

Pupil premium strategy statement – Old Park Primary

Academic year 2024-25

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	419 (Rec–Y6)
Proportion (%) of pupil premium eligible pupils	22% (Rec - Y6)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2025
Date this statement was published	Nov 2024
Date on which it will be reviewed	Nov 2025
Statement authorised by	T Boddington
Pupil premium lead	T Boddington
Governor / Trustee lead	M Asad

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,082
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£162,082

Part A: Pupil premium strategy plan

Statement of intent

School Vision

At Old Park Primary, we are committed to ensuring that all children reach their full potential socially, emotionally, and academically. Our core values of optimism, a love of learning, diversity, perseverance, ambition, responsibility, and kindness guide our approach to education. We strive to prepare our children for the next phase of their personal and educational journey, fostering an environment where they feel safe, happy, and empowered to express their voices.

Context and Rationale

With 28% of our children eligible for Pupil Premium (PP) funding, we recognise the unique challenges faced by our disadvantaged pupils, particularly those with Special Educational Needs and Disabilities (SEND). The impact of the COVID-19 pandemic has further exacerbated these challenges, as many children lacked the foundational skills necessary for independent learning during online education. Our aim is to bridge the attainment gap for these pupils, ensuring they achieve at least expected outcomes by the time they leave Old Park.

Objectives

Our Pupil Premium strategy is designed to:

1. Raise Educational Attainment
 - Implement targeted interventions in reading, writing, and maths for disadvantaged children, particularly those in Years 3, 4, and 5.
 - Enhance the quality of teaching through professional development focused on effective instructional practises and differentiation for SEND.
2. Support Social and Emotional Wellbeing
 - Provide pastoral support and SEMH (Social, Emotional, and Mental Health) interventions for children facing emotional challenges, ensuring they feel secure and valued within the school community.
 - Foster a positive school culture that promotes resilience and self-regulation, enabling children to thrive both academically and personally.
3. Enhance Parental Engagement
 - Develop initiatives to support families, particularly those whose children's attendance falls below 90%, to improve overall attendance and reduce persistent absenteeism.

- Offer workshops and resources for parents to help them support their children’s learning at home, especially in literacy and numeracy.
4. Broaden Cultural Capital
- Expand our extracurricular offerings to provide all children, especially those from disadvantaged backgrounds, with opportunities to participate in sports, arts, and community events that enrich their educational experience.
 - Organise field trips and workshops that enhance the curriculum and provide real-world learning experiences, particularly in subjects like Geography and the Arts.
5. Monitor and Evaluate Impact
- Regularly assess the effectiveness of our Pupil Premium strategies through data analysis and feedback from staff, children, and parents.
 - Adjust our approaches based on evidence and outcomes to ensure continuous improvement in the educational attainment and wellbeing of our disadvantaged pupils.

Conclusion

At Old Park Primary, we are dedicated to using Pupil Premium funding effectively to support our disadvantaged children. By focusing on high-quality teaching, targeted interventions, and holistic support, we aim to close the attainment gap and ensure that every child, regardless of their background, has the opportunity to succeed and flourish in their educational journey.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our school is experiencing significant variation in pupil attainment in reading, writing, and maths, particularly among cohorts set to leave in 2025-2028. This variation is influenced by the levels of Special Educational Needs and Disabilities (SEND) and Pupil Premium (PP) status.</p> <p>These cohorts were among the youngest during the COVID-19 pandemic and missed vital foundations of learning. Although online learning was provided, engaging through a screen with a teacher-to-child ratio of 1:30 was challenging,</p>

	<p>especially for those lacking independent learning skills. Many parents were unable to assist, further compounding these issues.</p> <p>Research shows that children with SEND typically achieve lower academic outcomes, and those from PP backgrounds face additional barriers (DfE, 2022). To address these challenges, we must implement targeted interventions, tailored teaching approaches, and enhanced support for these key cohorts. By prioritising these areas, we aim to ensure all children are equipped with the skills necessary for success as they transition to the next phase of their education.</p>
2	<p>A considerable number of our children, particularly those in the Early Years Foundation Stage (EYFS), face significant speech, language, and communication needs (SLCN) that adversely affect their readiness to learn and their ability to access the curriculum. These challenges can manifest as difficulties in articulating thoughts, following instructions, and engaging in social interactions, which are crucial for effective learning.</p> <p>Research indicates that children with SLCN are at a higher risk of falling behind their peers academically, particularly in language-rich subjects such as English. These difficulties can hinder their ability to participate fully in classroom activities, leading to frustration and disengagement. Moreover, the ongoing effects of the COVID-19 pandemic have exacerbated these issues, as many children have had reduced opportunities for social interaction and language development during critical formative years.</p> <p>To address these challenges, it is vital for our school to implement targeted interventions that focus on enhancing communication skills. This includes creating language-rich environments, providing additional support for children with identified needs, and fostering collaboration with speech and language therapists. By prioritising the development of speech, language, and communication skills, we aim to ensure that all children are equipped to thrive in their educational journey.</p>
3	<p>Many of our children face the repercussions of adverse childhood experiences (ACEs), which significantly impact their social, emotional, and mental health. ACEs can include exposure to abuse, neglect, household dysfunction, and other traumatic events that undermine a child's sense of safety and stability. Research indicates that children who experience multiple ACEs are at a substantially increased risk of developing mental health issues, which can manifest as anxiety, depression, and behavioural problems.</p> <p>These challenges can hinder children's ability to engage fully in their education, leading to difficulties in forming relationships, concentrating in class, and achieving academic success. It is essential for our school to implement targeted interventions that address these needs, fostering a supportive environment where children can develop resilience and coping strategies. By prioritising mental health support and promoting emotional well-being, we aim to mitigate the impact of ACEs and enhance the overall educational experience for all children.</p>

4	<p>Attendance and punctuality remain critical challenges for many of our children, particularly those from disadvantaged backgrounds. High levels of absenteeism can significantly impede academic progress, leading to gaps in learning and reduced engagement. Factors contributing to poor attendance may include socioeconomic barriers, health issues, and a lack of parental support or understanding regarding the importance of regular school attendance.</p> <p>To address these challenges, it is essential to foster a culture of high attendance within our school community. This includes implementing clear attendance policies, providing support for families to overcome barriers, and actively promoting the importance of punctuality. By working collaboratively with parents and local agencies, we aim to improve attendance rates and ensure that all children are present and ready to learn</p>
5	<p>Many families face challenges that limit their capacity to support their children in developing essential skills for school readiness. Factors such as financial hardship, lack of access to resources, and varying levels of parental education can hinder parents' ability to engage effectively in their child's early learning. This can result in children entering school without the foundational skills necessary for success, including language development, social interaction, and self-regulation.</p> <p>Strengthening parental engagement and providing targeted support can help bridge this gap, ensuring that all children are adequately prepared for their educational journey.</p>
6	<p>Many of our children exhibit reduced aspirations and engagement in their learning. This can stem from a variety of factors, including limited exposure to diverse experiences and role models, as well as the challenges associated with financial hardship. When children lack opportunities to envision a broad range of futures, their motivation to participate actively in their education diminishes. This disengagement can lead to lower academic performance and a reluctance to pursue personal and educational goals. It is crucial for our school to foster an environment that inspires ambition and encourages children to dream big, thereby enhancing their engagement and commitment to learning.</p>
7	<p>A significant 48% of our disadvantaged children are registered as having Special Educational Needs and Disabilities (SEND), with 5 of these children holding an Education, Health and Care Plan (EHCP). This high prevalence of SEND among our disadvantaged cohort presents unique challenges, as these children often require tailored support to overcome barriers to learning. The intersection of financial hardship and SEND can exacerbate difficulties in accessing educational resources and opportunities, further hindering their academic progress and overall wellbeing.</p>
8	<p>Many families face significant financial constraints that limit their ability to provide a diverse range of experiences for their children. In some instances, parents may struggle to afford basic necessities such as food and educational resources. This financial pressure can lead to heightened stress and anxiety within the household, which adversely affects the child's overall wellbeing and readiness to learn.</p> <p>Consequently, these challenges can restrict the wealth of experiences that are crucial for a child's development and academic success.</p>

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
<p>To reduce the variation in pupil attainment in reading, writing, and maths for the cohorts of leavers in 2025, 2026, and 2027, ensuring all children, particularly those from disadvantaged backgrounds, achieve at least the expected standard by the end of Year 6.</p>	<p>Attainment gap in core subjects to be reduced between our PP pupils (disadvantaged group) and our non-disadvantaged group (evidenced through internal tracking and external results).</p> <p>PP pupils to achieve GD and ARE, in line with national average, in reading, writing and maths at end of Key Stage 1 & 2</p> <p>PP pupils in Early Years to achieve GLD, in line with national average.</p> <p>PP pupils % phonic pass rate to be in line with national average.</p> <p>Increased engagement evident through: development monitoring cycle; access to the curriculum and progress.</p>
<p>To improve the speech, language, and communication skills of pupils with significant needs, thereby enhancing their readiness to learn and access the curriculum effectively.</p>	<p>Improvement in communication skills as demonstrated by assessment data.</p> <p>Increased participation rates in classroom activities.</p> <p>Positive feedback from teachers regarding pupil engagement and progress.</p> <p>Enhanced parental involvement in supporting their child's communication skills.</p>
<p>To mitigate the impact of adverse childhood experiences on pupils' social, emotional, and mental health, thereby enhancing their overall well-being and readiness to learn.</p>	<p>Improvement in emotional well-being as demonstrated by assessment data.</p> <p>Positive feedback from teachers regarding pupil social interactions and engagement in group activities.</p> <p>Reduction in behavioural incidents as recorded in school logs.</p> <p>Increased attendance rates among targeted pupils.</p> <p>Enhanced parental involvement and support for their child's emotional needs.</p>
<p>To improve overall attendance and punctuality rates at Old Park Primary, ensuring that all children benefit from a consistent and uninterrupted educational experience.</p>	<p>PP pupils will achieve, or exceed, attendance percentages closer to national averages.</p> <p>Reduce the number of late arrivals to school.</p> <p>PA rate for PP will be in line, or lower than national averages.</p> <p>Increased parental engagement with school will be demonstrated.</p>

	Identify and provide targeted support for pupils who are identified as at risk of persistent absence.
To enhance the capacity of parents to support their children's development of skills necessary for school readiness, thereby improving overall pupil outcomes.	<p>Increased parental participation in workshops and training sessions.</p> <p>Positive feedback from parents indicating improved understanding of school readiness.</p> <p>Evidence of new strategies being implemented in the home learning environment.</p> <p>Enhanced engagement of children in learning activities as reported by parents.</p>
To enhance pupils' aspirations and engagement in their learning, thereby improving their academic performance and overall school experience.	<p>Increased articulation of personal aspirations by pupils during goal-setting sessions.</p> <p>Higher levels of engagement in classroom activities as evidenced by teacher observations.</p> <p>Improved overall attendance rates, particularly among targeted groups.</p> <p>Positive feedback from pupils regarding their motivation and engagement levels.</p> <p>Increased participation in leadership opportunities within the school.</p>
To enhance aspirations and engagement among disadvantaged pupils, particularly those with Special Educational Needs and Disabilities (SEND), thereby improving their academic outcomes and overall school experience.	<p>Increased articulation of personal aspirations by disadvantaged pupils on the SEND register during goal-setting sessions.</p> <p>Higher levels of engagement in classroom activities as evidenced by teacher observations.</p> <p>Improved overall attendance rates for disadvantaged pupils, particularly those with SEND.</p> <p>Positive feedback from pupils regarding their motivation and engagement levels.</p> <p>Increased participation in leadership opportunities within the school.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £44,306

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Regular 'next step' analysis to identify pupils and staff requiring additional support. Interventions to be allocated based on this analysis.</i></p> <p><u>Implement Evidence-Based Teaching Strategies</u></p> <p>Utilise the Education Endowment Foundation's (EEF) guidance on effective teaching strategies, such as explicit instruction and formative assessment, to ensure all pupils, especially disadvantaged ones, receive high-quality teaching and incorporate into CPD programmes.</p>	<p>SEN in Mainstream Schools (2021) highlights the need for a graduated approach in understanding and supporting pupil needs. It also recommends high quality teaching with carefully selected small group and one-to-one interventions.</p> <p>Improving Literacy and Maths (EEF) highlights that high quality information about pupil's current capabilities will lead to effective selection of support and next steps.</p> <p>EEF evidence</p> <p>Targeted Support</p> <p>Small group tuition (EEF)</p> <p>One to one (EEF)</p> <p>Teaching Assistant Interventions (EEF)</p>	<p>1</p> <p>2</p> <p>3</p> <p>7</p>
<p><i>Emotion Coaching and de-escalation CPD for staff.</i></p> <p><i>Emotion Coaching as a whole school strategy, understanding and application by staff and pupils.</i></p> <p><i>Restorative Practice as a whole school strategy, understanding and application by staff and pupils.</i></p> <p><i>Specific staff trained with CPI (Crisis Prevention Institute)</i></p>	<p>SEN in Mainstream Schools (2021) highlight the need for creating a positive and supportive environment for all pupils.</p> <p>Improving Behaviours in Schools (EEF, 2021) recommend tailored, targeted approaches to meet the needs of individuals. Staff should be trained in specific strategies. They also recommend a whole school approach is needed to ensure consistency and coherence and that this will positively impact on attainment outcomes.</p> <p>EEF evidence</p> <p>Behaviour Interventions (EEF)</p> <p>Individualised Instruction (EEF)</p> <p>Metacognition and self-regulation (EEF)</p> <p>Social & Emotional Learning (EEF)</p>	<p>3</p> <p>5</p> <p>7</p>

<p><i>Teacher Development Groups and Inclusion Support Targeted CPD – Scaffolding Strategies, supporting children with high needs (SENDco, curriculum leads. Implementation and staff CPD for Orchard Tracker planning for children working below NC).</i></p> <p><i>CPD based on metacognition scaffolds and support.</i></p>	<p>SEN in Mainstream Schools (EEF 2021) highlight to ensure access to high quality teaching and scaffolding.</p> <p>EEF evidence Individualised Instruction (EEF) Metacognition (EEF)</p>	<p>1 7</p>
<p><i>Professional development to support the implementation of evidence based approaches: RWI Phonics delivery and continued professional development. Phonics lead to provide regular CPD and instructional coaching to teachers and TAs.</i></p>	<p>Phonics and early reading is an essential skill for children. Reading supports children to learn in all areas of the curriculum. Our children enter school with low levels of early reading and many of our disadvantaged children are not supported with this skill at home so it is vital that they receive regular, systematic teaching of phonics.</p> <p>EEF evidence Phonics (EEF)</p>	<p>1 2 5 7</p>
<p><i>Performance Management is part of our whole school development approach – CPD identification matched to individual and whole school development. Utilising a range of training including the National College online Webinar service, NPQ qualifications, external consultants (Talk 4 Writing, RWI, other subject specialist consultants).</i></p>	<p>Effective Professional Development (EEF, 2021) highlights the need to ensure that professional development effectively builds knowledge, motivates staff and embeds practice. It also highlights that the context and needs of the school need careful consideration to maximise the impact of professional development.</p> <p>The DFE Menu of Approaches identifies this as a key driver for high quality teaching.</p> <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p>	<p>1 2 3</p>
<p><i>Talk for Writing Training for all teaching staff, SLT and relevant support staff.</i></p>	<p>Improving Literacy and Maths (EEF, 2020) highlights that high quality information about pupil’s current capabilities will lead to effective selection of support and next steps.</p>	<p>1 2</p>

<p><i>Continued focus of RWI phonics delivery.</i></p>	<p>Effective Professional Development (EEF, 2021) highlights the need to ensure that professional development effectively builds knowledge, motivates staff and embeds practice. It also highlights that the context and needs of the school need careful consideration to maximise the impact of professional development.</p> <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Improving Literacy in Key Stage 1 (EEF, 2020) and Key Stage 2 (EEF, 2107) highlights developing pupils' speaking and listening skills and wider understanding of language as a key recommendation.</p> <p>EEF evidence Oral Language Interventions (EEF) Phonics (EEF)</p>	<p>7</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £54,631

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Speech and Language Enhanced service purchased for advice and intervention. Recommendations to be implemented (accessible to all cohorts)</i></p>	<p>Improving Literacy in Key Stage 1 (EEF, 2020) and Key Stage 2 (EEF, 2107) highlights developing pupils' speaking and listening skills and wider understanding of language as a key recommendation.</p> <p>EEF (Teaching and Learning Toolkit) state that oral language interventions provide very high impact for very low cost (based on extensive evidence) with an impact of +6 months.</p> <p>Preparing for Literacy (EEF, 2021) highlights prioritising the development of</p>	<p>1 2 7</p>

	<p>communication and language is a key recommendation.</p> <p>One-to-one tuition has demonstrated an impact of +5 months.</p> <p>EEF evidence Small group tuition (EEF) One to one (EEF) Oral Language Interventions (EEF) Teaching Assistant Interventions (EEF)</p>	
<p><i>Early Talk boost in Nursery and Wellcomm Led in EYFS and specific pupils across KS1 & 2 and SULP (Social Use of Language Program in KS1)</i></p>	<p>Improving Literacy in Key Stage 1 (EEF, 2020) highlights developing pupils' speaking and listening skills and wider understanding of language as a key recommendation.</p> <p>EEF (Teaching and Learning Toolkit) state that oral language interventions provide very high impact for very low cost (based on extensive evidence) with an impact of +6 months. Small group support has also demonstrated an impact of 4+ months,</p> <p>Preparing for Literacy (EEF, 2021) highlights prioritising the development of communication and language is a key recommendation.</p> <p>EEF evidence Small group tuition (EEF) One to one (EEF) Collaborative learning approaches (inc peer tutoring) (EEF) Individualised Instruction (EEF) Oral Language Interventions (EEF) Teaching Assistant Interventions (EEF)</p>	<p>1</p> <p>2</p> <p>7</p>
<p><i>RWI Phonic Intervention Groups (fast track tutoring)& training & development support package.</i></p> <p><i>Dyslexia Gold access and precision teaching.</i></p>	<p>Improving Literacy in Key Stage 1 (EEF, 2020) highlights pupils' need to access staff trained in implementing a systematic phonics programme.</p> <p>EEF (Teaching and Learning Toolkit) states that one to one tuition has high impact for moderate cost and phonic interventions have high impact for low cost.</p>	<p>1</p> <p>7</p>

<p><i>Lexia Intervention (EEF study)</i></p>	<p>Preparing for Literacy for Key Stage One and Two (EEF, 2021) highlights use of high quality, targeted support to help struggling children as a key recommendation.</p> <p>SEN in Mainstream Schools (2021) recommends high quality teaching with carefully selected small group and one-to-one interventions.</p> <p>One-to-one tuition and phonic intervention has demonstrated an impact of +5 months.</p> <p>EEF evidence Lexia Trial Information 24</p> <p>Small group tuition (EEF) One to one (EEF) Individualised Instruction (EEF) Metacognition and self-regulation (EEF) Oral Language Interventions (EEF) Teaching Assistant Interventions (EEF) Phonics (EEF)</p>	
<p><i>Structured Interventions delivered by trained staff.</i></p> <p><i>Sandwell Numeracy Intervention, White Rose, WELLCOMM, Booster intervention (pre-teaching, precision teaching or bespoke small group or one to one interventions), Dyslexia Gold, Sulp, 1-1 SALT therapy., Lexia, SWIN, Lego Therapy</i></p>	<p>SEN in Mainstream Schools (2021) recommends high quality teaching with carefully selected small group and one-to-one interventions.</p> <p>Improving Literacy (EEF, 2020) and Mathematics (EEF, 2020) highlights using high quality structured interventions to help pupils struggling with their literacy.</p> <p>Improving Literacy in Key Stage 2 (EEF, 2017) high light target teaching and support through high quality diagnosis is a key recommendation.</p> <p>EEF (Teaching and Learning Toolkit) states that small group tuition has moderate impact for low cost and TA interventions have moderate impact for moderate cost. Small group support has also demonstrated an impact of 4+ months (EEF Toolkit).</p>	<p>1</p> <p>2</p> <p>3</p> <p>7</p>

	<p>Preparing for Literacy for Key Stage One and Two (EEF, 2021) highlights use of high quality, targeted support to help struggling children as a key recommendation.</p> <p>Making Best Use of TAs (EEF, 2018) highlights that they should not be used as informal teaching resources but should be used to deliver high quality, structured interventions. EEF Toolkit demonstrated a +4 month impact for TA interventions.</p> <p>One-to-one tuition has demonstrated an impact of +5 months (EEF Toolkit)</p> <p>Oral language interventions have high impact on pupil outcomes. Targeted approaches may support disadvantaged pupils to catch-up with their peers – particularly when provided on a one to one basis.</p> <p>EEF evidence Small group tuition (EEF) One to one (EEF) Collaborative learning approaches (inc peer tutoring) (EEF) Individualised Instruction (EEF) Oral Language Interventions (EEF) Teaching Assistant Interventions (EEF)</p>	
<p><i>Additional HLTA (PT) in Y6 to support high need in the cohort.</i></p>	<p>SEN in Mainstream Schools (2021) recommends high quality teaching with carefully selected small groups and one-to-one interventions.</p> <p>Oral language interventions have a high impact on pupil outcomes. Targeted approaches may support disadvantaged pupils to catch-up with their peers – particularly when provided on a one to one basis.</p> <p>Preparing for Literacy for Key Stage One and Two (EEF, 2021) highlights use of high quality, targeted support to help struggling children as a key recommendation.</p> <p>EEF evidence</p>	<p>1 2 5 7</p>

	Small group tuition (EEF) Reducing Class Size (EEF)	
<i>Parental workshops (particularly in EYFS & KS1) or bespoke support delivered by SENCo or teaching staff</i>	<p>EEF (Teaching and Learning Toolkit) states that parental engagement has moderate impact for very low cost.</p> <p>Preparing for Literacy (EEF, 2021) highlights supporting parents to understand how to help children learn as a key recommendation.</p> <p>Working with Parents to Support Children's Learning (EEF, 2018) recommends providing practical strategies to support learning at home whilst offering more sustained and intensive support where needed.</p> <p>Parental engagement has demonstrated an impact of +4 months (EEF toolkit)</p> <p>EEF evidence Parental Engagement (EEF)</p>	<p>1</p> <p>3</p> <p>5</p> <p>7</p>
<i>Reading for Pleasure leader to promote love of reading across school.</i>	<p>Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).</p> <p>A recent government report highlights this, noting that once decoding has been mastered, mature reading skills are 'best developed by instilling in children a love of literature' (Reading: The Next Steps; DfE, 2015, p. 4).</p> <p>Reading For Pleasure - Reviewing the evidence - The Book Trust</p>	<p>1</p> <p>6</p>
<i>TTRS</i>	<p>Times tables knowledge aids children to make efficient and accurate calculations (both mentally and written). This tool can be accessed both in and out of school enabling school to make links with and utilise the support in the home.</p>	<p>1</p> <p>2</p>

	EEF Evidence Parental Engagement (EEF)	
<i>KS2 reading scheme books (ORT)</i>	It is important to identify the appropriate level of text difficulty to provide the appropriate context to practise the skills desire to engage with the text and enough challenge to improve reading comprehension (EEF +6 months)	1 2
<i>Orchard – Bespoke assessment support for pupils with SEN.</i>	The assessment ladder allows us to identify bespoke next steps for children with complex needs working below the NC expectations. EEF evidence Small group tuition (EEF) One to one (EEF) Individualised Instruction (EEF)	1 2 7

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

Budgeted cost: £63,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Range of enrichment Clubs, Career Events and Well-Being workshops (including Forest School). Exploration workshops, Careers Hub activities, Skills Builder projects. Off site visits and experiences.</i>	Research (ambition.org.uk) shows that children's career aspirations are unlikely to change between the ages of seven and 17. More than a third of children base these early aspirations solely on people they know. For many reasons, children from disadvantaged backgrounds are likely to have fewer opportunities to meet people in a range of jobs. All of this means that some children's horizons can be narrowed at a very early age. L.Byford (I Can Be Project Director) highlights the need to broaden career and enrichment activities; link learning to careers; challenge stereotypes and share role models. EEF evidence	3 6

	Arts Participation (EEF)	
<p><i>SEMH interventions (Therapeutic Mentoring, Forest School, Lego Therapy, Play Therapy and CBT, SULP, Zones of Regulation, Circle of Friends)</i></p>	<p>Preparing for Literacy (EEF, 2021) state developing self-regulation as a key recommendation.</p> <p>Improving Social and Emotional Learning (EEF, 2021) can lead to moderate learning gains and recommends explicit teaching of SEL skills through curriculum and small group or one-to-one sessions.</p> <p>Improving Behaviours in Schools (EEF,) recommend tailored, targeted approaches to meet the needs of individuals. Staff should be trained in specific strategies.</p> <p>Behaviour interventions have demonstrated an impact of +4 months. One-to-one support has demonstrated an impact of +5 months (EEF Toolkit)</p> <p>Social and emotional learning has demonstrated an impact of +4 months (EEF Toolkit).</p> <p>EEF evidence</p> <p>Small group tuition (EEF)</p> <p>One to one (EEF)</p> <p>Behaviour Interventions (EEF)</p> <p>Metacognition and self-regulation (EEF)</p> <p>Parental Engagement (EEF)</p> <p>Social & Emotional Learning (EEF)</p> <p>Arts Participation (EEF)</p>	3
<p><i>Mental Health Awareness Focus – led by SENCo and Well-Being Lead</i></p> <p><i>Additional Well-Being sessions planned for disadvantaged and vulnerable students.</i></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 increasing concern not only within 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>EEF evidence</p> <p>Small group tuition (EEF)</p>	3 6

	One to one (EEF) Behaviour Interventions (EEF) Metacognition and self-regulation (EEF) Parental Engagement (EEF) Social & Emotional Learning (EEF) Arts Participation (EEF)	
<p><i>Ensure all identified PP pupils with poor attendance to have access to key staff.</i></p> <p><i>Barriers to attending school are identified and a personal attendance plan is completed with the child and family (including access to Breakfast Club places, if required)</i></p> <p><i>Access to Family Liaison Officer (Attendance, safeguarding, family support, child, family therapy access)</i></p>	<p>DfE (2021) states that improving school attendance is supported through the development of a plan (engaging both parents and pupils in this) and through tailored interventions.</p> <p>The school utilises identified strategies from the DfE publication Working Together To Improve School Attendance.</p> <p>EEF evidence</p> <p>Parental Engagement (EEF)</p>	<p>4</p> <p>5</p>
<p><i>Parental workshops or bespoke support delivered by SENCo or teaching staff based on Well-being (Online safety focus)</i></p>	<p>EEF (Teaching and Learning Toolkit) states that parental engagement has moderate impact for very low cost.</p> <p>Working with Parents to Support Children's Learning / Parental Engagement Guidance Report (EEF, 2018) recommends providing practical strategies to support at home whilst offering more sustained and intensive support where needed.</p> <p>EEF Evidence</p> <p>Parental Engagement (EEF)</p>	<p>5</p> <p>3</p>
<p><i>Music Services</i></p> <p><i>Free violin & brass lessons.</i></p> <p><i>Brass tuition for Y3 for two terms (Trumpet)</i></p>	<p>EEF found that arts participation can give an additional 3 months progress. Improvement outcomes are found in English, Maths and Science in primary and secondary. Wider benefits are a more positive attitude and increased well-being.</p> <p>EEF evidence</p>	<p>5</p> <p>6</p>

	Arts Participation (EEF)	
<i>Arts activities, exploration workshops & in school theatre shows, pupil performances and visiting artists performers and experts.</i>	EEF found that arts participation can give an additional 3 months progress. Improvement outcomes are found in English, Maths and Science in primary and secondary. Wider benefits are a more positive attitude and increased well-being. EEF evidence Arts Participation (EEF)	5 6
<i>Poverty Proofing</i> <i>Allocating support to families who struggle with school trips, events and food poverty.</i> <i>Provide snacks, milk, uniform, equipment where required.</i>	NIHR The research team looked at primary schools in the North East, comparing 38 primary schools that had recently undergone Poverty Proofing, to the region's other 292 primary schools. They found that pupils from all financial backgrounds benefitted from improvements in attainment. Over a two-year period, after schools took action to remove barriers for those living in poverty, scores improved by approximately 5%.	

Total budgeted cost: £162,082

The above includes the allocation of our PP based on last term's numbers. Any additional funding required to cover the above or amendments during the next three years will be sourced from the school budget to ensure that all of the above action plan's outcomes can be met. This plan will be updated annually.

Part B: Review of the previous academic year (2023/24)

Outcomes for disadvantaged pupils

KS2

Disadvantaged (18 children)

Writing Exp+ - 72% (10% above LA, 13% above NA)

Maths Exp+ - 56% (4% below LA, 3% below NA)

Reading Exp+ - 72% (7% above LA, 9% above NA)

Early Years EYFS (GLD)

All pupils: 70% (8% above LA and 2% above NA)

Disadvantaged (16 pupils) 75% GLD (22% above local, 23% above national)

Phonics Y1

All Pupils: 78% (In line with LA, 2% below NA for all pupils)

Disadvantaged - 11 pupils, 55% (16% below LA, 13% below NA)

There have been **593 club opportunities**, this includes ambassador roles and house captains

Free clubs included:

Tag Rugby, Hall Climbing apparatus, Football, Dodgeball, Football, Multi-sports, Hockey, Dance, Netball, Athletics, Lego, History, Board Games, Art, Fun Club, Construction, Warhammer, Nurture, Forest Adventures, Arts and Crafts, Creative Writing, Lichfield, Cathedral Music Share.

164 of these places were taken by children on the **SEND register**.

146 of these places were taken by **disadvantaged** children.

6 club places were taken by LAC children.

Widening experiences

Exploration days - Every term, pupils were provided with the opportunity to spend a full day experiencing a range of activities, such as photography, fashion design, cooking, woodwork, engineering and community care to name a few. Pupils are guided to apply our essential skills through activities they would not usually have the chance to explore and experiment with. Pupils explore technical skills and identify new talents as well as work with a range of peers from different year groups. Old Park's driving value of Ambition is promoted throughout these termly opportunities.

Extra Curricular impact into the wider community

In a recent survey (188 responses) about children's hobbies and interests 59 (31%) parents informed us that as a direct result of a club, event, activity in school their child has furthered this interest to seek out that hobby outside of school.

Leaders have created a culture of high ambition for all...Pupils achieve extremely well, with the most vulnerable learners making exceptional progress from their starting points. They do so because of the rich curriculum they experience. Relationships between staff and pupils are warm and caring. Pupils really appreciate the way their learning is made interesting and exciting. The wider development of pupils is exceptional. Pupils learn about the world of work from visitors who come to speak to them about careers that may be available to them in the future. Many aspire to do well at school as they know that in doing so they are more likely to fulfil their ambitions.' Ofsted May 24

Off site and trips

There were 87 off site visits last year across Rec to Y6, this included whole year group visits as well as smaller groups for sporting activities.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>N/A</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>N/A</p>