



Park Brow Primary School



Happy - Respect - Pride - Caring - Potential

Pupil premium strategy statement

2021-22

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	Park Brow School.
Number of pupils in school	454 inc Nursery
Proportion (%) of pupil premium eligible pupils	52.2%
Academic year/years that our current pupil premium strategy plan covers.	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Valmai Roberts, Headteacher
Pupil premium lead	Valmai Roberts
Pupil Premium Governors	Rev Jeremy Fagan. Anna Truesdale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Including Post Lac and EYFS.	£264,548
Recovery premium funding allocation this academic year	£32,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£30,000
Total budget for this academic year	£326,548

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by our vulnerable pupils, such as those who have a social worker and who are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

As a school we regularly monitor pupils progress and attainment through a whole school timely approach through pupil progress meetings which includes which represent the whole child i.e. Attendance, Safeguarding, SEND, Class teachers and TA.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. External Data and trends included within the document are based on the last statutory data of 2019 and ongoing internal data which has been compounded by school closures over the last two years. Evidence is triangulated and based on information gathered for our Self Evaluation and School Improvement Documents.

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. In particular communication and language in EYFS.</p> <p>These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
3	<p>Internal and external assessments indicate that Maths attainment and progress trends among disadvantaged pupils has been above National and in-line with their peers at the end of Key Stage 2.</p> <p>However following the impact of COVID the gaps in Maths for our disadvantaged pupils has widened and will be a focus for school to ensure that previous positive trends are maintained.</p>
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in Writing.</p> <p>85% of our SEND pupils are disadvantaged and therefore require additional support and interventions across the school.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably resilience, independence and anxiety, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 25 pupils (20 of whom are disadvantaged) currently require additional support with social and emotional needs, with 15 (15 of whom are disadvantaged) receiving small group interventions.</p>
6	<p>Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils.</p>

	<p>Our PA over this time has averaged at 13.6%. 12% are disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and attainment.</p> <p>PA for our disadvantaged pupils is almost double their peers.</p>
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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 oral language skills, communication and language and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence across the curriculum, including engagement in lessons, book scrutiny, working environments, pupil voice and ongoing formative assessment. Pupils receiving Chatty Therapy, NELLI intervention in EYFS, Year 1 and 2 will show improved confidence in all areas of language acquisition including speech.
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils meet the expected standard. KS 1 reading outcomes in 2024/25 show that the gap between attainment for our disadvantaged pupils in Reading is diminishing. Phonics outcomes in 2024/25 for our disadvantaged pupils is in line with their peers. Progress of our disadvantaged pupils continues to be at least in line with their peers and others Nationally.
Improved maths attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved Writing progress and attainment for disadvantaged pupils at the end of KS1 and KS2.	<ul style="list-style-type: none"> KS2 Writing outcomes in 2024/25 show that more than 72% of disadvantaged pupils meet the expected standard. KS 1 reading outcomes in 2024/25 show that the gap between attainment in Writing is diminishing.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, student and parent surveys and teacher observations. • Pupils are quickly identified and receive targeted SEMH/well-being support within school. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils this is closely linked to our curriculum drivers and wider curriculum outcomes of 'possibilities'
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3% (97%) and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1% (96+%). • the percentage of all pupils who are persistently absent being below 11% and the figure among disadvantaged pupils being no more than 25% lower than their peers.

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: **£29,979**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfou ndation.org.uk/education-</p>	<p>1, 2,</p>

<p>Including the development of Reading strategies and comprehension for our disadvantaged pupils.</p> <p>Purchase of Steps to Read Intervention for Guided Reading across the school including staff CPD.</p> <p>Replenish Steps to Read Books to support as required.</p> <p>To also enhance pupils access to wide variety of books through the Knowsley Library Traded Service.</p> <p>Purchase KS2 structured home reading books lost to COVID.</p>	<p>evidence/teaching-learning-toolkit/reading-comprehension-strategie</p> <p>Steps to Read contributes to dialogue, vocabulary as well as a systematic approach to teaching reading across the wider curriculum.</p> <p>https://literacycounts.co.uk/steps-to-read/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategie</p>	
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Replenish Phonic books to engage disadvantaged boys and books lost to COVID.</p>	<p>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>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Super Sonic Phonics is our chosen DfE validated scheme. All staff have received training and this is being implemented across the school.</p>	<p>2 Scheme £2000</p> <p>CPD £800</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Focus on closing gaps in Mathematical understanding due to</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	<p>3</p>

<p>school closures and access to digital resources in the home.</p> <p>Purchase of Power Maths Scheme including CPD and Maths Lead release time to support staff.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>https://www.pearson.com/international-schools/british-curriculum/primary-curriculum/power-maths.html#:~:text=Power%20Maths%20is%20a%20UK,and%20nurture</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Purchase of Jigsaw PSHE/SRE scheme to encourage debate and dialogue about relevant issues linked and related to British Values.</p> <p>Purchase and embed resilience toolkit to support and identify pupils.</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>https://www.jigsawpshe.com/?gclid=EAlaIqobChMIInrSw8pzw9AIViJ7tCh1L0A0SEAAAYASAAEgl_BfD_BwE</p>	<p>1 5</p>

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

Budgeted cost: **£195,246**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and delivery of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a</p>	<p>1, 4</p>

<p>Purchase Chatty Therapy School based programme including Speech and Language for Years EYFS, Year 1 and 2.</p> <p>DfE approved Nuffield Early Language Intervention NELI delivered in Reception Class.</p> <p>Wellcomm Speech and language Toolkit completed for identified EYFS pupils.</p>	<p>combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>http://chattytherapy.co.uk/knowsley-ey-staff-training/</p> <p>https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention</p> <p>https://www.gla-assessment.co.uk/assessments/products/wellcomm/</p>	
<p>Additional phonic intervention sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by school based staff and National Tutoring Programme for Years 1 and 2.</p> <p>Pupils in Year 3 and 4 who continue to require Phonics support will receive school based support from our Pupil Premium Intervention Teacher. (see below)</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 regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidence from pupil progress in Phonics from 2020-21 indicates that this is an intervention that has shown great benefits.</p>	2
<p>Continue to engage with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p><i>National Tutoring Targeted support:</i></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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	4

<p>Year 2 Reading. Year 6 Maths. <i>School Led Tutoring:</i> Year 3 Phonics, Reading and Maths. Year 2 Phonics. Year 1 Phonics and Home Reading. Year 6 Reading Comprehension. Year 4 Reading Comprehension.</p> <p>Purchase of Oxford Owls to support and enhance home reading.</p>	<p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>To accelerate the progress of pupils who are disadvantaged and have SEND based on evidence of March 2020 EEF review.</p> <p>Release of SENDCo to coordinate interventions, teaching and learning with SEMH lead, Safeguarding lead, Learning support teacher, Educational Psychologist, Staff, TA and Parents.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_SEND_Evidence_Review.pdf</p>	4,5,3,2,1

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

Budgeted cost: **£101,323**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management 'zones of regulation' with the aim of developing our school ethos and enhancing behaviour across school.</p> <p>Purchase of additional DESTY licenses.</p> <p>CPD for new SEMH leads in position.</p> <p>Embed SEMH leads across the school to implement interventions including:</p> <p>ELSA.</p> <p>DESTY</p> <p>1-1 Bespoke intervention.</p> <p>Group interventions.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5

<p>Teaching assistant support for those with SEMH support roles including review of all EHCP.</p> <p>Teacher support with school's graduated response to behaviour 'Behaviour Flow Chart'</p>		
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Attendance officer appointed to improve PA and attendance of disadvantaged pupils.</p> <p>This will involve training and release time for attendance officer and safeguarding lead to develop and implement Knowsley's new attendance strategy.</p> <p>Release time for attendance officer and safeguarding lead to implement Early Help for those families requiring intervention to improve attendance.</p> <p>Purchase Knowsley Attendance traded service to support school with ongoing data analysis, targeted support and case load intervention.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>To enrich our pupils opportunities and experiences through visits and visitors linked to our wider curriculum and our curriculum drivers 'opportunities, possibilities and aspirations'</p> <p>Enhancing our after school provision.</p>	<p>At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "<u>arts for arts' sake</u>"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	<p>1, 2, 3, 4, 5, 6</p>

<p>Contingency fund for acute issues.</p> <p>Breakfast Club.</p> <p>Snack.</p> <p>After School Provision.</p> <p>Staff Absence (those fundamental to delivery of plan)</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £326,548

Part B: Review of outcomes in the previous academic year 2020-21

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. Due to the challenges encountered during the pandemic, the impact of Pupil Premium funding has been difficult to quantify. School closure, remote learning, bubble closure, staff absences and the cancellation of statutory tests have hindered the progress towards implementing the actions and achieving the intended outcomes within the plan. However, some aspects of the plan were adapted to ensure that children continued to receive the planned additional support during this difficult year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum.

Prior to any COVID disruptions, Disadvantaged pupil's progress was above National in all areas and in-line with their peers for Reading and Maths. They were below their peers in writing. This continues to be a focus for the school.

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and our school based schemes of work and online resources such as Oxford Owls, TT Rockstars etc. Our online learning platform was Seesaw.

Monitoring of online learning indicated that pupils continued to get a broad balanced sequenced and progressive curriculum carefully adapted to recognise the barriers of remote learning for some more practical subjects e.g. DT, PE, IT, Science etc.

On return to school any missed gaps were analysed and addressed through careful timetabling and the National Tutoring Program. This saw many pupils particularly in Year 3, 5 and 6 bridge gaps in Reading and Maths. National Tutoring and intervention

for phonics saw our disadvantaged pupils make good progress from their starting points however further support and intervention is required.

Overall attendance in 2020/21 was lower than in the preceding 3 years at 92.3%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 3.2% higher than their peers and persistent absence almost double their peers. Despite this the school's attendance remained inline and often above borough averages. These gaps in particular PA are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. Pupils displayed high anxiety levels and were unable to understand or regulate emotions. Staff CPD for our new mental health leads ensured that pupils received support even during lockdown with regular communication for families. Clear links were made with our safeguarding lead to ensure any vulnerable pupils were in school where they could receive the necessary support from adults.

The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
National Tutoring	<ul style="list-style-type: none">Teaching Personnel.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

