

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	Park Mead Primary School
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	22.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	Feb 24
Date on which it will be reviewed	Dec 24
Statement authorised by	James Procter Executive Head Heidi West Head of School
Pupil premium lead	Sian Leahy Inclusion Manager
Governor / Trustee lead	Lorna Duggleby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,290
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£3,173
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£38,463

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.

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	Developing language and communication skills
2	Developing Social and emotional skills
3	To maintain the national average of attainment for the phonics screening check.
4	To maintain the national average of attainment for KS1 end of key stage outcomes.

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 language and communication skills and application	Speech and language therapy sessions/ Speech and language link / lexia
Improved social and emotional wellbeing for those struggling to regulate	Improved scoring in thrive profiling
To maintain the national average of attainment for the phonics screening check.	Pupil Progress Meeting data analysis termly
To maintain the national average of attainment for KS1 end of key stage outcomes.	Pupil Progress Meeting data analysis termly

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: £2000+1000= **£3000**

Activity	Evidence that supports this approach	Challenge number(s) addressed

<i>SALT practitioner to modelled speech sessions to a staff member to increase expertise and confidence 10 x mornings (£1000)</i>	EEF toolkit oral language interventions – high impact low cost +6	1
<i>Training a member of Pioneer staff to become a Thrive Practitioner Sept 22– April 23 Second member of staff license renewed Sept 22– April 23 £2000</i>	The Thrive Approach is research based: https://portal.thriveapproach.com/approach/info/credentials/ Dfe – Mental Health and Wellbeing in schools (Nov 19)	2
<i>Little Wandle training for all KS1/R staff (SDP)</i>	EEG phonics – high impact for low cost +5	3,4
<i>Lexia training and use of the teaching resources for all staff (SDP)</i>	EEF Toolkit comprehension strategies high impact low cost	3,4

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Children with a high level of need who are waiting for assessment or therapy from NHS – to have a private assessment and programme written and the programme modelled to staff (£365)</i>	EEF toolkit oral language interventions – high impact low cost +6 EYFS toolkit communication and language approaches low cost high impact +6 SEND code of practice – meet identified needs	1
<i>Language Link screening completed for all R, Ks1 and those who have had previous intervention in Ks2 (220)</i>	EEF toolkit oral language interventions – high impact low cost +6 EYFS toolkit communication and language approaches low cost high impact +6	1
<i>Language Link interventions in place at least weekly for children identified with a need from the screener other</i>	EEF toolkit oral language interventions – high impact low cost +6	1

<i>Wellbeing supports eg Talkabout and zones of regulation (PP funded TA - SEND provision) 12.25 hours a week £7068</i>		
<i>PE staff employed to ensure that sensory circuits runs (£12,900)</i>	Recommended in OT plans	2
<i>Counsellor sessions weekly for 4 pupils April – July 22 Thrive Practitioner including weekly 1:1 sessions for 3 pupils Sept 22– April 23 4 Terms (1645)</i>	The Thrive Approach is research based: https://portal.thriveapproach.com/approach/info/credentials/ Dfe – Mental Health and Wellbeing in schools (Nov 19) EYFS EEF toolkit – self regulation strategies – high impact for low cost +5	2
<i>Additional adult to be allocated to KS1 to support early identification, interventions and transition to KS1 (5 mornings per week – £8,550)</i>	EEF small group tuition mod impact for low cost +4 EEF teaching assistant interventions moderate cost +4 EYFS EEF toolkit – self regulation strategies – high impact for low cost +5	1,2,3,4
<i>50 Lexia licences in place prioritised for Y2, SEND and PPG pupils (Year 2 of 3) and 2 school based sessions planned (Year 3 of 3 no cost)</i>	EEG phonics – high impact for low cost +5 EEF Toolkit comprehension strategies high impact low cost EEF individualised instruction low cost moderate impact +4	3,4
<i>Lexia early morning club for PP children and those struggling to access at home (for the third session) and to provide a soft start to the day 20 mins 5 days weekly (included in costs above: PP funded TA - SEND provision)</i>	EEG phonics – high impact for low cost +5 EEF Toolkit comprehension strategies high impact low cost EEF individualised instruction low cost moderate impact +4	3,4

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Inclusion Manager and HOS to increase awareness of the ES EBSA toolkit and guidance (no cost)</i>	East Sussex good practice	2
<i>Thrive profiling for all children twice a year and children identified for targeted support children additional profiling (approx.) every 12 weeks with individual actions plans created</i> £390 (Actual £1375 / 4 schools= £344)	ES Therapeutic thinking behaviour strategy supports teaching strategies to support behaviours Access plan do and review graduated approach – this allows accessing and monitoring of interventions EYFS EEF toolkit – self regulation strategies – high impact for low cost +5 EYFS EEF toolkit – self regulation strategies – high impact for low cost +5 The Thrive Approach is research based: https://portal.thriveapproach.com/approach/info/credentials/ Dfe – Mental Health and Wellbeing in schools (Nov 19)	1,2
<i>Parental coffee mornings/workshops held by Inclusion Manager in liaison with the MHST (no cost)</i>	EEF Toolkit Parental engagement low cost high impact +4	2
<i>Families financially supported so pupils can access the full life of the school (trips, uniform clubs) £2581</i>	EEF Toolkit Parental engagement low cost high impact +4 Feeling part of the group, cultural capital OFSTED framework 2019 Dfe – Mental Health and Wellbeing in schools (Nov 19)	2
<i>Request for student art therapist if available (£1200)</i>	EEF toolkit arts participation mod impact for low cost +3	2
<i>Sensory circuit resources (£200)</i>	As recommended for OT and SEMH needs in OT reports and recommendations	
<i>Adequate/increased supervision at unstructured times to support SEMH (5th MDSA – £2700)</i>		

Total budgeted cost: Teaching £3000 +

£38,463

Part B: Review of the previous academic year **2022-23**

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Review
<i>PP children with Speech and Language needs have access to appropriate intervention and are making progress in this area</i>	<p>NHS or private assessment has taken place</p> <p>Planned intervention is in place as advised by trained therapist</p> <p>Reviews indicated progress is being made towards their targets or appropriate additional referrals have been made</p>	<p><i>PP children with Speech and Language Review 22-23</i></p> <p><i>4 children (2 PP) accessed school based private SAL assessment and practitioner sessions. Final reports will be received in T5. One will provide evidence for statutory assessment application for a PP child.</i></p>
PP children with SEMH needs have a targeted intervention aimed at their needs, attend in line with non-PP peers and are able to access and progress within the curriculum	<p>All children identified with SEMH needs have a targeted intervention that is evidenced by supporting Access, plan do and review paperwork (eg APDR, passport, excel tracking, attendance/EBSA plan) with advice sought from outside professional where useful</p> <p>Attendance for PPG pupils is maintained or improved</p> <p>Lateness for PPG pupils is reduced</p> <p>All PPG children make progress according to the school trackers in R,W,M</p>	<p>PPG with SEMH= 5 pupils</p> <p>3/5 have specific plans in place, 1/5 supported by MHST, 1/5 is highlighted at PPMS</p> <p>Attendance PP 22/23</p> <p>T1 92.82%</p> <p>T2 93.01%</p> <p>T3 87.84%</p> <p>T4 94.17%</p> <p>T5 94.26%</p> <p>T6 95.26%</p> <p>Attendance PP 23/24</p> <p>T1 95.26%</p> <p>T2 88.25% (decrease due to significant illness across whole school)</p> <p>T3 93.1%</p> <p>T4 97.5%</p> <p>Lateness for PP pupils:</p> <p>Late marks are now decreasing for PPG pupils in 23-24, % of PPG being late is</p>

		<p>significantly decreased in 23/24</p> <p>21-23 T1-6 16/23 PPG pupils 68 late marks</p> <p>22-23 T1-T6 151 late marks 20/27 PP pupils</p> <p>23-24 T1-4 25 late marks for 6/19 PP pupils</p> <p>Target Tracker (see chart below):</p> <p>Reading 100% PP made 6 steps (expected) progress in 22-23</p> <p>Writing 71% made expected progress 6 steps (100% made 4 steps progress or above)</p> <p>Maths 88% made expected progress 100% made 4 steps progress or above</p> <p>See below</p>
Lack of progress and other needs are identified early, and intervention is put in place early to ensure that any gap closes or does not widen to ensure a firm foundation for learning	<p>All R and KS1 children are screened on language link an intervention is in place and referrals made as required</p> <p>Reception transition to Year 1 successfully and are making progress on the school trackers</p> <p>PPMS identify appropriate groupings and intervention and support so that PP children make at least expected progress in R, W & M</p> <p>All PPG children are making progress from their starting point/individual targets as seen on the school trackers or their APDRS</p>	<p>Year 1 Phonics screening 2023= 73% passing</p> <p>All PPG pupils passing Yr1 phonics screening and reaching EXS level – R,W,M.</p> <p>PPG pupil progress see above and chart below.</p>
PPG Year 2 pupils have good phonic and reading skills to provide a solid foundation for future learning	<p>PPG Year 2 pupils (2022-23) meet NA for KS1 reading</p> <p>PPG Y2 phonics retakes pass or make significant progress in phonic screen score</p>	<p>Expected progress made by KS1 by PPG pupils (6 steps) & PPG Y2 phonics retakes pass (60%) or make significant progress in phonic screen score.</p>
School staff to have increased awareness of EBSA	<p>Children at risk of EBSA have appropriate supports in place, referrals made and attendance/late marks are maintained or improved.</p>	<p>PP attendance/late marks is in line or better than non-PP attendance</p>

	<p>PP attendance/late marks is in line or better than non-PP attendance</p> <p><i>(July 23 PP attendance is the broadly in line with non PP)</i></p> <p>Attendance 21-22:</p> <table border="1"> <thead> <tr> <th colspan="2">2021-22</th> <th>2022-23</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>PP</td> <td>91.66%</td> </tr> <tr> <td></td> <td>Non-PP</td> <td>93.80%</td> </tr> </tbody> </table> <p>July 22 late marks whole school 303 PP 65/303 (21%) non-PP 79%</p>	2021-22		2022-23	Pupil Premium	PP	91.66%		Non-PP	93.80%	
2021-22		2022-23									
Pupil Premium	PP	91.66%									
	Non-PP	93.80%									
<p>New strategy for structure phonics is in place and staff feel confident with its use</p> <p>Year 1 Phonics outcome 2023 to reach national average (73%)</p> <p>Introduce and embed Little Wandle phonics scheme.</p>	<p>Lesson observations of phonics are good or better</p> <p>Increase score on Year 1 phonics screener and meets national average or higher (2022 64%, national 73%)</p> <p>80% of Year 1 cohort to pass phonics screen in June 2023. 2 PPG pupils in this cohort- both targeted to pass.</p> <p>Year 2 retakes (5 pupils) pass or significantly increase their score</p>	<p>Expected progress made by KS1 by PPG pupils (6 steps) & PPG Y2 phonics retakes pass (60%) or make significant progress in phonic screen score.</p>									



Progress Breakdown

28 March 2024

Y2, Y3, Y4, Y5, Y6, Y7 - Pupil Premium (17 pupils)

Sum2 2021-22 to Sum2 2022-23

All Pupils (17 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	17 (100%)	12 (70.6%)	16 (94.1%)	15.0 (88.2%)
Progressed by 5 steps	0 (0%)	2 (11.8%)	1 (5.9%)	1.0 (5.9%)
Progressed by 4 steps	0 (0%)	Dylan C	0 (0%)	1.0 (5.9%)
		Dougie R		
		Freddie R		
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)