



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	Park Hall Academy
Number of pupils in school	472
Proportion (%) of pupil premium eligible pupils	19.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 rd year
Date this statement was published	1 st September 2021
Date on which it will be reviewed	15 th July 2022
Statement authorised by	G Frost
Pupil premium lead	J Preston
Governor / Trustee lead	V Poole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,000
Recovery premium funding allocation this academic year	£12,035
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	£131,035

Part A: Pupil premium strategy plan

Statement of intent

We strongly believe that every member of the Park Hall family can achieve success when displaying an 'admirable attitude' and positive growth mindset (Power of Yet). Together we can remove barriers to learning through a shared ethos centered around positive growth mindsets; believing that there are no limits to our success.

At Park Hall Academy we focus upon raising attainment for all and ensuring that the achievement of all children, including those from disadvantaged backgrounds, remains a priority.

At Park Hall Academy we intend to maximise the impact of our pupil premium spending. We have adopted a research based, three tiered approach to Pupil Premium as this ensures that the academy is able to balance approaches to improving **Teaching, Targeted Academic Support and Wider Strategies** for all pupils over a three year period. By selecting and focusing on a smaller number of priorities ensures that there is the best chance of success for all learners.

We intend to:

- ensure that all members of the Park Hall family believe that there are no limits to what we can achieve and that together we make a difference
- embed positive growth mindsets and a belief in the 'Power of Yet'
- provide all children with fair and equal opportunities to excel
- diminish the difference between pupil groups
- work in partnership with families and external agencies to ensure that we provide the very best opportunities for our children and families; enabling success.

Challenges

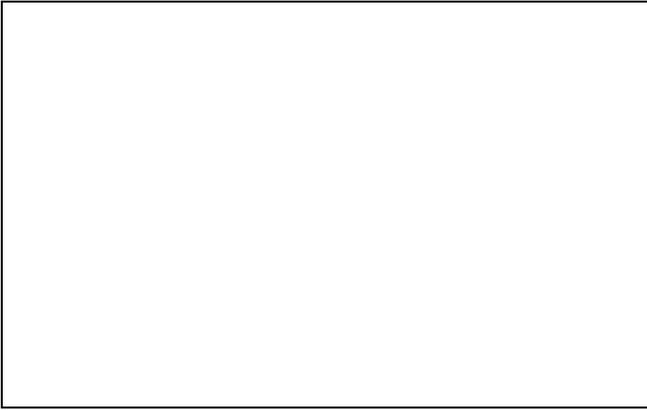
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Reading – fluency and inference. Maths – problem solving & reasoning and fluency.(Teaching)
2	Interventions, including tutoring (Targeted Academic Support)
3	Technology and growth mindsets (Wider strategies)

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>PP pupils will make the necessary progress they need to attain well in reading and maths, unless SEND related to cognition and learning.</p> <p>PP pupils will make the necessary progress they need in order to diminish the difference in attainment between PP and other pupils nationally, unless SEND related to cognition and learning</p>	<ul style="list-style-type: none"> • Achieve national average expected standard at KS1/ KS2 in reading and maths. • Achieve national average GLD at the end of EYFS. • The attainment gap between PP and other pupils will narrow across all year groups, in line with national figures. (Measured through attainment and progress data, pupil voice, lesson observations and book looks, pupil progress meetings, KS1/ KS2 outcomes, EYFS outcomes).
<p>PP pupils will receive targeted support if they are achieving below expected progress/ attainment or because of a wider need. Classroom teachers and teaching assistants will provide targeted academic support, structured one-to-one or small group intervention, linked to classroom teaching, as evidence demonstrates that this is likely to be a key component of an effective Pupil Premium strategy (research from EEF).</p> <p>Directors of Learning and Teaching will conduct Pupil Conferences with PP pupils who are working below expected standard. Focussed discussions with children will examine learner's progress and attainment. Pupils will be expected to discuss their learning and progress. DLT's will challenge learners, record what is going well and what need to do next to progress further.</p>	<ul style="list-style-type: none"> • PP achieve expected standard in R, W, M • PP pupils who continue to work below expected standard are supported in making expected progress. • Interventions for PP demonstrate an impact on attainment and progress. • PP are able to talk about and celebrate their achievements. • PP understand their next steps for learning and how they can achieve their next steps. • DLT and pupil conversations will contribute to the attainment and good progress of PP.
<p>PP pupils will utilise iPad technology to enhance learning and teaching.</p>	<ul style="list-style-type: none"> • PP are exposed to a broad range of experiences and knowledge through the use of apps and e-learning. • Development of computing skills to prepare pupils for the current technological world beyond primary school. • Showcase their own/ group work, developing communication and interaction skills.
<p>PP pupils will continue to receive support in order to develop a Growth Mindset and resilient attitude.</p>	



- Parents are aware of their child's progress and attainment and how to provide support at home.
- Pupils have a positive growth mindset and are able to demonstrate resilience, positive attitude and an understanding that mistakes are part of the learning process.
- EHSLW will provide early intervention to support families in need in order to provide the best outcomes for pupils.

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: £ 78,548

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching of reading across the academy will be provided by all staff.	EEF report (Pupil Premium) – high quality teaching has the greatest impact on learners outcomes.	1
Learners will be able to identify key reading skills and these will be evidenced when answering comprehension questions verbally/ written.	EEF reports developing reading at KS1/ KS2. Working alongside other successful schools which evidenced this approach having a positive impact on developing skills, knowledge and outcomes for pupils.	1
Rising Stars assessment data will enable staff to identify individual learners gaps in knowledge. Learning and teaching will be adapted to ensure that gaps are closed.	EEF Pupil Premium report – identifying and closing gaps. Current data demonstrates that through the prioritising of reading, progress has been made by individuals.	1
Concrete, pictorial and abstract maths approach enables pupils to understand the mathematics they are learning through the progression of skills and knowledge (mastery approach).	Maths Learning Hub – mastery journey – currently ‘Sustaining Level’. EEF – Improving Mathematics in EY- KS2 reports.	1
Pupils fluency skills will be developed through the use of in-school strategies supported by TTRockstars (2-6) and Numbots(FS-Yr1).	Maths Learning Hub – mastery journey – currently ‘Sustaining Level’. EEF – Improving Mathematics in EY- KS2 reports	1

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

Budgeted cost: £ 32,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified pupils will receive 1:1/ sm grp tutoring close gaps in knowledge provided by Senior Leaders.	EEF Guide to Pupil Premium. National Tutoring Program policy paper (2021)	2
Assistant Principal's and class teachers will review and evaluate Raising Attainment Plans, detailing specific interventions for individual pupils/ grps, to close specific gaps.	EEF Guide to Pupil Premium. Small group focused reading interventions demonstrated pupil progress for the majority of pupils.	2
Assistant Principals will conduct pupil conferencing to monitor pupil progress, identify strengths and next steps for pupils. Focussed discussions with children will examine learner's progress and attainment. Pupils will be expected to discuss their learning and progress. DLT's will challenge learners, record what is going well and what need to do next to progress further.	EEF Guide to Pupil Premium. School data demonstrates where this has been successful for maths fluency during the last academic year through small grp focused intervention as a part of the pupil conferencing.	2

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP pupils will have access to current technology to enhance teaching and learning. Parents will engage with their child's learning at home. Parents will have access to their child's progress in lessons.</p>	<p>EEF – Using Digital Technology to Improve Learning. Effective feedback to pupils to move learning forwards, supported by EEF- Teacher Feedback to Improve Pupil Learning. Showbie seminar – Adbul Chohan. John Hattie- Visible Learning and effective Feedback.</p>	<p>3</p>
<p>PP pupils will develop resilience and Growth Mindset to equip them with the skills to manage and maintain a healthy mind and well-being.</p>	<p>My Happy Mind implementation and pupil voice feedback. EEF- Metacognition and Self-regulation.</p>	<p>3</p>

Total budgeted cost: £ 131,048

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 2020 to 2021 academic year.

Target 1

Book looks and paperless planning monitoring shows that children are being exposed to higher level comprehension and a range of questions types relating to specific domains. Children are showing an increased confidence of knowledge of reading domains through our Pawsome Pals evidenced via book-looks.

A consistent approach to the teaching of Reading across KS2 is evident. KS1 are developing their reading cycle with year 1 focusing on fluency and identifying quick words/ developing phonetic knowledge.

Staff have the shared vision towards the need for improvement with the teaching and learning of reading. Staff are more confident with the reading domains and therefore teach the skills through our Pawsome Pals with more confidence. Specific reading lessons focus on the skills of reading and answering comprehension questions- here staff and children are showing an increased knowledge of how Pawsome Pals relate to each domain and these assist when answering comprehension questions.

Increase in the time spent teaching reading – modelled and shared has increased. Staff are aware of the need for shared reading and modelling metacognition during this. Increase in allocated time throughout the week which focuses on shared/ independent reading and reading for pleasure.

Target 2

Progress meetings between teachers and DLT's ensure that assessment information is used effectively to support individuals (DCPRO – MAT R6 report)

Director of learning and teaching has trialled the use of small group focused interventions on developing times times knowledge in the summer term. This has demonstrated increase in pupil knowledge and retention of facts week on week and in assessments.

Target 3

Individual pupil iPads allocated (April 20'). All pupils have access to their individual iPad in school or when remote learning, enabling pupils to continue to engage in lessons and learning. Pupils have developed independence skills through the use of their iPads to showcase their learning demonstrating an increasing variety of skills and knowledge.

Research led, high quality CPD/ staff meetings for all staff to ensure progression in innovative use of technology for all. Effective feedback continued to be embedded with all staff using EEF research and best practice shared within school/ Trust. (Monitoring via pupil voice interviews, Showbie monitoring, parent questionnaires).

My Happy Mind – all staff have received CPD from PHSE lead. High quality weekly lessons are educating pupils on neuroscience and emotions, enabling pupils to demonstrate and

understand how to react to thoughts and feelings. This was demonstrated in pupil voice interviews and feedback during lessons.

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
Myon	Renaissance
GoRead	GoRead Apps