



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	Parkside Community School
Number of pupils in school	241
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	Dec 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Charles Soyka
Pupil premium lead	Fran Conley
Governor / Trustee lead	Geoff Strack

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,610
Recovery premium funding allocation this academic year	£14,210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£27,682

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	KS1 phonics
3	Poor attendance
4	High prevalence of social, emotional and mental health difficulties
5	Less access to enrichment opportunities.
6	Higher rates of involvement from external agencies eg. Social services due to family difficulties.
7	Parental Engagement

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. Where this proves to be a challenge, gaps will be significantly narrowed.
Year 1 and Year 2 pupils to pass Phonics screening in line with national average.	PPG pupils will achieve in line with their peers and all pupils nationally
Improved attendance.	Attendance for pupils entitled to Pupil Premium Grant will be in line with national expectations.
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 and make good social and academic progress.
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: £ 35, 412

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring	<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>Research into affordable primary tuition found that pupils who received tuition made +3 months additional progress.</p> <p>Analysis from the Government's research into pupil progress in the autumn term 2020/21 shows that primary pupils from disadvantaged backgrounds (eligible for free school meals at any point in the last six years) were about half a month further behind than non-disadvantaged pupils in reading and around a month further behind in mathematics on their return to school in autumn 2020. Pupils made progress to catch up during the autumn term, but disadvantaged pupils remained around half a month further behind their peers in reading and around a month further behind in maths in the second half of the autumn term.</p>	1
SENCO employed to monitor and track provision for PPG children in addition to all other vulnerable groups	Attainment for pupils entitled to PPG is, on average lower than their peers in reading, Writing and Maths.	1, 2, 4, 5
Achievement for all	Through this programme, staff will receive CPD with regard to best practice for supporting pupils entitled to Pupil Premium Grant.	1, 2, 5, 7

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

Budgeted cost: £ 41,851

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one support (teacher)	Evidence indicates that one to one tuition can be effective, delivering approximately +5 additional months' progress on average. (EEF 2020)	3 1
Year 6 literacy/numeracy (teacher)	In the 2019 end of Key Stage tests, the progress score in reading for the school was 0.3 compared to 3.8 for all pupils nationally, the progress score in writing was -0.5 compared to 0.3 for all pupils nationally and the progress score in maths was 0.4 compared to 2.4 for all pupils nationally. Key stage 2 attainment of the expected standard in reading, writing and mathematics for all pupils (48%) was significantly below national and in the lowest 20% of all schools in 2019. Attainment of PPG pupils was slightly lower than their peers in Reading, Writing and Maths. Evidence indicates that small group tuition can be effective, delivering approximately +4 additional months' progress on average. (EEF 2020)	1
KS1 phonics support (teaching assistant)	In 2021, 61% of all pupils reached GLD at the end of Reception. Only 47% PPG pupils reached GLD. In 2019, 79 % PPG children passed the Year 1 phonics screening, compared to an overall result of 89%. Evidence indicates that support with phonics can be effective, delivering approximately +5 additional months' progress on average. (EEF 2020)	1, 2
KS1 literacy support (teacher)	Evidence indicates that small group tuition can be effective, delivering approximately +4 additional months' progress on average. (EEF 2020)	1
Y3-Y5-small group support for literacy and numeracy (teaching assistant)	Evidence indicates that small group tuition can be effective, delivering approximately +4 additional months' progress on average. (EEF 2020)	1, 2
Purchase of resources to support teaching and learning, including IPADS	Extensive research shows the use of IPADS has a positive impact on learning in primary schools. Research by Birmingham University,	1, 2

	Cardiff Metropolitan University and Macquarie University shows that Ipads not only increase engagement in learning but have a positive impact on the learning of literacy and numeracy and provide opportunities for exploratory talk amongst pupils.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 90,073

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safe Space school counselor visiting school one day per week.	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. Evidence indicates that social and emotional interventions can be effective, delivering approximately +4 additional months' progress on average.	4
Parental/Pastoral Engagement Officer employed to support families and pupils with social and emotional difficulties.	EEF Toolkit Parental Engagement suggests +3 months additional progress. Research shows that effective engagement often leads to increased attendance and it can also be linked to higher academic achievement and to a positive effect on pupil's attitude to learning and on their behaviour.	3, 4, 6, 7
Two accredited Thrive practioners 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.	Attendance for disadvantaged pupils is below that of their peers and the expectation for attendance for all. From	3

	<p>September 2020-September 2021, attendance for pupils entitled to PPG was 91.0%, compared to 94.9% attendance for other pupils. From September 2019-September 2020, attendance for pupils entitled to PPG was 86%, compared to 89.9% 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 Age Related Expectation or above, and 3.1 times more likely to achieve Greater Depth, than pupils that missed 10-15% of all sessions 	
Attendance reward costs for 100% attendance.	Attendance for disadvantaged pupils is below that of their peers and the expectation for attendance for all.	3
Enrichment opportunities to extend cultural capital and subsidised school trips and clubs:	<p>Evidence indicates that Arts participation can be effective, delivering approximately +3 additional months' progress on average. (EEF 2020)</p> <p>Studies by organisations such as the Sutton Trust have probed this issue of how types of education and family background confer advantages on some children. The report <i>Parent Power</i> shows how wealthy parents buy in extra schooling (including in arts subjects) to push their children ahead of their peers in exams and to secure entry to more prestigious schools and universities. Projects such as The Class Ceiling have shown how recruitment into top professions, including banking and law, is made easier by the level of cultural capital of the applicants.</p> <p>A range of other reports back up these findings, including publications by the Social Mobility Commission and books such as <i>Social Mobility and its Enemies</i> by Lee Elliott Major.</p>	5
Animals in school (Pets As Therapy dog and school pet).	Extensive research has shown that animals in schools have a positive effect on the mental health of students and that reading dogs have a positive effect on reading progress.	1,4

Total budgeted cost: £ 164,025

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.

<p>Identified families and pupils received extensive support from external agencies including:</p> <ul style="list-style-type: none">• Hertsmere Schools' Partnership Family Support Team• 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 <p>This contributed to ensuring positive outcomes for the families and children.</p> <p>Pupil surveys show that over 93% of pupils are happy at school and can identify an adult they would talk to if they were worried.</p> <p>Although there were no national tests in 2020, progress measured through the school's own monitoring systems show that progress for pupils entitled to PPG was in line with peers when in school.</p> <p>Five pupils worked with Safe Space counsellor. The counselling sessions enables the pupils to express and manage their emotions in a controlled, supportive environment. All pupils received closing reports to demonstrate the themes explored and the impact of the session for each individual session.</p> <p>Two established and accredited Thrive practitioners worked with nine pupils. Profiling at the beginning and end of the intervention showed all pupils made positive progress.</p>

Externally provided programmes

Programme	Provider
Thrive	The Thrive Approach
Achievement for All	Achievement for All Ltd
Safe Space	Herts For Learning

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