

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	17 pupils (18%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Academic Year 2024-25
Date this statement was published	Jan 25
Date on which it will be reviewed	Dec 25
Statement authorised by	James Procter - Executive Head Heidi West - Head of School
Pupil premium lead	Kayleigh Vile / Sian Leahy
Governor / Trustee lead	Lorna Duggleby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	38,430
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	38,430

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	<p>Developing language and communication skills</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped 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> <p>This is also evident in disadvantaged pupils generally having greater difficulties with reading than their peers.</p>
2	<p>Developing social and emotional skills</p> <p>Assessments, observations and discussions with pupils suggest that disadvantaged pupils at Park Mead have greater social and emotional needs.</p>
3	<p>Attendance</p> <p>30% of our disadvantaged pupils are persistently absent. Assessments and observations indicate that lower attendance is negatively impacting these disadvantaged pupils' progress.</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
Improved speech, language and communication skills and application among disadvantaged pupils	<ul style="list-style-type: none"> • Speech and language therapy sessions • Speech and language link
Improved social and emotional wellbeing for those struggling to regulate	<ul style="list-style-type: none"> • Improved thrive profiling scores. • Positive changes and developments in behaviours and attitudes • Engagement in personal development strategies
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • KS1 & KS2 reading outcomes in 2025 to show that more disadvantaged pupils met the expected standard. • Lexia reading programme
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance across next 2 years demonstrated by:</p> <ul style="list-style-type: none"> • The overall unauthorised absence rate for all pupils reducing and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
1/2 day cover for each TA to enable for targeted training to ensure they are skilled for the role. £0	The EEF recommends a focus on ensuring quality first teaching. The EEF recommendations for SEND – p3 ensure all pupils have access to quality first teaching. EEF Making the best of Teaching Assistants p6 4 – ensure TA are prepared for their role	

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

Budgeted cost: 515 + 382 + 80 + 220 + 1365 + 28,229 + 2,518 + 900 + 3300 + 156 + 150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia Core 5 reading programme licenses bought £515 (1/3 of 3 year deal)	EEF effective use of ICT Use evidence based interventions – experience at other Pioneer schools (SMV) has evidence above expected progress at all levels of attainment. Teaches comprehension – higher level skills – EEF improving literacy in KS1 EEF Toolkit: Phonics +5 intervention Homework +5 Reading comprehension strategies +6 Lexia Reading +1	1
Individual Thrive profiling and Wellbeing actions plans (Thrive/Zones of regulation) built into SEND and behaviour support plans as needs are identified	The Thrive Approach is research based: https://portal.thriveapproach.com/approach/info/credentials/ Dfe – Mental Health and Wellbeing in schools (Nov 19) EEF improving Social and emotional learning in primary schools pt 5 – reinforce SEL with whole school based ethos and activities EEF Toolkit:	2

<p>£382 (portion of the Federation license) + £80 training</p> <p>Thrive interventions for targeted pupils and groups of pupils delivered by Thrive TA.</p>	<p>Behaviour interventions +4 Social and emotional learning +4 Self-regulation strategies +3</p>	
<p>Language link Screener KS1– screen all Reception and KS1 and put in place interventions as necessary</p> <p>£220</p>	<p>The EEF guide to the pupil premium - key lessons EYFS is key</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> <p>EEF literacy in Ks1 recommendations pt1 – develop speaking and listening skills</p> <p>EEF Toolkit: Oral language interventions – high impact low cost 1 impact +6 Communication and language approaches + 7</p>	<p>1</p>
<p>Employment of SAL therapist to complete 4 x full assessment reports and programme</p> <p>£365</p> <p>Employment of SAL practitioner to model the programme delivery 10 sessions for 4 pupils</p> <p>£1000</p>	<p>The EEF guide to the pupil premium - key lessons EYFS is key</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> <p>EEF literacy in Ks1 recommendations pt1 – develop speaking and listening skills</p> <p>EEF Toolkit: oral language interventions – high impact low cost 1 impact +6</p>	<p>1, 2</p>
<p>Contribution towards whole school TA provision</p> <p>TA hours allocated to PPG intervention including, language link, early phonics intervention, pre-teaching and revisiting, wellbeing supports (The Thrive Approach, sensory circuits, jump ahead)</p> <p>Provision of class TAs to facilitate smaller groupings and targeted class support.</p> <p>Additional TA to support individual and group interventions. And support whole class provision in Y1/2.</p> <p>Afternoons of class based and group interventions across the classes to support reading, writing and maths across the curriculum.</p> <p>£28,229</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> <p>Sensory circuits – as recommended by OT and ADHD plans</p> <p>EEF Toolkit: Oral language interventions +6 Overlearning opportunities – Mastery +5 phonics and language link focus in KS1 +4 social and emotional learning +4 small group tuition +4 Physical activity +1 Within class attainment grouping +2 Teaching assistant interventions +4 Individualised instruction +4 Phonics + 5 Physical development +5</p>	<p>1,2,3</p>

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
MHST practitioner involved with Park Mead to deliver 'worry tree' groups and CBT for identified children. Parent workshops and staff CPD. £0	DfE – Mental Health and Wellbeing in schools (Nov 19) EEF Toolkit: Social and emotional learning +4 Arts participation +3	2
Contributions to trips and extracurricular activities, additional resources, uniform, including book bags for new PP pupils £900 £2,518 (Residential)	Feeling part of the group, cultural capital OFSTED framework2019 DfE – Mental Health and Wellbeing in schools (Nov 19)	1,2,3
Sensory circuits provision daily To meet need, gather evidence for referral and be ready for learning 3,300	OT and ADHD advice in order to meet needs EEF Toolkit: Physical activity +1	2
MHEW survey of needs followed by workshops and coffee morning/afternoons. Parent/carer intervention groups. No cost	EEF Toolkit: Parental engagement cost 1 impact +4	2
Subscription to picture news for whole school and class assembly £156 (split between 4 schools)	Extends the curriculum beyond the academic, technical or vocational. Gives children opportunities to develop learning further through news stories that inspire them. Allow them to discover talents and interests through the broad coverage. Expose children to a range of current issues including political, religious, cultural, environmental, social, moral, and spiritual. Allow children to demonstrate respect and tolerance. EEF toolkit: Social and emotional learning + 4	1,2,3
BoomReader – digital reading record £150	EEF toolkit: Homework + 5 Parental engagement + 5	1

Total budgeted cost: £37,815

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.

1. Language needs identified and targeted interventions in place throughout the year. Pupils make progress from their starting points.
2. 78% pupils in year 1 passing the phonics screening
Year 6 Reading 79% EXP
Year 6 Writing 72% EXP
3. Emotional regulation, behaviours and attitudes improved as evidenced in Thrive profile scores.

Externally provided programmes

Programme	Provider
n/a	n/a

Service pupil premium funding (optional)

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)

n/a