

# Pupil premium strategy statement for Parsons Down Partnership of Schools 2021-2024

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  |                                     |
|---|-------------------------------------|
| School name   | Parsons Down Partnership of Schools |
| Number of pupils in school  | 343                                 |
| Proportion (%) of pupil premium eligible pupils   | 57 (16.6%)                          |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024                           |
| Date this statement was published   | Jan '22                             |
| Date on which it will be reviewed   | July '22                            |
| Statement authorised by   | Catherine Bull                      |
| Pupil premium lead  | Catherine Bull                      |
| Governor / Trustee lead   | Sam Bartholomew                     |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £82,457  |
| Recovery premium funding allocation this academic year  | £4,060   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £34,500  |
| <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 | £121,017 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Parsons Down Partnership, we believe in the importance of good quality teaching together with an ethos of high ambitions for all pupils and especially for those pupils identified as disadvantaged. We place great value on the social and emotional needs of our pupils and we work hard to support them. Indeed, without these basic foundations we know children will not be able to learn effectively and standards will not be raised.

### **Our vision is supported by six key successes and a number of key principles:**

- Strong leadership, culture and values, underpinned by the understanding that a great education is far more than meeting accountability targets.
- High expectations of all pupils, regardless of background or challenge to learning.
- A clear understanding of the challenges to learning vulnerable learners face. A focus on the importance of good adult-pupil relationships as well as a relentless drive to overcome challenges.
- Targeted strategies that prioritise access to the highest quality teaching and focus on pupil need.
- A reflective, evaluative culture, where data and evidence is used intelligently for improvement.
- A recognition that the highest level of accountability is to pupils and their families and that sense of accountability for all pupils is shared across the school, with all stakeholders.

### **Principles**

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- We monitor and evaluate our Pupil Premium spending, avoid spending it on activities that have little impact on achievement, and spend it in ways known to be most effective.

At Parsons Down Partnership we have agreed a 'Partnership Pledge' to support our disadvantaged pupils.



**Our Partnership Pledge to our disadvantaged pupils**

- ☑ For all staff across the Partnership to know who these pupils are
- ☑ To provide these pupils with positive daily interactions with adults
- ☑ To provide consistently high expectations and high levels of challenge
- ☑ To engage the parents of these pupils – learn about family circumstances and offer friendly support

**Ultimately we want to make a real difference to the lives of these pupils**

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p>Our attendance data indicates that attendance among disadvantaged pupils has been between 2.12- 8.05% lower than for non-disadvantaged pupils and the difference is most significant at the infant school.</p> <p>Disadvantaged pupils are more likely to be persistently absent from school. Of pupils with attendance less than 90%, between 46 - 73% have been from disadvantaged backgrounds in the past two academic years. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' wellbeing, confidence and progress.</p> |
| 2                | <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. This has resulted in lack of readiness to learn, lower levels of resilience and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p>   |
| 3                | <p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>   |
| 4                | <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>   |

## 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   |
|--|--|
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>             | <p>Sustained high levels of attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>➤ A minimum overall attendance rate for disadvantaged pupils being over 95%, with year on year improvements.</li> <li>➤ Number of PPG pupils classed as persistent absentees will have reduced by 50%, with year on year improvements.</li> <li>➤ Ensuring Family Support Worker has regular contact with key families to enable strong communication.</li> <li>➤ School and families engaging with internal and external specialist support to give key children additional support to help address underlying issues.</li> </ul> |
| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</p> | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>➤ qualitative data from student voice, student and parent surveys and teacher observations</li> <li>➤ a significant reduction in bullying and incidences of poor behaviour</li> <li>➤ a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>  |
| <p>Improved oral language skills and vocabulary among disadvantaged pupils</p>                                       | <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>   |
| <p>Improved attainment in reading and writing and maths among disadvantaged pupils.</p>                              | <p>Outcomes in 2024/25 show a 3 year rising trend and a reduction in gap with national average for disadvantaged pupils achieving:</p> <ul style="list-style-type: none"> <li>➤ GLD at the end of EYFS</li> <li>➤ Year 1 Phonics screen and Y2 retake</li> <li>➤ Year 4 Times Tables check</li> <li>➤ ARE in reading, writing, SPaG and maths at the end of KS2</li> </ul> <p>All strategies will take into account pupils need. In particular those pupils with multiple and complex challenges.</p>  |

## 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: £25,465

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Maximising learning through high quality CPD               | The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.  | 1,2,3,4                       |
| Creation of a vocabulary rich environment.                 | Disadvantaged children are exposed to and encouraged to use new words in every area of learning. Include vocabulary from the whole school approach to extending vocabulary document. Rich vocabulary has a powerful impact on learning - Huntington Research School (EEF partner) Evidence shows that vocabulary is one of the significant factors that proved relevant to children achieving grade A*- C in Maths, English language and English literature (Spencer, Clegg, Stackhouse & Rush 2017) - Closing the Vocabulary Gap by Alex Quigley | 3,4                           |
| Enhancement of our maths teaching and curriculum planning. | In line with DfE and EEF guidance, we will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.   | 4                             |

|  |  |   |
|--|--|---|
| Enhancement of additional one-to-one reading sessions for disadvantaged children, whose reading ability is below the expected level. For example: daily reading, reading comprehension sessions, using a structured programme – precision teaching and STAR. | In line with EEF guidance, intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.  | 4 |
| Rigorous teaching of phonics, focusing particularly on analysing this group and providing additional intervention to improve outcomes.   | EEF states that Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. | 4 |

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

Budgeted cost: £ 31,723

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Employment of specialised TAs to support disadvantaged pupils<br>This includes: ELSA, wellbeing groups, precision teaching, Snap Maths, STAR Reading. | The Education Endowment Foundation Toolkit states that targeted interventions to improve behaviour and emotional well being average at least 4 months additional progress a year, with frequent sessions having the most benefit. According to the DFE pupils who receive Free School Meals are most at risk of behavioural issues so this support is vital for ensuring their continued attendance and success within our school, particularly after the challenges of the past 2 years due to Covid. It also benefits the wider school community by ensuring | 2,3,4                         |

|   |  |     |
|---|--|-----|
|   | the whole class are able to learn uninterrupted by behaviour issues that may occur. High quality intervention and support from TAs is therefore vital to ensuring children make accelerated progress in their learning |     |
| Interventions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. For example: conversation, turn taking and listening skills; Drawing Club, Colourful Semantics – talking in full sentences; following speech therapist guidance. | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.                      | 3,4 |

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

Budgeted cost: £ 50,726

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Whole staff training on the principles of Therapeutic Thinking. | This is to raise awareness of factors affecting children's behaviour, with the aim that the children's behaviour and attitudes to learning, return to the high level they were pre-COVID. This will enable staff to consider how behaviour incidents are viewed and the language we use. Whole staff training and universal approaches can have positive overall effects: | 2,4                           |
| Family Support Worker employed                                  | EEF state that parental engagement has a positive impact on average of 4 months' additional progress. They state it is crucial to consider how to engage with all parents to avoid widening attainment gaps.  | 1,2                           |

|   |  |         |
|---|--|---------|
|   | <p>Due to the pandemic and school closures we have seen an increase in the demand from parents for support for the families and children and an increase in safeguarding issues. Our Family Support Worker has worked hard during the pandemic to foster and maintain good links with parents and supporting children. The involvement of our Family Support Worker is also essential for helping us combat attendance issues.</p> |         |
| Breakfast club                                  | <p>Research shows hungry children do not perform as well and many of our PPG children regularly do not eat breakfast before school at home. We have identified our most vulnerable families and are supporting them by providing breakfast club.</p>   | 1,2,3,4 |
| Subsidised cost of residential and school trips | <p>Many of our children only go away from home during the school residential. It is essential for their own wellbeing that they experience different settings to widen their knowledge of the world.</p> <p>This has a direct impact on their ability and attitude to their learning. It builds confidence and resilience.</p>   | 2       |

**Total budgeted cost: £ 107,914**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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 |
|-----------|----------|
|           |          |
|           |          |

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    |         |
| What was the impact of that spending on service pupil premium eligible pupils? |         |

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*