

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Park Mead Primary, Pioneer Federation
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	February 22
Date on which it will be reviewed	October 21
Statement authorised by	James Procter Executive Head teacher Pioneer Federation
Pupil premium lead	Sian Leahy Inclusion Manager
Governor / Trustee lead	Catherine Simmons/James Sleet

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (21-22)	£34,280
Recovery premium funding allocation this academic year	£3480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1718
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	£39,478

Part A: Pupil premium strategy plan

Statement of intent

At the Pioneer federation we have high aspirations for all our children and believe that no child should be left behind. We aim to develop a thirst for knowledge, a commitment to learning and to give every child in our schools every chance to realise their potential.

When making decisions about using the funding we look at common barriers to learning such as language and communication skills, social and emotional aspects of learning including confidence, attendance, punctuality and support at home. Complex family situations may sometimes prevent children from flourishing and can present as another significant barrier to learning. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, have previously been in the care system or are young carers.

Our main objective in deciding how to use the Pupil Premium funding is to ensure that the gap between groups of pupils is narrowed and that all vulnerable children make good progress from their starting point including those who are already high attainers. We aim to ensure that high quality teaching and targeted interventions alongside wider strategies that support being ready to learn, help remove barriers to learning and progress.

We believe in building belief, resilience and a “can do” attitude. The school community works hard to develop resilience and perseverance in all our children, staff believe that all children can succeed and we celebrate individual strengths and have high expectations for all children.

The federation believes in providing the highest quality of teaching and acknowledges that early intervention is key and needs to be focused on the areas in which our vulnerable pupils are struggling to make good progress. We value the importance of early language development and acknowledge the importance of the EYFS. We aim to maximise teaching time by supporting parents to improve attendance and punctuality.

Our plans need to be considered alongside our School Development plan as our plans for high quality teaching, behaviour and attitudes and personal development are interlinked with this strategy and there are many cross overs. The focus of the National Tutoring programme is also closely linked to this strategy.

Leadership are aware that improvements in pupil attainment require effective use of resources including staffing. We believe in using an evidence based approach to identify areas of focus and intervention and in reviewing the impact of our plans. Plans and strategies are put in place and reviewed following data analysis to ensure the best possible outcomes for all children. Children’s progress is analysed termly to support this. In addition we seek advice from our local authority, and utilise other areas of

expertise, such as Education Endowment Foundation, East Sussex Behaviour and Attendance service, our School Improvement Partner and other Headteachers.

All staff are aware of PPG children and other vulnerable groups across the school and the progress of these groups is discussed at termly Pupil Progress meetings. Some individuals will have specific intervention as individuals or in a small group. The school will respond flexibly to the needs of individual children taking into account individual situations.

Challenges

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

Challenge number	Detail of challenge
1	<i>Ensuring staff have enough time and relevant CPD to improve children's attainment in both Maths, Phonics and GPS.</i>
2	<i>Adequate tracking and assessment records need to be in place with PP children identified and tracked</i>
3	<i>Teachers need sufficient time to review progress, highlight specific areas of weakness and address gaps through interventions and through identified staff being allocated time to put interventions in place</i>
4	<i>Low levels of wellbeing and engagement in learning</i>
5	<i>Poor attendance</i>
6	<i>Low reading ages and low levels of language needs not being addressed at the earliest opportunity</i>

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
To improve attainment and progress for disadvantaged children in Phonics and Grammar, Punctuation and Spelling so are in line with the whole school cohort	Disadvantaged pupils make at least good progress in phonics, punctuation and grammar and are in line with their non-disadvantaged peers Attainment is in line with national average
Disadvantaged pupils have adequate reading skills to engage in the curriculum at age appropriate levels and for future life	Disadvantaged children with low reading ages make above expected progress between Sept 20 and Sept 22 Disadvantaged children make at least

	good progress in reading and in line with non-disadvantaged peers
To improve maths attainment and progress for disadvantaged pupils	Disadvantaged pupils make at least good progress in maths and are in line with their non-disadvantaged peers
All disadvantaged pupils have attendance at least in line with national average and swift action is taken if not	Attendance of PP pupils is inline or better than non-PP Pupils. School has encouraged parents to engage/refer to and worked with the appropriate services to support attendance.
All disadvantaged pupils are in a situation where they are ready to learn when in class	Reduction in temporary fixed term exclusions from 20-21 to 21-22. Disadvantaged pupils make progress in the core areas in line with their peer group.
Disadvantaged children with language needs identified by Language Link or speech links are supported by appropriate interventions to close gaps and any appropriate referrals are made in a timely fashion	All disadvantaged pupils have their language needs assessed in the period 2021-22 using Language Link. Disadvantaged pupils with identified language needs participate in appropriate intervention and demonstrate progress on Language Link following intervention or an appropriate referral has been made over time in line with the service criteria.
Well-being needs are identified and there is fair and open prioritisation process for allocating support	Well-being referral in place and is used alongside Boxall profiling to allocate support interventions. PPG status is discussed within the allocation process.

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: £3480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutor led funding (25% contribution) for small group tuition on focused elements identified from assessments £810 (25%) all recovery money to be used for this purpose (total £3480)</p> <p>Teacher recruited for this purpose and has experience in KS1 - phonics</p>	<p>Feedback EEF toolkit – high impact to low cost +6 small group tuition EEF toolkit +4 teaching reading comprehension strategies +6</p>	1,3,4,5,6
<p>CPD and INSET regarding phonics, grammar and maths in place as part of SPD</p> <p>Sharing practice by subject leads across the federation</p> <p>NO COST FROM PPG</p>	<p>CPD for national teaching standards The EEF guide to the pupil premium - training and improving Quality Teaching</p> <p>The EEF guide to the pupil premium key lessons – improving quality of teaching</p>	1,6
<p>SLT continuing development for teaching staff regarding the use of Target Tracker and school trackers track progress of vulnerable groups</p> <p>NO COST FROM PPG</p>	<p>CPD for national teaching standards The EEF guide to the pupil premium key lessons – improving quality of teaching</p>	1,2, 3
<p>Inclusion Manager termly CPD meets with TAs and individual to instruct in interventions, structure and objective</p> <p>NO COST FROM PPG</p>	<p>Ongoing CPD termly. Inclusion Manager time set aside for TA meets</p> <p>The EEF guide to the pupil premium key lessons – improving quality of teaching and project implementation needs to be clarified in terms of structure and objective</p>	
<p>Therapeutic thinking training</p> <p>NO COST FROM PPG</p>	<p>CPD all staff The EEF guide to the pupil premium key lessons – improving quality of teaching</p> <p>Dfe – Mental Health and Wellbeing in</p>	4

	schools (Nov 19)	
--	------------------	--

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

Budgeted cost: £23600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory circuits provision £8,700 sensory circuits resources £200	Physical activity EEF toolkit +1 OT advice in order to meet needs	4
Counsellor (play therapy) 4 hours weekly to April 22 £3,090	Social and emotional learning EEF toolkit +4 Arts participation EEF Toolkit +3 Boxall Dfe – Mental Health and Wellbeing in schools (Nov 19) School case study	4
Nurture (to July 21) 5863 and use of Boxall Profiling across the school (£325)	Boxall cited by the Department for Education, as well as highlighted in the Department for Education’s 2018 Mental health and behaviour in schools advice. Dfe – Mental Health and Wellbeing in schools (Nov 19)	4
Learning mentor hours allocated to PPG intervention (including Language link interventions KS1 and KS2/phonics overlearning in KS1, social emotion and well being teaching small group work) 3 x 3 hours am 1 x 2 hours pm £5147 Language link Screener Ks1 (£275)	Oral language interventions EEF toolkits +6 Overlearning opportunities – Mastery – EEF toolkit +5 phonics and language link focus in KS1 - EEF toolkit +4 social and emotional learning EEF toolkit +4 small group tuition EEF toolkit +4 The EEF guide to the pupil premium - key lessons EYFS is key	3,4,6
HOS time allocated to fulfil TT behaviour policy	East Sussex Behaviour Support Therapeutic Thinking training Dfe – Mental Health and Wellbeing in schools (Nov 19)	3,4

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

Budgeted cost: £ 8936

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil progress meeting in place half termly teacher, senco, HOS and Ex Head</p> <p>Children identified for intervention and targets agreed using assessments</p> <p>NO DIRECT COST TO PPG</p>	<p>The EEF guide to the pupil premium - focus on improving quality of teaching and sharing of good practice across the federation</p> <p>SEND COP access plan do and review</p>	1,2,3
<p>HOS reviewing attendance weekly, parental meetings to discuss strategies and referral to relevant agencies as necessary .additional access to. ESBAS units for attendance and resources</p> <p>SENCO meets to support any additional needs</p> <p>NO DIRECT COST TO PPG</p>	<p>Parental engagement EEF toolkit +4</p> <p>Continuum of need advice guidance and support - engagement with professionals</p>	5
<p>KS2 Language link subscription (£364), Boxall profiling subscription (£375 included above)</p>	<p>The EEF guide to the pupil premium key priority - Language acquisition including extending vocabulary breadth, depth and use in context, relating to curriculum topics -</p>	4,6
<p><i>Forest School £5672</i></p>	<p>Dfe – Mental Health and Wellbeing in schools (Nov 19)</p>	4
<p><i>Art Therapy resources £200</i></p>	<p>Dfe – Mental Health and Wellbeing in schools (Nov 19)</p> <p>Arts participation EEF Toolkit +3</p>	4
<p>£2700 - supporting access to trips, uniform and clubs, supporting short term periods of transport to school in emergency situations</p>	<p>Feeling part of the group, cultural capital OFSTED framework2019</p> <p>Dfe – Mental Health and Wellbeing in schools (Nov 19)</p>	4

Total budgeted cost: £ 36016 (£3480+£23600+£8936)

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.

Park Mead became part of the Pioneer Federation of Schools at the start of Academic Year 21-22, a new SLT and Inclusion Manager are in place from Sept 21.

Target tracker was implemented mid-year so there is not yet a full years data to use for analysis of the previous years data.

45% PPG pupils have SEND (Feb 22).

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
n/a	n/a

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

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.

Tutor led funding – has supported 12 PPG children in total. There has been a focus on KS1 and language, attendance and wellbeing in Year 3-5. Carried over catch up money will be used to support Year 6.