

Pupil premium strategy statement

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	Parkside School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	56% PP incl LAC
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Carolyn Ellis-Gage
Pupil premium lead	John Habershon
Governor / Trustee lead	Caroline Sykes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104, 900
Recovery premium funding allocation this academic year	£18,898
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	£123,798

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Social opportunities
- Mental wellbeing and self regulation
- Safeguarding and vulnerability
- Life skills and self care

While this strategy is specifically focussed on the needs of disadvantaged pupils, it has the potential to benefit all pupils at Parkside School as the funding will be used to strengthen teaching and learning provision supporting whole school incentives. Although there don't appear to be any differences in reading attainment between disadvantaged pupils and their peers, improving literacy is vital for our disadvantaged pupils for them to access the world when they leave school. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum. This includes support staff skilled at supporting pupil behaviour and wellbeing.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	All pupils at Parkside have a range of disabilities and learning needs stated on their EHCP. All pupils have a moderate or severe learning need and/or Autistic Spectrum Conditions and/or Social and Emotional needs. All of these needs impact on our pupil's ability to access their curriculum.
2	Through observations and conversations with pupils and their families we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
3	Our data shows that a higher proportion of safeguarding concerns reported were for disadvantaged pupils.
4	Our observations, assessments and discussions with pupils and their families show that a large proportion of our disadvantaged pupils struggle with attention and concentration in the classroom.
5	Our observations and conversations with pupils and their families have identified that disadvantaged pupils are vulnerable in the community both now and when they eventually leave Parkside.
6	Our observations, assessments and discussions with pupils and their families show that a large proportion of our disadvantaged pupils have difficulties with expressive and receptive language .
7	Observations, behaviour reporting and our EHCP data show that disadvantaged pupils struggle with self-regulation and mental wellbeing .

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
To improve attainment for disadvantaged pupils in all subjects, notably Reading and Maths.	Assessment data, Reading and Maths ages to show that disadvantaged pupils are making progress that is at least in line with their peers.
Disadvantaged pupils access zones of regulation to support self-regulation and mental wellbeing .	Pupils have zones strategies with visual supports. A reduced number of behavioural incidents reported. Assessment data to show progress
To improve communication and interaction skills for our disadvantaged pupils.	Reduced communication frustrations leading to reduced behaviours recorded. Pupils are more independent as they are able to communicate and give their views and choices. Evidenced through earwig.
To provide families and carers with information to be able to support students with all areas of life.	Parent support advisors to support parents where necessary. Parents feel supported and have good communication with school.

<p>To provide educational opportunities and experiences which enrich and supplement the curriculum. To provide opportunities for pupils to apply learning skills in different contexts.</p>	<p>Pupils access a range of enrichment experiences throughout the year, within and out of school. Evidence recorded on earwig.</p>
<p>To provide pupils with the opportunity to experience and practice life skills such as travelling in the community, shopping, self care etc.</p>	<p>Evidence record on earwig. Pupils access a range of life skills experiences both as part of their curriculum and supplementing their curriculum.</p>

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: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest school	https://sylva.org.uk/forestschools/report Forest school supports team work, collaboration, communication and gives opportunity for pupils to excel when they struggle with academic subjects.	50 rotated across the year
Employment of more TAs	1-1 supervision, reduction of physical interventions needed. Pupil needs met more quickly, for example able to 'go for a walk' rather than stay in the triggering environment Lunchtime clubs staffed well for all pupils https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teaching-assistants?utm_source=/education-evidence/evidence-reviews/teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=Teaching	All Pupils
CPD between staff. Phonics,	Increased awareness of best practice to meet need of pupils with SEN https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	All pupils

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

Budgeted cost: £ 42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Agreement with Educational Psychology, Specialist Teacher, OT	Specialist support for teachers Specific support for pupils at tier 2 level. Internal impact data	All pupils
Speech and Language therapist	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&utm_medium=search&utm_campaign=site_searchh&search_term Communication feeds into all areas of learning and has a direct effect on quality of life for pupils.	40 on rotation throughout the year

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

Budgeted cost: £ 43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture	Boxhall profiles, conversations with teachers, CPOMS behaviours reported	20 over the year
<i>Additional Parent Support Advisor</i>	Families supported emotionally, sign posted to further support, parents supported to meet children's needs https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	50 families over the year
<i>Paying towards trips and visits</i>	All pupils have equal opportunity to trips, no pupil does not attend purely based on finance	60 over the year

<i>Sensory support</i>	Equipment to support pupils sensory needs in the classrooms Behaviour data	All
<i>Therapies (music therapy/counselling)</i>	https://www.nhs.uk/mental-health/talking-therapies-medicine-treatments/talking-therapies-and-counselling/benefits-of-talking-therapies/ https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies	30 pupils over the school year

Total budgeted cost: £127000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Pupil premium activity was reviewed using our internal assessments during 2021/2022 including our CPOMS data for behaviour. As a whole there is no evidence to show lower attainment for disadvantaged pupils, although this should be reviewed with further assessments available over the next academic year.

Our assessments from the salford reading tests showed that there was no significant difference between disadvantaged pupils and non-disadvantaged pupils when it came to progression in reading age and comprehension age. A more accurate assessment of reading has been introduced across the school so progress in reading should continue to be reviewed next academic year.

Pupil premium made little to no difference in serious incidents being recorded.

53 pupils from disadvantaged backgrounds benefited from forest school sessions over the year.

Teachers reported an increase in engagement, independence, social skills and self-regulation. Specifically one teacher noted that pupils learnt negotiating and compromising skills. Careers were woven into forest school interventions and pupils have expressed an interest in gardening as a future career choice.

When asked about forest school, pupils reported:

"It helps me to concentrate"

"It helps my independence and confidence"

"I feel safe at forest school"

11 pupils from disadvantaged backgrounds accessed support from Speech and Language Therapy, separate to the NHS. These sessions occurred weekly and involved social interaction as part of a small group. Teachers also received support from the Speech and Language Therapists, to support these pupils within the classroom.

15 pupils from disadvantaged backgrounds accessed the nurture provision. This support ranged from bespoke timetables, nurture support in class and nurture groups. Teachers reported a reduction in serious incidence and an increase in pupils self-regulating. Some teachers also reported that pupils were able to stay in the classroom setting for longer periods of time with nurture support. Nurture have delivered CPD training over the year to support staff with self-regulation and co-regulation strategies.

When asked how they felt about attending nurture sessions, one pupil reported:

"My behaviour has been changing for good"

Disadvantaged pupils participated in an average of 28 trips each over the last year. This varied per pupil but ranged from visits in the local area to develop life skills to sports events at the local university, to curriculum focussed visits to local educational venues. No pupil was excluded from these trips as a result of funding.

11 pupils from disadvantaged backgrounds benefited from music therapy over the last year. Both the music therapist and teachers reported that pupils showed increased engagement, turn taking skills and an increase in confidence. Some pupils showed improved expressive communication while others showed increased self-regulation.

One pupils reported:

"It's good, we jam together. I played with a friend."

When asked about the support of classroom TAs, one pupil reported:

"I can go out every day with a TA to do my exercises." referring to a bespoke exercise programme set by an Occupational Therapist.

All new staff received phonics training at the start of the year with whole school ongoing support. In addition to this, all staff received CPD for Myon, Maths Whizz and Clicker on the chromebooks.

When asked about these areas, pupils reported:

"Phonics helps me to say words. We blend the words"

"Phonics helps me to learn how to write"

"Maths Whizz helps me get better at numbers"

"Normally I have books read to me. I can do it on my own on Myon."

"I like Myon, it makes me want to read more"

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

