



Park Brow Primary School



Happy - Respect - Pride - Caring - Potential

PARK BROW COMMUNITY PRIMARY SCHOOL

Pupil Premium Policy Academic Year 2022 -23

Principles

- We ensure that teaching and learning opportunities are planned and meet the needs of all of our pupils. At Park Brow School we hold termly pupil progress meetings where the progress, attendance and welfare of our pupils are carefully monitored.
- Following pupil progress meetings and through ongoing assessments we ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of any disadvantaged pupils are adequately assessed and addressed.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for pupil premium. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Not all children will be in receipt of pupil premium interventions at one time.
- This year in particular an additional source of funding is available through Catch- Up funding program (see additional plan) and in 2022/23 Recovery Funding.

All our work through the pupil premium will be aimed at accelerating progress by helping to move children to at least age related expectations primarily in Mathematics and English and providing wider curriculum enrichment opportunities for the children (this is identified through our curriculum INTENT and VISION). Our Curriculum Drivers have been devised with the needs of our community and pupils at its heart.

Pupil premium resources are also used to target more able children to achieve greater depth (where this is appropriate for the individual child) at the end of KS1 and KS2. This remains a focus for our school improvement plan. The school is a member of NACE and is developing its pedagogy in the policy and practice for more able pupils.

The percentage of pupils in receipt of pupil premium funding is 56% (IDSR 2019) This is more than double the national average (23%). This has been a consistent picture over the last three years.

Strategies to Close Attainment Gap

Whole school Strategies may include..

- Quality teaching and learning, consistent across the school, is supported by a strong CPD culture, observation and moderation and coaching. Teaching and learning opportunities meet the needs of all of the pupils.
- Provision of digital devices to support the remote learning of disadvantaged pupils through Oak academy and our online platform...Seesaw as when required moving forward.
- Engaging and relevant curriculum, personalised to pupil needs (Curriculum INTENT)
- All teaching and Learning will be aimed at accelerating and maximising progress
- Pupil level tracking, assessment and monitoring
- Quality Assessment both formative and summative.
- Effective reward, behaviour and attendance policies.
- Inclusive and positive school culture.
- Effective Senior Leadership Group, focused on Pupil Premium agenda
- Additional staff and additional Inclusion Team members (2 x targeted staff)
- SEMH leads across the school (1 x targeted staff).

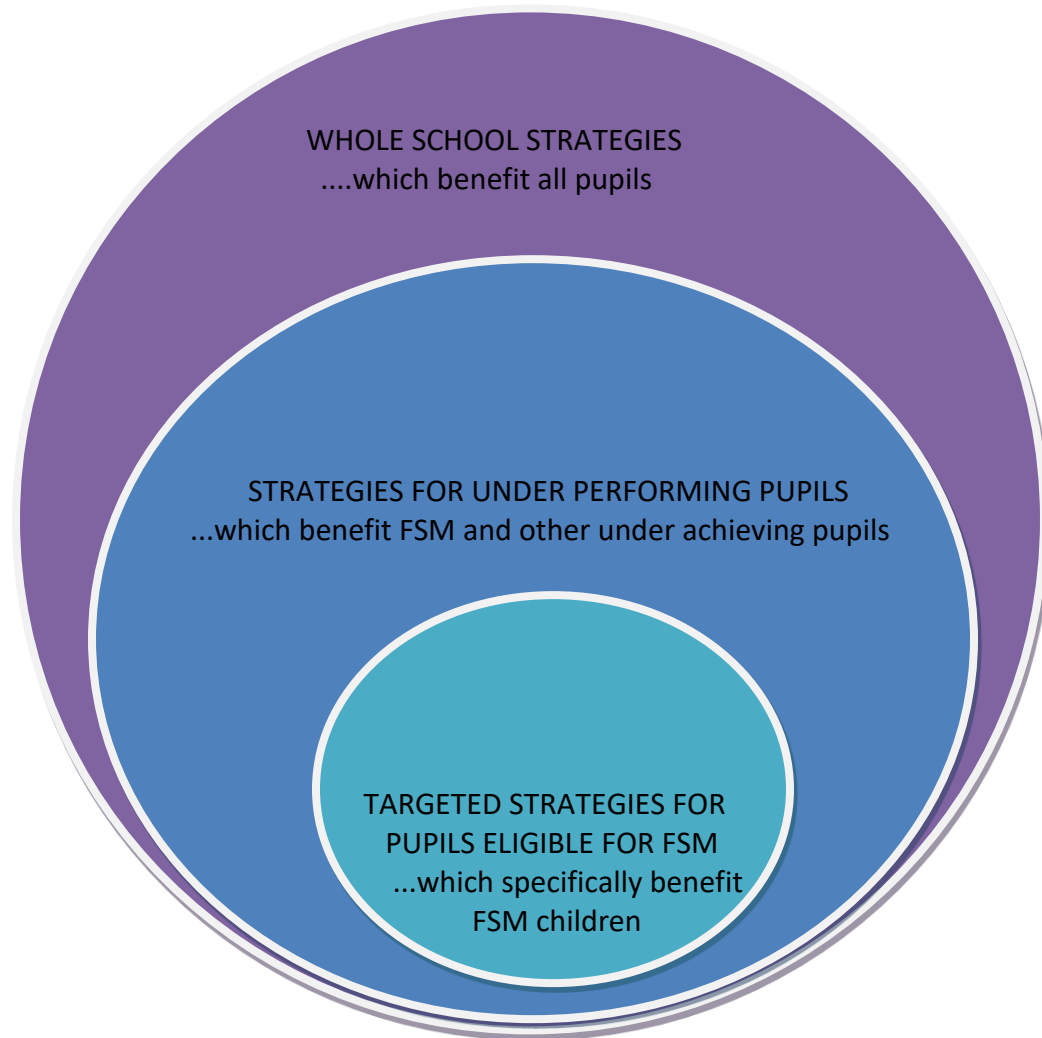
Targeted strategies for under-achieving pupils include

- Early intervention and targeted learning interventions
- One to one support and small group provision
- Rigorous monitoring and evaluation of impact of targeted interventions
- Extended services and multi -agency support
- Targeted parental engagements
- In-school dedicated pastoral and wellbeing support and outreach work by The Learning Mentors, school based School Counsellor and SEMH Leads.
- Developing confidence and self- esteem through pupil voice, empowering pupil mentors, sport, music, or other programmes.

Targeted strategies for Disadvantaged pupils include...

- Incentives and targeting of extended services and parental support
- School uniform and clothing costs.
- Additional teaching and learning opportunities provided by trained TAs; precision teaching or class teachers for additional teaching support.
- Subsidising school trips and other learning resources.
- Providing enhanced opportunities to deliver our curriculum drivers.
- Targeted support for more able pupils.
- Additional attendance officer support to target specific needs
- Provision of school based counsellor to target specific needs.
- Interventions to manage transitions between Key Stages and /or schools
- Provision for Breakfast Club and After school, Club on a needs basis.
- Individual or small group Mental Health Support and guidance.

In diagrammatical form;



Pupil Premium Grant (PPG) Allocation for 2021/22 £259,485 (October Census 2020)

Park Brow School has targeted the PPG to,

- a) Funding additional staff in Reception, Key Stage 1 and Key Stage 2 to organise and deliver intervention lessons, small group, individual teaching and 1-1/booster after school tutoring for targeted pupils and to support Mental Health and Wellbeing beyond the Pandemic. This will also focus on post – teaching opportunities to plug gaps in learning. Pupils and interventions are needs led and identified through pupil progress meetings. A focus in 2022/23 is on wider opportunities to Read, Spelling and Writing improving pupils vocabulary.
- b) Further increase Teaching Assistant provision in Early Years to enhance the development of Reading and Phonics.
- c) The development of a Phonics focus room for targeted support in KS 1.
- e) To assist with parental contributions for residential, extra-curricular activities and enrichment opportunities. This is one of our identified Curriculum Drivers/Curriculum Intent and a focus of Early Years (knowledge and understanding of the World)

- f) Release our Deputy Headteacher to undertake family, individual and SEND pupil programmes of support within the Inclusion Team and to lead our SEMH staff (Miss Johnson and Mrs Forsyth) and the MITA program (Mrs Sinclair).
- g) Appointment of Attendance Officer (Miss Casey) to track and target attendance. Additional responsibilities include support in Early Help and Nurture support for our vulnerable pupils. This also includes additional Local Authority support within its Traded Service.
- h) Appointment of 1 SEMH lead to support pupils Mental Health and Well -being including use of DESTY, ELSA and Resilience including the resourcing of a base and equipment.
- i) To provide enrichment activities to boost the development of Mathematics and English (in particular Reading this year), (develop opportunities to extend vocabulary and spelling within writing)
- j) To further develop Power of Reading, Steps to Read, Reda to Write through staff CPD and the purchase of motivating and engaging text and to review Reading material in the support of our lowest attaining readers.
- k) To enhance the school's use of its local Library service within the Local Authority Traded Service. li) Further increase Teaching Assistant provision in KS1 and KS2 to deliver intervention programmes to individual and small groups of children who need a boost to their learning in particular Maths, Phonics, Chance to Talk, Catch up Literacy and Reading.
- l) To review and monitor additional IT equipment, support and staff CPD to provide greater variety in teaching methods, engagement/motivation of pupils and develop skills for the future. In particular access to online learning opportunities.
- m) Provide specialised resources (Kids in MIND counseling) (play therapy) (DIAMOND) for individuals and groups of pupils as recommended by specific agencies or identified through pupil progress meeting or end of year tests as a targeted area for pupils in receipt of Pupil Premium.
- n) Provide daily snack for all pupils.
- o) Provide homework, IT and Reading clubs after school to support the access of our online resources and reading.
- p) Purchase PE equipment/uniform for pupils in order to participate in Sport within and after school.
- q) Provision of Breakfast club as required.
- r) To enhance staff CPD to deliver language structures, NACE policy and practice for more able pupils including WELLCOMM in EYFS.
- s) To purchase a home reading reward scheme and continue to fund yearly and purchase additional home reading books in EYFS linked to our Super sonic Phonic Scheme.
- t) To support the delivery of our Recovery Curriculum to plug gaps in missed content, vocabulary and basic skills.

Please refer to our Pupil Premium Impact Report for 2021-22

