



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:	Parley First School
Number of pupils in school	314
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	11/10/2021
Date on which it will be reviewed	October 2022
Pupil premium lead	John Bagwell
Governor / Trustee lead	Chris Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50419
Recovery premium funding allocation this academic year	£24960
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	£75379

Part A: Pupil premium strategy plan

Statement of intent

At Parley First School we want to:

Ensure all pupils have equal opportunity to learn and attain at least in line with their age related expectations. We will do this by providing high quality teaching for all children. There will be a focus on ensuring recovery and children having good basic skills including the ability manage their own emotional well-being.

Challenges

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

Challenge number	Detail of challenge
1	<i>Lack of access to appropriate technology to ensure home learning and online tasks can be completed</i>
2	Access to regular individual support to ensure a clear mentoring system is in place
3	Lack of parental engagement at home for some Pupil Premium pupils
4	Poor Attendance of Pupil Premium children below 95%
5	Lack of access to high quality learning materials at home for some pupils.

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
<i>All Pupil Premium children will achieve at least age related expectations with the exception of those pupils who are also identified as having significant cognitive delay</i>	Attainment at the end of each year clearly shows attainment of Pupil Premium children is in line with age related expectations. Those children who are also identified as having Special Educational Need have made at least good progress.
Pupil Premium pupils make better than expected progress and meet age related expectations by the time they leave the school	Individual Year group data shows a clear picture of attainment within individual year groups across the school
Gaps in knowledge and skills are identified and support is put in place quickly to reduce any	Gaps in knowledge are clearly identified and direct teaching ensures that gaps are filled

gaps in knowledge and/or skills.	either through one to one support or group intervention strategies.
Attendance for Pupil Premium children is above 95% for all pupils	Attendance is above 95% for all pupil premium children and where there are exceptions these are clearly identified and proportionate. Eg illness/COVID

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: £6474

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide mentoring time for Pupil Premium children across the school	Based on Education Endowment Foundation research that one to one support has the highest impact for children	33 pupils
Staff training to use Provision Mapping to track and identify provision for our most vulnerable children	This is a system to provide consistency and targeted approach with clear timescales and impact measure to track progress of Pupil Premium children.	All children identified as Pupil Premium or SEND

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

Budgeted cost: £43,342

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific specialist intervention strategies using Specialist teaching	As above, although this is high cost it is also high impact on pupils	33 pupils
Highly effective pastoral support including the appropriate use of Therapies	There is clear evidence that children who are in a calm emotional state will learn better than those who are not. We feel it is important for our children to receive this emotional support in order to improve their learning capacity in the classroom. We also use a Forest School approach across the school targeting Pupil Premium and SEND children	Targeted pupils

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

Budgeted cost: £ 603

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Assistant Head teacher and Pastoral Lead to identify and support families either through direct intervention or in partnership with Social Care Early Help Teams to identify attendance issues</i>	Attendance at school on a daily basis will ensure no further gaps in knowledge or skills develop. It also ensures that interventions can be implemented	5 pupils

Total budgeted cost: £ 50,419

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.

Although there was significant disruption to the teaching in 2020 to 2021 due to the COVID 19 Pandemic. The school chose to use standardise assessments to assess attainment in Reading and Maths using NFER tests in Year 1 and Year 3. Although this was a relatively small sample of children (12 in total) attainment in Reading showed that one pupil was below age related expectations in Reading and Maths.

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
Lifeboat Reading and Spelling Recovery	Robinswood Press
Century Tech	Century
Sir Link Alot	https://www.sirlinalot.org/
Number sense	https://numbersensemaths.com/