



# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Parkgate Primary School
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	9.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Andrew Hutchings
Pupil premium lead	Jo Foster
Governor / Trustee lead	Suzanne McNee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,640
Recovery premium funding allocation this academic year (from DofE)	£250
Household support funding	£289
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£26,640

# Part A: Pupil premium strategy plan

## Statement of intent

At Parkgate Primary, our key objectives are to raise the attainment for those in receipt of pupil premium grant (PPG) and continue to diminish the difference between themselves and their peers. We are committed to ensuring that children within all pupil groups achieve their full potential, regardless of their background or identified as 'disadvantaged'.

Our ultimate objectives for pupils in receipt of PPG are that:

1. Attainment at the end of KS2 at least achieves expected standard, unless there is an identified learning need.
2. Their attainment in English and Maths at the end of KS2 is in line with, or better than non-disadvantaged pupils.
3. They will acquire knowledge and skills in a broad range of subjects so as to maximise learning and future life opportunities.
4. Where pupils who are in receipt of the PPG, and also have identified SEND, provision will be carefully considered to meet all needs.
5. Attendance of identified pupils is improved.
6. They will be equipped with skills and understanding of mental processes and wellbeing strategies to enable them to build resilience and navigate through difficult life situations.

As a school we ensure that:

- There is a clear focus on Quality First Teaching
- Staff are aware of children and their needs
- Children in receipt of pupil premium grant (PPG) are carefully monitored
- Gaps are identified and addressed
- All staff have high expectations, and this is monitored
- All staff employ an ethos where we recognise the 'whole' child and their lived experience, recognising the importance of social and emotional support

This list is not exhaustive and will change according to the needs and support, our socially disadvantaged pupils require.

## Challenges

This details the key challenges to achievement that we have identified among our pupils who are in receipt of the PPG.

Challenge number	Detail of challenge
1	Gaps in writing and maths
2	Pupils may experience a high number of absences from school due to a number of factors.
3	Access to wider opportunities.
4	Parental engagement

## Intended outcomes

Below 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
The percentage of pupils in receipt of the PPG to achieve national expectations in progress and attainment.	<ul style="list-style-type: none"> <li>• Pupils will achieve the Early Learning Goals (ELG) in Reception</li> <li>• Children in Year 1 will achieve national average phonics percentage</li> <li>• At the end of KS2, pupils will attain in line with non-disadvantaged pupils, for writing and maths</li> </ul>
Achieve and sustain improved wellbeing for all pupils in our school, particularly pupils who are in receipt of the PPG	<p>Improved wellbeing for those identified will be evaluated using:</p> <ul style="list-style-type: none"> <li>• Pupil Voice</li> <li>• Staff/Parent voice</li> <li>• The use of 'Care corner' on the school's website</li> <li>• Mental health projects</li> <li>• Feedback from class teachers</li> <li>• increase in participation in enrichment activities, particularly among pupils who are in receipt of PPG</li> </ul>
Increase % attendance for pupils in receipt of the PPG (in line or above with school's rate of 97%)	<ul style="list-style-type: none"> <li>• Attendance of these pupils will be closely monitored.</li> <li>• Improved attendance for those identified will be noted and evaluated using or including:</li> <li>• first response from office staff</li> <li>• Attendance log</li> <li>• TAF/CIN/CP meetings</li> </ul>

	<ul style="list-style-type: none"> <li>● EWO letters for attendance less than 90%</li> </ul>
Families may struggle to finance wider school opportunities that build cultural capital and support a broader understanding of subject areas.	<ul style="list-style-type: none"> <li>● Pupils will take part in enrichment experiences, including sports, science, drama and music lessons</li> <li>● Pupils will have opportunities to experience school trips/ residential</li> <li>● Pupils will have accessed extra-curricular activities.</li> </ul>
Improved parental engagement	<ul style="list-style-type: none"> <li>● Parents/carers will have access to regular workshops throughout the academic year</li> <li>● Communication via newsletters, google classroom, school website and Twitter/Facebook enhances engagement</li> <li>● Bi-annual parents evening now face to face</li> </ul>

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: £ 3,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Ensure thorough and relevant CPD opportunities for all subject leads.</b></p> <p>Additional subject lead time for curriculum subject leads to evaluate and develop the curriculum area they are responsible for.</p> <p>Annual subscriptions and programmes etc, to enhance, enthuse and immerse leaders in specific subject .</p> <p>Continue to work with the Maths Hub to take part in ‘Mastering Number Fluency programme’ across Key Stage 1 and Sustaining Teaching for Mastery in KS2.</p> <p>Continue to work closely with Learning Hubs and local networks to enhance provision for all pupils and develop subject knowledge through CPD for all staff</p>	<p><i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn’t create an artificial separation from whole class teaching.’</i> EEF <a href="#">Guide to Pupil Premium 2019</a></p> <p>See EEF research guidance report: ‘Improving Mathematics in the Early Years and Key Stage 1’ published January 2020 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p>Mastery Learning evidence of impact shows +5 months based on a 2/5 for evidence strength according to EEF teaching and learning toolkit. <a href="#">Mastery Learning -EEF</a></p> <p>Training for staff and tutors is essential for success. It is crucial to allocate sufficient time to train both staff and tutors, to ensure training provides structure to the tutoring, and to identify and implement improvements as the</p>	<p>1</p>

<p>where relevant</p>	<p>programme progresses. Impact is +5 months</p> <p><a href="#"><u>Peer tutoring – EEF</u></a></p>	
<p><b>Whole school curriculum projects that possibly involve a theatre company, musicians, and cross curricular work etc.</b></p> <ul style="list-style-type: none"> <li>• Theme days to promote specific subjects</li> <li>• Pantomime and Chester Zoo trips (Autumn and Summer Term)</li> </ul>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Impact is +3 months.</p> <p><a href="#"><u>Arts Participation- Education Endowment Foundation EEF</u></a></p> <p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Impact is +5 months</p> <p><a href="#"><u>Collaborative learning approaches- Education Endowment Foundation</u></a></p>	<p>1,3 &amp; 4</p>
<p><b>Improve progress rates for children with social and emotional issues across all subjects</b></p> <p>PSHE/SMSC/Mental health activities, address issues in lesson time or additional time</p> <p>Care Corner on the school's website promotes this for both children and their families</p> <p>Specific parental courses. E.g. 123..Magic</p>	<p>Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning. Impact is +4 months</p> <p><a href="#"><u>Behaviour Intentions - EEF</u></a></p> <p>Parental involvement aims to develop parental skills such as literacy or specific intense programmes for families in crisis. Impact is +4 months .</p> <p><a href="#"><u>Parental Engagement -EEF</u></a></p>	<p>1 ,2, 3 &amp; 4</p>

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

Budgeted cost: £20,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• In class and targeted support</li> <li>• In house tutoring for small groups offered to Yr 6 pupils during Autumn &amp; Spring Term</li> <li>• Tutoring for small groups (1:3 or 1:4) will be offered in maths and/or English. 1 hour per week for 13 weeks in a term <b>£250 (provided by the DofE for School-Based Tutoring funding).</b></li> </ul>	<p>According to the EEF: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>“Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. Impact is +4 months” Small group tuition – EEF</p>	1, 3, & 4
<ul style="list-style-type: none"> <li>• Homework club focuses and fosters a good work ethic.</li> </ul>	<p>Some pupils may not have a quiet space for home learning. It is important for schools to consider how home learning can be supported. Impact +5 months <a href="#">Homework -EEF</a></p>	
<p>Curriculum resources for all children across the curriculum to use in class and at home.</p> <ul style="list-style-type: none"> <li>• easy grip pens/pencil grips</li> <li>• sloping desk</li> <li>• CGP books,</li> <li>• Topic books</li> <li>• Outdoor wear for outdoor learning</li> </ul>	<p>The Ofsted consultation ‘<a href="#">Education inspection framework 2019: inspecting the substance of education</a>’, states that schools must be ‘<i>Ensuring that all learners have access to education</i>’. By offering financial support, we are ensuring that all learners are able to access all opportunities and are not unfairly disadvantaged due to their financial position</p> <p>Individualised instruction involves providing different tasks for each</p>	

<ul style="list-style-type: none"> <li>Resources to support fine and gross motor skills, e.g. equipment, basketballs, footballs and games etc.</li> </ul>	<p>learner and support at the individual level. Impact +4 months</p> <p><a href="#">Individualised Instructions -EEF</a></p>	
<p><b>Address gaps in learning, and support learning, through a range of online resources and apps</b> e.g. MyMaths, Digimaps, Vipers Spelling Programme, Letterjoin, etc. (No cost within PP budget – funded through wider school budget)</p>	<p>1. Digital Technology evidence of impact shows +4 months based on a 4/5 for evidence strength according to EEF teaching and learning toolkit.</p>	<p>1 &amp; 4</p>
<p><b>Ensure the triangulation of provision for children who are identified as having SEND and in receipt of the PPG, as well as the provision of targeted academic interventions for DA children across core subject areas.</b></p> <ul style="list-style-type: none"> <li>Collaborative working between the PP/SENDco, Senior leadership team and class teachers during pupil progress, ensuring targeted academic support is appropriate and impact measured through a range of academic interventions</li> <li>Time allocation for the PP lead to develop subject knowledge as well as to monitor and enhance provision within the school setting</li> </ul>	<p>1:1 tuition and collaborative learning (which form the basis for targeted academic interventions) Impact is +5 months</p> <p><a href="#">Mastery Learning -EEF</a></p> <p><a href="#">Collaborative learning approaches- Education Endowment Foundation</a></p>	<p>1 &amp; 4</p>



<ul style="list-style-type: none"> <li>• Increase parental engagement and confidence in supporting learning at home.</li> </ul> <p>Parental workshops to increase understanding of how to support pupils at home in:</p> <ol style="list-style-type: none"> <li>1. Phonics</li> <li>2. Maths</li> </ol>	<p>Within the <a href="#">EEF document</a> 'Parental engagement summary' it states that schools should provide 'more sustained and intensive support where needed', including the use of carefully planned workshops. 'Parental engagement approaches have on average, a positive impact of five months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is extensive evidence on the positive impact of parental engagement approaches.' The EEF states that 'Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students.'</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £2,900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Training for staff on specific medical conditions, e.g. diabetes, epi-pen training</li> <li>• Social and Emotional/Pastoral Support</li> </ul>	<p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Social and emotional learning</a></p>	<p>2 &amp; 4</p>

<ul style="list-style-type: none"> <li>• Ensure all pupils are able to access all school trips, curriculum activities, residential and workshops offered throughout the school. <ul style="list-style-type: none"> <li>- Subsidised payments</li> </ul> </li> </ul>	<p>The Ofsted consultation '<a href="#">Education inspection framework 2019: inspecting the substance of education</a>', states that schools must be '<i>Ensuring that all learners have access to education</i>'. By offering financial support, we are ensuring that all learners are able to access all opportunities and are not unfairly disadvantaged due to their financial position</p>	<p>1, 3, &amp; 4</p>
<p>Increase attendance rates for DA children to be in line or above with school's rate of 96.5%</p> <ul style="list-style-type: none"> <li>• First day response provision- office staff follow up quickly on absences</li> <li>• Office staff employed to monitor pupils attendance (EWO supports)</li> <li>• CIN &amp; CP meetings to support families</li> <li>• Celebrate and recognise the achievements of pupils who achieve above 96.5%</li> </ul>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>	<p>2</p>

**Total budgeted cost:**

**£26,640**

## 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 **2023 to 2024** academic year.

#### Challenge 1- Gaps in reading, writing and maths

Outcome: % Of children who obtain expected levels at the end of **KS2 2024**

	<i>DA children</i>	<b>Non-DA children</b>	<b>National</b>
Reading	100%	96%	74%
Writing	20%	73%	72%
Mathematics	80%	88%	73%
SPAG	100%	96%	72%

The greatest gap in attainment between pupils in receipt of PPG and those who are not, is writing. We are aware that this percentage figure represents a small number of pupils, and the majority were boys. From this, modelled texts were changed for this cohort, thus engaging these reluctant writers in specific language and presentational skills.

#### Impact

Positive pupil voice (particularly from the boys) about the changes made to the writing curriculum in Y6.

#### Challenge 2- A high number of absences from school due to a number of factors

% Attendance to date (2023-2024)

<b>Non-DA children</b>	<i>DA children</i>	<i>Whole school</i>
96%	94%	96%

Some specific cases are medical related and social emotional factors. These are being addressed through internal and external processes/programmes.

#### Challenge 3- Barriers to learning maybe related to SEND

Some of our PP children also have SEND barriers as well. These are being addressed using QFT (Quality First Teaching), in class support, specific literacy or maths interven-

tion and timetabled SALT programmes. The SEND coordinator and SLT team work closely with the PP lead to ensure that the children's needs are being met. In addition, staff continue to have 'up-to date' medical training throughout the academic year.

#### **Challenge 4- Wider school opportunities**

Throughout the year:-

Two sports coaches are continuing with curriculum lessons and provide weekly after school clubs for both Reception, KS1 and KS2, throughout the year. This includes football, tag rugby, hockey, netball, fencing, lacrosse, netball, and athletics.

Gymnastics- a local coach provides weekly group gymnastics lessons in school.

Music tuition - Ukulele group and individual tuition for piano, keyboard, guitar, trumpet and singing group.

Drama groups- group tuition

Choir- Lunchtime group- visits to local residences throughout the year bringing musical cheer.

Science- 'Mad Science' 10-week programme.

Annual residentials including 'Tattenhall', 'Hothersall Lodge' and 'Plas Caerdeon'

Individual class trips to 'Riveracre Valley', Ness gardens, Western Approaches, World Museum, Museum of Liverpool, Seacombe Lighthouse, Ruthin Jail & Chester Cathedral .

Workshops- Toy making, 'Becoming a good writer' (all classes)

Whole school trips- A Pantomime visit The Gladstone Theatre and Chester Zoo.

#### **Challenge 5- Parental Engagement**

Parents can attend up to two workshops per class. Both parents and children attend the workshop together and class teachers facilitate practical workshops to enhance the children's learning, e.g. practical maths, how to become a writer or create an artefact, e.g. a Tudor houses, Chinese New year decorations etc.

Biannual parent meetings are face to face. Parents have access to class emails.

The PTA have been able to fund-raise more events for both the children and their parents. Events have included a Christmas and Summer fair, Chocolate Bingo, children's discos, whole school trips, etc. In addition, school resources such as specific reading schemes/books and computing equipment and teaching resources have been bought by the PTA.

Newsletters continue to be sent home every half term to promote home/school links.

Twitter, Facebook Google classroom and Tapestry continue to engage the parents in school life. The school advertises in the local magazine, promoting children's achievements and learning.

## Externally provided programmes

Programme	Provider
Oxford Owl Reading Books	Oxford University Press
Read Write Inc	- Ruth Miskin Training
Vipers Spelling Programme	
Phonics Virtual classroom	
Grammarsaurus	Grammarsaurus Ltd
Letter Join	<b>Green and Tempest Ltd.</b>
Music & Computing Curriculum	Kapow Primary
MyMaths	Oxford University Press
NATRE	National Association of Teachers of RE
Out of the Ark (songs for schools)	Out of the Ark
Salut French	CGP
Digimaps (Ordnance Survey mapping)	EDINA (The University of Edinburgh)
Online learning journal	Tapestry