

Pupil premium strategy statement

School overview

Metric	Data
School name	Parkside School
Pupils in school	174
Proportion of disadvantaged pupils	47%
Pupil premium allocation this academic year	£80,380
Academic year or years covered by statement	2021-2024
Publish date	September 2021
Review date	September 2022
Statement authorised by	Carolyn Ellis-Gage
Pupil premium lead	John Habershon
Governor lead	Alex Wynn

Disadvantaged pupil barriers to success

Last academic year 70% of the safeguarding concerns recorded in school related to disadvantaged pupils. 65% of the safeguarding concerns recorded under the category 'Pupil Emotional Wellbeing/Mental Health' were regarding disadvantaged pupils.

Last academic year 75% of the behaviour incidents recorded as serious, including those requiring restrictive physical intervention, were for disadvantaged pupils.

Limited opportunities for experiences outside of school that can build cultural capital

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Pupils are making good progress with reading	There is no progress gap between PP and non PP pupils in reading	September 2022
Pupils are making good progress in mathematics	There is no progress gap between PP and non PP pupils in maths	September 2022
Pupils are not disadvantaged by their financial situation	Pupils are accessing all trips and visits, this is enriching their learning and deepening their understanding of the wider curriculum	September 2022

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
<p>Disadvantaged pupils are better able to self-regulate. Their behaviour has a reduced impact on their ability to access learning.</p>	<p>Reduction in behaviour incidents for individual pupils, including serious incidents/RPI.</p> <p>Where appropriate risk management plans and behaviour plans to be in place. These are to be kept up to date with supporting information (anxiety maps, roots and fruits).</p>	<p>July 21</p>
<p>Disadvantaged pupils are able to access appropriate therapies and interventions to support their mental health.</p>	<p>Improvement in well-being for disadvantaged pupils evidenced by bespoke base lining and measuring.</p> <p>Where referrals are made disadvantaged pupils to receive regular targeted support through ELSA, drawing & talking, Nurture or forest school provision.</p> <p>Fewer concerns logged on CPOMS related to well-being for individual disadvantaged pupils.</p>	<p>July 21</p>
<p>The families of disadvantaged pupils to receive support from Parent Support Advisor.</p>	<p>Evidence on CPOMS and through EHAP support of the support PSA has given to disadvantaged families.</p>	<p>July 21</p>

Teaching priorities for current academic year

Aim	Evidence of impact	Target date
<p>Teachers to consistently use</p>	<p>no gap between PP and</p>	<p>July 22</p>

the Parkside approach to phonics (direct instruction, whole word reading, signing)	nonPP pupils progress evidenced in: data/external moderation/subject leader moderation	
All staff trained in the CPA approach to teaching maths, ensuring it is not an abstract concept initially. Maths whizz bought in to clearly identify gaps in knowledge.	no progress gaps for PP/nonPP pupils Observed in lessons and in moderation	July 22
A wide range of experiences are planned for pupils in order to deepen understanding of the curriculum knowledge and ensure pupils cultural capital is grown	All pupils have equal access to trips and visits to ensure wider curriculum experiences	July 22

Wider strategies for current academic year

Measure	Activity
Priority 1	Training more staff in well-being interventions and ensuring they get the release time to implement support to pupils.
Priority 2	All teachers to feel confident in writing and updating risk management and behaviour plans. Staff supporting disadvantaged pupils to be confident in following plans consistently.
Barriers to learning these priorities address	Poor self-regulation, low self-esteem, unsafe to be in class.
Projected spending	£65000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> Ensuring all training is up to date for staff monitoring of strategy 	<ul style="list-style-type: none"> Clear timetabling for training clear timetable monitoring time for subject leaders
Targeted support	<ul style="list-style-type: none"> Releasing staff to ensure therapies and interventions go ahead 	<ul style="list-style-type: none"> recruitment and staffing for this to be covered.
Wider strategies	<p>Having enough staff trained in well-being interventions.</p> <p>Ensuring release time safely for trained staff to deliver well-being interventions.</p>	<p>Funding secured to train 2 additional ELSA staff.</p> <p>Disadvantaged pupils to be offered to attend stay 'n' play to support well-being</p>

		Outdoor learning role created Appoint part time TA to cover for sickness to mitigate against interventions being postponed.
--	--	--

Review: last year's aims and outcomes

Aim	Outcome
Disadvantaged pupils are better able to self-regulate their emotions and can therefore access and engage learning with more ease.	Very difficult to analyse data due to lockdowns during previous two academic years. As pupils move through the school there is a steady improvement in behaviour shown by reduced numbers of risk management plans and lower Audit Bandings.
Disadvantaged pupils are better able to interact with their peers and develop friendships. They are able to communicate effectively about their wishes and needs.	Steady progress for pupils evidenced in TALC levels, EHCP outcomes and Earwig data.
Disadvantaged pupils show increased levels of participation with extra-curricular activities, including those beyond the school day.	Disadvantaged pupils attended Stay n play. Had lockdowns and restrictions not occurred all pupils would have accessed sport trips. Once lockdown was announced PP funding was used to pay for memberships to online opportunities, devices and games/activities.
Disadvantaged pupils are able to access appropriate therapies and interventions to support their mental health.	Three members of staff became ELSA trained and one advanced Drawing and Talking trained. A pupil wellbeing coordinator was appointed and along with DHT they form new SEMH team. More disadvantaged pupils accessed interventions than previous years.
Disadvantaged pupils come into lessons with their basic needs met and are ready to learn	DSL and PSA supported pupils and their families throughout lockdown to ensure they had the means to access learning through the lockdowns. Regular contact for safeguarding was maintained and pupil voice heard.