

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	Park View Primary Academy
Number of pupils in school	257 (inc 40 Nursery)
Proportion (%) of pupil premium eligible pupils	30.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	Sept 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Lisa Hillyer
Pupil premium lead	Louise Taylor
Governor / Trustee lead	Alaric Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,274
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	£87,274

Part A: Pupil premium strategy plan

Statement of intent

At Park View Primary Academy 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 can 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

Our Context:

INDICES OF DEPRIVATION DECILES

1.3 Index of Multiple Deprivation Decile	6.2 Barriers to Housing and Services Decile
1.1 Crime Decile	1.4 Education and Skills Decile
1.7 Employment Decile	2.1 Health and Disability Decile
1.1 Living Environment Decile	1.6 Income Decile
1.7 IDACI Decile	1.90 IDAOPI Decile

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residentials, first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport

- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics
3	Speech, language and communication
4	Attendance and punctuality
5	Access to wider opportunities
6	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
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2.
Phonics	Achieve at least 90% of pupils in Y1 pass the PSC
	Achieve at least National Average % or above of pupils in Y2 pass the PSC
Attendance	Ensure attendance of disadvantaged pupils is at least 96%

Foundation curriculum subjects	Achieve in line with core subjects
--------------------------------	------------------------------------

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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk for Writing training (Year 2)	Embed a consistent approach to the teaching of writing from Y1 to Y6. To narrow the gap between disadvantaged pupils and those who are not.	2, 3
Voice 21 CPD	Very poor oracy skills Significant number of pupils with speech, language and communication needs. Provide children with strategies to communicate with confidence in a wide range of contexts.	2, 3
Essential Letters and Sounds CPD	Use a recognised SSP with fidelity to ensure that the quality of T&L in Phonics is consistent and of a high standard, leading to outcomes being at National or above in Y1 and Y2.	2

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions for small groups of pupils in R, W, M & P	Regular RAG meetings identify pupils at risk of falling behind. Fill identified gaps in K&U to accelerate progress.	2, 3

	Greater proportion of pupils who are confidently accessing age-related learning.	
1:1 support for those children identified as having significant needs.	Children with SEN plans make accelerated progress	1, 2, 3
1:1 SALT support for pupils	Children with SLCN make accelerated progress	3

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

Budgeted cost: £ 12,274

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer	Aim is for attendance to be above national.	4
Pastoral support	Support for vulnerable families and SEMH pupils.	1
Licensed Thrive practitioners	Evidence shows that developmental gaps exist in some children from birth. The Thrive approach, is proven to address and fill those gaps, enabling children to access learning without barriers.	1, 2, 3
Breakfast Club	Children who are hungry do not perform as well.	1
Subsidised visits	Children have limited experience of visiting places of interest. Children benefit from having wider experiences to support learning across the curriculum. This develops social & emotional skills.	1, 2, 3, 5

Total budgeted cost: £ 87,274