

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Parkside Community School
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	Dec 2022
Date on which it will be reviewed	Dec 2023
Statement authorised by	Charles Soyka
Pupil premium lead	Linda Taylor
Governor / Trustee lead	Geoff Strack

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,964
Recovery premium funding allocation this academic year	£11,474
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,425
Total budget for this academic year	£154,864

Part A: Pupil premium strategy plan

Statement of intent

At Parkside Community School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment in Reading, Writing and Maths
2	Poor early and continued expressive language development (including vocabulary acquisition)
3	Lower attendance than non-disadvantaged
4	High prevalence of social, emotional and mental health difficulties
5	Additional family vulnerabilities, including lack of enrichment opportunities, particularly taking into account the 'cost of living' crisis
6	Higher rates of involvement from external agencies eg. Social services due to family difficulties.
7	Lower parental engagement

8	Ongoing impact of disrupted and inconsistent access to learning throughout the Covid-19 crisis (March 2020 - July 2021)
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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 attainment in Reading, Writing and Maths	Pupils entitled to Pupil Premium Grant will achieve in line with their peers and pupils nationally.
Year 1 and Year 2 pupils pass Phonics screening in line with the national average.	Pupils entitled to Pupil Premium Grant will achieve in line with their peers and all pupils nationally
Improved attendance.	Attendance for pupils entitled to Pupil Premium Grant will be over 96%.
Pupils will have access to support they need.	Improved social, emotional and mental health.
Pupils will have access to a wide range of enrichment opportunities	Pupils will be knowledgeable about a wide range of culture, be comfortable discussing its value and merits, and have been given a vast array of experiences and access to skill development.
Families will have access to the support they need.	Pupils will have needs met.
Parents will be more engaged	All parents will attend Parents' Evenings and numbers attending curriculum and other meetings will increase.

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: £1,352

Activity	Evidence that supports this approach	Challenge number(s) addressed
Elastik- Assessment Gap analysis programme	<p>Elastik provides smart, realtime data which allows teachers to see the specific concepts their pupils are struggling with, giving them certainty about the exact learning gaps.</p> <p><i>The Headteacher at St Andrew and St Francis in Brent, London introduced the programme to reduce the workload on staff and address the gaps widened by school closures:</i></p> <p><i>“By focusing on progress, the attainment looks after itself. By identifying the gaps in understanding it accelerates pupils' progress. What we've found so far, has helped our school to plug those gaps and accelerate the whole class by creating a personalised learning journeys for each and every student.”</i></p>	1, 2 , 8
Ensure all staff have received training to deliver phonics scheme effectively.	EEF state that a systematic phonic programme can have a positive impact (+5 months) as an important component in the development of early reading.	1, 2, 8
Create a positive reading culture across all curriculum areas.	EEF confirms that reading a book with rich opportunities for discussion is a vital step in supporting the children's language and communication skills.	1,2, 7, 8
Ensuring staff use evidence -based whole class teaching interventions consistently. e.g. Number Mastery	The Maths Hub Programme (NCETM) which we are part of,brings together professionals in a collaborative national network each locally led by an outstanding school to develop and spread excellent practice, for the benefits of all pupils.	1, 2, 8
Speech and Language support	Disadvantaged pupils identified with expressive and receptive language	1, 2, 8

	issues are put on one of the following programmes. NELI/Welcom - EYFS	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 62,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring (led by experienced teacher)	<p>Research by the Education Endowment Foundation (EEF) and National Foundation for Educational Research shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom.</p> <p>Analysis from the National Foundation for Educational Research (NFER) into pupil progress (disadvantaged and non-disadvantaged) stated: "There is strong evidence that the disadvantage gap has widened during the pandemic i.e. the impact of the pandemic on the progress of disadvantaged pupils has been greater than on the progress of non-disadvantaged pupils. This widening appears to have been greater in mathematics than in reading in most primary year groups.</p> <p>2021/22 cohort made good progress in WRM at KS2</p>	1
KS1 phonics support (teacher + teaching assistant)	Evidence indicates that support with phonics can be effective, delivering approximately +5 additional months' progress on average. (EEF 2020)	1, 2
SEN support staff	11 pupils targeted by the SEN team for daily support (10 of them are also PPG)	1,2, 4, 8
Small group support for literacy and numeracy (teacher + TA))	Evidence indicates that small group tuition can be effective, delivering approximately +4 additional months' progress on average. (EEF 2020)	1, 2

EYFS Speech and Language support	Disadvantaged pupils identified with expressive and receptive language issues are put on one of the following programmes. NELI/Welcom	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 88,329

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safe Space school counsellor visiting school one day per week.	<p>Evidence indicates that therapeutic input as part of early intervention supports improved outcomes and helped to overcome social and emotional difficulties originally presented in school. Outcomes have been documented in Safe Space End Reports attached to the students' CPOMS record.</p> <p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an in-creasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse.</p> <p>Evidence indicates that social and emotional interventions can be effective, delivering approximately +4 additional months' progress on average.</p>	4
Parental Engagement Officer employed to	EEF Toolkit Parental Engagement suggests 1-3 months additional progress.	3, 4, 6, 7

support families and pupils with social and emotional difficulties.	<p>1:1 tailored support packages have been identified and delivered to pupils on CiN Plans to support improved resilience.</p> <p>1:1 tailored support packages are offered to parents to overcome challenges/barriers that ensure better outcomes and life changes for families and pupils.</p> <p>Supports families and pupils on CP, CiN and TAF Plans and identifies Early Help Interventions to help ensure improved outcomes and life changes for families and pupils.</p>	
Two accredited Thrive practitioners in place.	Evidence indicates that social and emotional interventions can be effective, delivering approximately +4 additional months' progress on average.	4
Attendance Officer employed to monitor pupil absence and attendance.	<p>Attendance for disadvantaged pupils is below that of their peers and the expectation for attendance for all. From Sep 2021 - July 2022 attendance for pupils entitled to PPG was 89.7%, compared to 93.8% attendance for other pupils.</p> <p>Links between attendance and achievement are strong. The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • the higher the overall absence rate across Key Stage 2, the lower the likely level of attainment at the end of KS2 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions 	3
Attendance reward costs for 100% attendance.	Attendance for disadvantaged pupils is below that of their peers and the expectation for attendance for all.	3
Breakfast	A funded breakfast programme is offered to pupils to help improve punctuality and attendance, in addition toast is offered as a whole school approach not to differentiate	4, 5

	the most vulnerable to ensure a good start to the day.	
Enrichment opportunities to extend cultural capital and subsidised school trips and clubs:	Evidence indicates that Arts participation can be effective, delivering approximately +3 additional months' progress on average. (EEF 2020) Participation in after school clubs (Autumn 2022) has an uptake of 66% in the PPG group	5

Total budgeted cost: £ 152,156

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 2021 to 2022 academic year.

Identified families and pupils received extensive support from external agencies including:

- Hertsmere Schools' Partnership Family Support Team
- Hertfordshire CC Integrated Service for Learning
- Hertsmere Borough Council Housing
- Hertfordshire Intensive Families First Support Team
- Hertfordshire Public Health Nursing Service
- Hertfordshire Social Workers
- Hertfordshire Attendance Officers/Team
- Hertfordshire Child Protection Schools' Liaison Officers
- Hertfordshire Families First Coordinators
- Home Start Watford
- Family Centre Family Support Team
- Family Centre Health Visiting Team
- Young Carers in Herts.
- Borehamwood Foodbank
- WD6 Foodbank
- NSPCC

This contributed to ensuring positive outcomes for the families and children.

Progress measured through the school's own monitoring systems and DFE assessments show that progress for pupils entitled to PPG was in line with peers when in school. However the gap for those pupils since school closures was such that attainment was lower than non PPG pupils.

KS2 2021/22

Pupils achieving ARE in Reading/Writing/Maths PPG 25% (2 out of 9) Non PPG 46% (12 out of 26)

KS1 2021/22

Pupils achieving ARE in Reading /Writing /Maths PPG 30% (3 out of 10) Non PPG 72% (13 out of 18)

Phonics Screening Year 1 PPG 60% (9 out of 15) Non PPG 75% (21 out of 28)

EYFS 2021/22

Pupils achieving GLD PPG 25% (2 out of 9) Non PPG 87.5% (14 out of 16)

2021/22 outcomes dictated the focus for tuition in 2022/23 is on PPG pupils first and foremost.

Five pupils worked with the Safe Space counsellor. The counselling sessions enables the pupils to express and manage their emotions in a safe space. All pupils received closing reports to demonstrate the themes explored and the impact of the session for each individual session.

Two established and accredited Thrive practitioners worked with pupils. Profiling at the beginning and end of the intervention showed all pupils made positive progress.

Six pupils (4 PPG) benefited from working with a qualified dyslexia teacher to address specific reading/writing concerns.

Externally provided programmes

Programme	Provider
Thrive	The Thrive Approach
Safe Space	Herts For Learning
SPLD /Dyslexia	Gain Agency

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