of careers across all areas of the curriculum</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> | 4 |
| <p>Total Costs: £10,000 – towards educational visits / experiences.</p> | | |

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 - 2024 academic year.

Statutory Assessments End of 2023/2024

Reception Good Level of Development:
Overall 65% PP: 42% Non PP: 77%

Our Year 1 phonics:
Overall 73% PP: 59% Non PP: 82%

Year 4 Multiplication Tables Check:
Average mean score: 21.1
National Average mean score: 20.6
PP mean score: 20.9
Non PP mean score: 22.6

Key Stage 2 data:
Reading
Overall 66% PP: 50% Non PP: 85%

Writing
Overall 68% PP: 54% Non PP: 85%

Maths
Overall 58% PP: 42% Non PP: 69%

RWM
Overall 54% PP: 35% Non PP: 69%

Our inhouse data shows that as children move through school, from their starting points, we are closing the gap for disadvantaged children.

| Intended outcome | Impact – evaluated 2024 |
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| Improved oral language skills and vocabulary among disadvantaged pupils | <p>Evaluation 2023 - 2024 – Several language based programmes have been implemented within Early Years in order to improve oral language skills across the phase.</p> <p>Internal data shows PP children in nursery have made significant progress within speaking.</p> <p>Data for communication and language for Reception shows children made significant progress.</p> <p>There is a heavy emphasis on vocabulary across school.</p> |
| <p>Improved rates of progress and reading attainment among disadvantaged pupils</p> <p>Children will be able to use phonic knowledge and read fluently and accurately</p> <p>Children will be able to answer comprehension questions effectively</p> | <p>In 2024, 59% of disadvantaged children passed the phonics screen. All of the children made good progress from starting points.</p> <p>67% of disadvantaged children achieved expected Reception comprehension strand. 50% achieved the word reading strand.</p> <p>50% of disadvantaged children achieved expected standard at KS2.</p> <p>All of the children made good progress from starting points.</p> |
| Improved rates of progress in writing and maths which impacts on attainment | <p>67% of disadvantaged children achieved expected in number at the end of Reception and 58% on numerical patterns.</p> <p>42% of disadvantaged children achieved expected standard in maths at KS2.</p> <p>42% of disadvantaged children achieved expected standard in writing at the end of Reception.</p> <p>54% of disadvantaged children achieved expected standard in KS2 writing.</p> <p>All of the children made good progress from starting points.</p> |
| To achieve and sustain improved well-being for all pupils in school, particularly our disadvantaged pupils | <p>There has been an increase in the number of disadvantaged children attending extra curricular clubs.</p> <p>Family Support Worker leads several wellbeing interventions, targeting disadvantaged children when needed.</p> |
| Pupils will catch up on missed learning and gaps in knowledge | Concepts from previous and current year have been embedded ensuring good progress |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils | <p>School attendance was 93%.</p> <p>PP attendance: 92%. Non PP attendance: 93%</p> <p>There is no significant gap in attendance between disadvantaged and non disadvantaged for 2023 - 2024.</p> <p>PP attendance monitoring at the end of the Autumn term showed that 7 children were flagged up as a stage 1 or 2 concern. By the end of Spring term, 2</p> |

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| | <p>(29%) had improved and were no longer a concern and by the end of Summer term a further 4 (86% in total) had improved and were no longer a concern. At the end of Spring term 34 children were identified as a stage 1 or 2 concern. By the end of the Summer term 26 (76%) had improved to a level where their attendance was no longer a concern.</p> |
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