



Parklands
Educate Together

Pupil Premium Strategy Statement

2024/25

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	Parklands Educate Together
Number of pupils in school	352
Proportion (%) of pupil premium eligible pupils	20%
Academic years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Jeremy Hughes, Headteacher
Pupil premium lead	Jeremy Hughes, Headteacher
Governor lead	Kellie-Marie Niescior- Mockford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,000
Recovery premium funding allocation this academic year	£0
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	£91,000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, 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 high attainers or have capacity to be.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, Ukrainian refugees, looked after children and young carers. The activities we have outlined in this statement is also intended to support their wider needs and well being, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our strategy for delivering support and interventions is primarily to do this in blocks of more intense learning, rather than low level of support spread over a longer period of time. This is intended to provide an impetus to learning and provide precise teaching to help fill in any gaps in learning. The majority of this is bespoke to each individual or group of children, rather than specific schemes that are delivered. Some of this will be carried out at times outside of the traditional school day in order to provide more focused tutoring.

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 thrive. 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
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children are not achieving in line with peers in core subjects across the school, although progress has improved in the past two years.
2	Many of our pupils demonstrate social and emotional issues, particularly the ability to self regulate or make appropriate choices at the point of an incident/ anxiety. This then has a 'knock on' effect to not only their learning, but also the learning of their peers around them.
3	The mental health of a small number of vulnerable children is impacted by the home environment, which is particularly having an impact on those children with a designated social worker.
4	Attendance of vulnerable children is lower than the target of 95%

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 achievement in core subjects	Assessments and observations will demonstrate attainment gaps are closing in core subjects. Book monitoring will evidence levels of work in line with peers, or good progress having been made.
To achieve and sustain improved behaviour for all pupils in our school, particularly our disadvantaged pupils.	CPOMS entries will reflect a decrease in incidents from vulnerable children. Student voice groups such as School Council will provide anecdotal evidence on wellbeing and safety. Participation levels of vulnerable children in extra curricular activities will be in line with those not in receipt of pupil premium.
Attendance of vulnerable children will have increased	Aim is for attendance to average over 95% for vulnerable children.

Activity in this academic year 2024/25

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: **£7,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised NFER diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>Introduce Thrive and ELSA interventions for children encountering mental health and/or SEMH needs.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	2, 3
<p>Integrate SEL into the day-to-day curriculum to promote emotional regulation and resilience. This includes training for teachers on implementing SEL approaches effectively within their teaching practices.</p>	<p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	2, 3

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

Budgeted cost: **£58,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer additional reading support exclusively for disadvantaged pupils focusing on phonics and reading.	This approach can provide additional tuition and help in catching up with their peers. Studies suggest extended school time can contribute positively to pupil outcomes.	1
Implement structured one-to-one or small group tuition sessions within the school day.	Tuition has been shown to add up to +5 months of additional progress for participants.	1
Additional small group interventions led by HLTAs for intense blocks of work to address specific learning objectives, including: Fine Motor Skills Reading Writing Number Bonds	Using a variety of approaches specific to the Keystage will have a strong impact on learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1
Additional booster support during holiday periods to support vulnerable learners.	Small groups of children (<20) with minimum two members of staff to undertake additional teaching sessions.	1
Teacher led interventions for individuals and groups in blocks to support learning in specific areas: Writing Reading & Comprehension Mathematical concepts	High quality teaching that is time limited but with bespoke targets will have a strong impact on learning. The interventions will be formed on a 'little and often' basis, reviewed each term. According to the Educational Endowment Foundation, targeted interventions can add up to +5 months progress.	1
Provide access to counselling services and mentorship programs to support emotional and social development	Such interventions can help improve self-regulation, leading to better focus and engagement in class.	2,3

Implement evidence-based behavioural strategies supported by educational psychologists that address issues of dysregulation directly within the school setting. New curriculum to be introduced.		2,3
Introduce Thrive and ELSA as interventions for children as part of structured 1:1 programme. Learning mentor to work full time in school.	An independent study looking into the social return on investment of the Thrive Approach estimates that between £7.70 and £9.06 of value for society is generated for every £1 invested in its implementation	2,3

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

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Invest in training for teachers on engaging teaching methods that make lessons more interactive and interesting for pupils. For instance, implementing inquiry-based learning or project-based learning can enhance students' interest in school activities, potentially leading to improved attendance.	Education Endowment Foundation suggests that professional development can enhance teacher effectiveness, which correlates with improved student outcomes and attendance.	1, 4
Establish mentoring programs where mentors monitor attendance and work closely with pupils to understand and address barriers to school attendance, including soft start groups. This tailored support can help identify specific personal or academic issues affecting attendance.	Mentoring has been shown to improve attendance by creating a sense of belonging and personal accountability (Source: Education Endowment Foundation).	4
Thrive training for trained professional to work with disadvantaged children	Well used and documented approach for children struggling to access learning	2, 4

	https://www.thriveapproach.com/about-thrive/about-us	
Implement measures as outlined in the 'Working together to improve school attendance' guidance. This could include funding for specialised staff or programs focused on improving attendance, such as Attendance Officers or partnership programs with local community services.	Provided by learning mentors across the school day (new appointment to role in afternoons) Play Wild for forest school	4
Contingency fund for acute issues.	A contingency will be in place to support PP children for educational activities that might incur a cost.	All

Total budgeted cost: £85,000

**Possibility of further 1:1 or 1:3 tutoring to resume in Spring on return of postholder currently on maternity to supplement work above.*

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 to 2024 academic year.

Pupil Premium numbers in the academic year 2023/24 have fluctuated due to increasing families joining us mid-year, however headline statistics for the end of year show that:

EYFS

72% Pass

PP 33% Pass- however other children were absent and so had void score

Phonics

78% of children passed the Y1 phonics assessment, with 60% for Pupil Premium.

This indicates rise from previous year.

KS2 (unvalidated results)

Reading 63% , PP 50%

Writing 73%, PP 38%

Maths 50%, PP 38%

Attainment is therefore low for PP children, however progress measures not available due to significant number of children joining us in Yr5 plus one from overseas with no previous data (this cohort missed KS1 due to covid).

Additional programmes such as Number Sense, RWI Phonics and Accelerated Reader have been introduced to support PP children, as research evidence suggests these can make a good impact on learning.

A significant amount of resource has been put in place to support children with SEMH needs, with new full time learning mentor appointed and due to start September 2024.

Funding was also used to support the children access trips and extra curricular activities, which are all free of charge for disadvantaged children.

Externally provided programmes

Programme	Provider
Nil	

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration wherever we can, or signposting to local providers.
- Widen opportunities for learning to play an instrument to support broader educational goals
- Signpost parents & carers to other agencies and support within the local area on our website or Newsletters

Planning, implementation, and evaluation

In planning our pupil premium strategy, we have chosen a strategy with multiple elements to be able to support as wide a range of families as possible. Although there is support for behaviour and attendance, the bulk of support has a focus on academic progress. This will be evaluated as the year progresses as we will be able to measure impact on a more frequent basis.