

## Pupil premium strategy statement – Parkview Primary School 2024-2025

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	10% (20 pupils) as of September 2024
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement for each academic year</b> )	2024/2025 to 2027-2028
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Marie Jarvis, Headteacher
Pupil premium lead	Marie Jarvis, Headteacher
Governor / Trustee lead	Lisa Cook, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,200
Pupil premium funding carried forward from previous years	£48.63
<b>Total budget for this academic year</b>	<b>£24,154.19</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Parkview Primary School we strongly believe that each one of our pupils deserves an education which allows them to achieve their true potential, regardless of the circumstances they may face outside of school. As a school, we are very proud of our provision for the more able, we strive to ensure all our pupils (including disadvantaged) make at least expected progress and that those who achieve highly, continue to do so year upon year.

As a school, we consider carefully the challenges faced by vulnerable children, such as those who have a social worker or are young carers, and plan to meet their needs through this statement regardless of whether they are disadvantaged or not.

Parkview staff place a strong focus on disadvantaged pupils in all aspects of their preparation, planning and assessment. Staff ensure that the progress and attainment of disadvantaged and vulnerable pupils is a high focus across the school through their communications, planning and assessment of needs, both personally and through the curriculum. Our approach to support will meet the needs of the whole child and address areas identified, in order to ensure progress for all. As a result of this, we will ensure our measures are effective through

- Ensuring work is well matched and provides challenge
- Adopt a whole school approach towards responsibility for the progress and achievement for disadvantaged pupils and maintaining high expectations in all subject areas.
- Offer opportunities for rounded development through our links with outside agencies e.g. Rolls Royce, Derby County, Derbyshire Music Partnership
- Provide opportunities for families to work together with us.
- Provide support for our vulnerable families both financially and emotionally
- Educate the whole family regarding both academic and emotional development
- Raise aspirations

### Challenges

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

Challenge number	Detail of challenge
1	<b>Closing attainment gaps between disadvantaged and non-disadvantaged children</b>

	<p>Analysis of data has shown that a number of the vulnerable and disadvantaged children are not achieving GLD/ARE+ at the same rate as their non-disadvantaged peers.</p> <p>This trend supported by national studies.</p>
2	<p><b>Parental engagement in school events</b></p> <p>We are proud of our home/school links. Staff recognise the value of parental engagement and it's impact on a pupil's achievement using Charles Desforges work, 'The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustment: A Literature Review' (2003) as the driving force behind this. From this research we know that, "parental involvement has a significant effect on children's achievement".</p> <p>Staff work hard to provide parental engagement opportunities, including through open mornings, workshops and information events. However, when analysing the attendees to such events, it is evident that parents of children from disadvantaged backgrounds attend less (family SPAG event summer term 2024 = 0).</p>
3	<p><b>The emotional wellbeing of pupils and families associated with Parkview</b></p> <p>The on-going, national economic struggles have meant that disadvantaged families have struggled more financially than non-disadvantaged families.</p> <p>This in turn has had an impact on overall mental health and well-being. A number of children have suffered academically due to this therefore school needs to take a more active role in being able to provide the wider support our families need in order to allow the pupils to achieve better academically and be in a better state emotionally.</p> <p>A number of our disadvantaged children have experienced adverse childhood experiences. This has an impact on their day-to-day life and well-being.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2027**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The gap between the number of disadvantaged and non-disadvantaged	GLD results in 2027 show that the gap between disadvantaged and non-disadvantaged pupils has aligned. This will dependant on numbers of DP in each cohort.

pupils achieving GLD closes.	
The gap between the number of disadvantaged and non-disadvantaged pupils passing the phonics screening closes..	Phonic screening results in 2027 show that the gap between disadvantaged and non-disadvantaged pupils is more aligned (more specific figures cannot be given to the small numbers in each cohort)
The gap between the number of disadvantaged and non-disadvantaged pupils ARE or above in Phonics, Reading, Writing and Maths closes.	KS2 SATs outcomes in 2027, show that the gap between disadvantaged and non-disadvantaged pupils has closed further from 33% and 72% in reading, 67% and 88% in writing, 67% and 88% in maths and 67% and 80% in SPAG.
To improve parental engagement in school events particularly those which will support home learning and therefore pupil outcomes	An increase in the engagement levels of school events for disadvantaged pupils by 20%. The attendance gap of disadvantaged and non-disadvantaged pupils closes to within 1.5% Summer 2024 NDP = 95.27%, DP = 92.37% (current difference 2.895%)
To achieve and sustain improved wellbeing for all pupils and families in our school, particularly our disadvantaged pupils and families.	Sustained high levels of wellbeing by 2027, demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• Boxall assessment data improves due to interventional support</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils due to school support opportunities</li> <li>• Pupil de-escalation and self-regulation strategies improve as recommended in the EEF guidance, 'IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS' supporting pupil progress in the long term. This is evidence in monitoring activities e.g. lesson observations, pupil voice and behaviour logs.</li> </ul>

## 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: £3053.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Release phonic leader once per half term to monitor and assess the current phonic provision including observations of provision and align interventional support for disadvantaged pupils.</p>	<p>EEF guide to the pupil premium states that, “Gaining a thorough knowledge of your disadvantaged pupils’ levels of attainment is the first step in developing an effective pupil premium strategy”.</p> <p>The EEF tiered approach to pupil premium spending document also refers to using high quality assessment that responds to the needs of the children.</p> <p>This enables the leader to direct specific support to where it is needed.</p>	1
<p>Further training for staff on assessment/marking policy to ensure feedback improves outcomes for all pupils.</p> <p>Head and Deputy Head to complete monitoring activities in relation to this and staff to engage in peer review in the area.</p>	<p>When used effectively our feedback and marking policy will improve outcomes for all pupils.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p>Purchase of further resources to support our <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>EEF Toolkit: Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	1
<p>Improve the quality of de-escalation techniques to support with self-regulation .</p>	<p>EEF Toolkit: SEL interventions in education are shown to improve SEL skills and are therefore likely to support</p>	1, 3

<p>School staff to engage in whole school training linked to strategies relating to this.</p>	<p>disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</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><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17114.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>After school sessions targeted towards our disadvantaged students in reading, writing and maths in Key Stage 2</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	<p>1</p>
<p>TA support to raise standards for the attainment of disadvantaged and vulnerable pupils in lessons for Maths and English.</p>	<p>EEF Toolkit: Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.</p> <p>Particular focus of this is on the children who did not pass the phonic screening test in Y1.</p>	<p>1</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support x 10 weeks (2 sets).</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as</p>	<p>1</p>

	<p>regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p> <p>EEF Toolkit: Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3985.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to Bridge the Gap support for children requiring additional emotional support due to circumstances outside of school.	<p>EEF Toolkit: On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>Online resources used by teaching staff to support PSHE lessons and ad hoc sessions in response to individual needs.</p>	3
<p>Assistance to purchase uniform and accessories for school throughout the school year.</p> <p>Revision packs for R, Y1, Y2 and Y6</p>	<p>EEF Toolkit: Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline</p> <p>EEF Toolkit: Homework has an impact by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in-depth inquiry, prepare for lessons or revise for exams.</p>	1, 3
Release Maths and English leaders along with SENDco to develop and deliver parental sessions on how to support learning in the home environment.	EEF Toolkit: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement strategies are typically more effective with parents of very young	2

2.5 days supply	children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school.	
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**Total budgeted cost: £24154.19**



## Part B: Review of the previous academic year & review of 3 year strategy

### Outcomes for disadvantaged pupils

#### Review of previous academic year

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that disadvantaged pupils do not achieve as well as non-disadvantaged pupils. However, this data must be read with caution due to small overall numbers of disadvantaged pupils at Parkview Primary School.

To help us gauge the performance of our disadvantaged pupils we compared their results to non-disadvantaged pupils. We also compared their results to national figures as seen below.

#### **Early Years Foundation Stage**

Pupils achieving Good Level of Development

5 children

Disadvantaged (national)	Non-disadvantaged (national)
40% (51.5%)	85% (62.7%)

#### **Year 1**

Phonics Screening pass rates

3 children

Disadvantaged (national)	Non-disadvantaged (national)
67% (68%)	72% (80%)

**Year 6**

**Children Achieving Age Related Expectations**

3 children

Reading	Disadvantaged	National	Non-disadvantaged	National
	33%	62%	72%	79%
Writing	Disadvantaged		Non-disadvantaged	
	67%	58%	88%	78%
Maths	Disadvantaged		Non-disadvantaged	
	67%	59%	88%	79%
Spelling, Punctuation & Grammar	Disadvantaged		Non-disadvantaged	
	67%	NA	80%	NA
	Disadvantaged		Non-disadvantaged	
Science	67%		92%	

We have also drawn on attendance figures of our disadvantaged pupils, which does show a difference, as seen below:

Term	PP Girls	Non PP Girls	PP Boys	Non PP Boys
Sept 23 - Dec 23	94.52	94.84	94.92	94.83
Jan 24 - Mar 24	90.21	95.29	93.4	95.63
Apr 24 - May 24	90.86	95.97	96.49	95.22
June 24 - July 24	91.36	94.79	93.21	93.4
Overall	91.87	95.79	92.86	94.74

There are no significant differences when analysing the behaviour records and incidents of disadvantaged and non-disadvantaged children.

Based on all the information above, the performance of our disadvantaged pupils did not meet our academic expectations however further analysis needs to be completed in order to investigate links with SEND. Some further work needs to also be conducted on closing the attendance gap – further information can be found in the attendance officer’s improvement plan.

### Review of 3 year strategy

Intended outcome	Success criteria	Review
1. A greater number of disadvantaged pupils achieve ARE or above in Phonics, Reading, Writing and Maths.	<p>By 2024, at least 80% of disadvantaged pupils will achieve:</p> <ul style="list-style-type: none"> <li>• ARE in phonics (Y1)</li> <li>• ARE+ in Reading, Writing &amp; Maths in Y2 and Y6</li> </ul> <p>By 2024, all disadvantaged pupils will make at least expected progress in Reading, Writing and Maths from their previous assessment points.</p>	<p>There is still a gap between the performance of DP and NDP. However, as the numbers are so small in each cohort, it is difficult to make comparisons year on year. Further analysis needs to also be completed around PP and SEND.</p> <p>There was no progress measure in 2024 for KS2 pupils.</p>
2. For all children to have a better state of well-being and strategies to use to help their mental health, especially disadvantaged and vulnerable pupils.	Children can identify ways to help their own mental health and feel in a better state mentally identified through conversations, well-being questionnaires with pupils and parents/carers and analysis of Boxall profiles and nurture group achievement.	<p>Mindfulness is completed daily and all the children can identify strategies to support with their well-being as evidence in pupil interviews. Children know how to keep themselves physically and mentally healthy as evidenced in pupil interviews in September 2024.</p> <p>The nurture provision has improved through a referral system and as of September 2024, 12 DC were receiving support from the nurture team.</p> <p>Boxall profiles show favourable data which cannot be published in this report as children may be identified.</p>
3. All disadvantaged pupils have access to a device to use at home and the skills required to ensure they can access learning	By 2024, all disadvantaged pupils will have a device to use at home, other than a mobile phone and will be engaging in educational opportunities on an increasing number of programmes to enhance	A survey conducted in September 2024 showed that 89% of DP surveyed had access to a device at home other than a mobile phone, with internet connection to support with education.

<p>opportunities outside the classroom.</p>	<p>and support the learning in school on a weekly basis.</p>	<p>Work still needs to be done on the minority who still do not have an acceptable device at home but is no longer an immediate priority as it was in lockdown periods.</p> <p>All children have a TTRS log in and with internet access at home, the children can access online activities and programs to support learning. See examples here:</p> <p><a href="https://www.parkview-sch.co.uk/Year-Group-Overviews">Year Group Overviews   Parkview Primary School (parkview-sch.co.uk)</a></p>
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We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.