

Pupil premium strategy statement (updated for 23/24)

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 View Community School |
| Number of pupils in school | 385 |
| Proportion (%) of pupil premium eligible pupils | 58% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022 – 2025 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | October 2024 |
| Statement authorised by | John Tomlinson |
| Pupil premium lead | Tom Silver |
| Governor / Trustee lead | Jim Battle |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £307,546 |
| Recovery premium funding allocation this academic year | £29,870 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £337,416 |

Part A: Pupil premium strategy plan

Statement of intent

At Park View Community School, our core values are friendship, ambition and respect.

Our vision is that through our inspiring curriculum, the children will become responsible, caring and successful citizens, well equipped to overcome the challenges of an ever-changing world.

We are proud to be a diverse school in the heart of Manchester. We celebrate that over 30 languages are spoken here. At our school, many cultural identities add to a rich tapestry that represents what it means to be British.

This diversity is at the heart of our curriculum design. We are committed to ensuring it:

- is research-led;
- is directly pertinent to the children's lived experiences;
- challenges social disadvantage.

Over the last three years, a new set of complex factors have been added to the already significant social, economic and emotional challenges that affect the children and families in our community who qualify for pupil premium funding. These factors now include the social and educational impact of the Covid-19 pandemic and its lockdowns, a cost of living crisis, a mental health and well-being crisis and underfunded social services. The school continues to have a highly transient pupil population with an increasing number of EAL pupils and pupils with complex learning and social and emotional needs. The complexity of these factors within the school has a significant impact on engagement with learning and subsequently with progress.

To address this the school looks to the EEF's Pupil Premium Menu as an evidence base to support approaches for pupil premium spending.

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

Also, at Park View Community School, we follow the EEF's five specific approaches to teaching and learning or the 'Five a Day'. This approach is particularly well evidenced as having a positive impact on pupil progress. Our teachers have developed a repertoire of these strategies, which they use daily and flexibly in response to individual needs, using them as a starting point for classroom teaching for all pupils, including those with SEND.

Access to enrichment activities are restricted for many of our disadvantaged children resulting in limited life experiences. The school will continue to provide structured outdoor education and will invest significantly in the sustainable development of the outdoor learning environments across the school. The school will ensure that educational trips and activities are subsidised to ensure that all children have access to wider experiences that are enjoyable and of educational value.

Challenges

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

The below screenshot from the Ofsted IDSR shows that PV has increasing numbers in key areas of challenge. This includes SEND, disadvantaged, EAL and deprivation indicators. In addition, the 'school stability' continues to be well below average.

The second image shows each MOSAIC group compared to Manchester LA.

| | 2021 | 2022 | 2023 |
|------------------------|-----------------------|-----------------------|-----------------------|
| School number on roll | Above average 402 | Above average 406 | Above average 407 |
| School % FSM | Well above average 60 | Well above average 58 | Well above average 60 |
| School % SEND support | Above average 17 | Above average 16 | Above average 18 |
| School % EHC plan | Close to average 1.5 | Close to average 2 | Close to average 2.2 |
| School % EAL | Well above average 36 | Well above average 37 | Well above average 38 |
| School % stability | Well below average 67 | Well below average 65 | Well below average 63 |
| Pupil base deprivation | Well above average | Well above average | Well above average |

| MOSAIC Group | One-line description | % Pupils | |
|----------------------------|--|----------|---------|
| | | 2023 | LA 2023 |
| City Prosperity | High status city dwellers living in central locations and pursuing careers with high rewards | 0.0% | 1.8% |
| Prestige Positions | Established families in large detached homes living upmarket lifestyles | 0.0% | 0.3% |
| Country Living | Well-off owners in rural locations enjoying the benefits of country life | 0.0% | 0.0% |
| Rural Reality | Householders living in less expensive homes in village communities | 0.0% | 0.0% |
| Senior Security | Elderly people with assets who are enjoying a comfortable retirement | 0.0% | 1.2% |
| Suburban Stability | Mature suburban owners living settled lives in mid-range housing | 0.0% | 0.4% |
| Domestic Success | Thriving families who are busy bringing up children and following careers | 0.0% | 3.1% |
| Aspiring Homemakers | Younger households settling down in housing priced within their means | 2.2% | 4.6% |
| Family Basics | Families with limited resources who budget to make ends meet | 55.8% | 33.6% |
| Transient Renters | Single people renting low cost homes for the short term | 8.8% | 10.5% |
| Municipal Tenants | Urban residents renting high density housing from social landlords | 14.7% | 6.9% |
| Vintage Value | Elderly people with limited pension income, mostly living alone | 2.2% | 2.2% |
| Modest Traditions | Mature homeowners of value homes enjoying stable lifestyles | 0.7% | 1.6% |
| Urban Cohesion | Residents of settled urban communities with a strong sense of identity | 8.4% | 16.6% |
| Rental Hubs | Educated young people privately renting in urban neighbourhoods | 4.2% | 9.8% |
| Unclassified | Unclassified | 0.0% | 0.0% |

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p><i>Social Context</i></p> <p>Please refer to MOSAIC groups on previous page.</p> <p>The social deprivation of the area PVCS serves means that 85% of the children here live in the top 10% of 'most deprived' postcodes in Manchester.</p> <p>56% of our families fit into the MOSAIC Group outlined as 'families with limited resources who must budget to make ends meet.'</p> <p>58% of our children are classed as 'disadvantaged'. This is up from 40% in 2019.</p> <p>0% of the families here are classed as 'mature homeowners'.</p> <p>Research shows that the impact of Covid-19 and its lockdowns has a more significant impact on those who are disadvantaged (DfE, 2021; NFER, 2021; FFT, 2022; DfE, 2022).</p> <p>Parental engagement is low despite much being done to support and build links with the local community.</p> <p>An increasing number of children have a mixture of complex and multiple needs, eg pupil premium children with speech and language or cognition/learning needs that are also EAL and have social and emotional needs.</p> <p>A number of children continue to travel longer distances to attend Park View due to lack of school places in their immediate locale resulting in increased levels of pupil mobility as children leave when a school place nearer to home is offered.</p> |
| 2 | <p><i>Low Starting Points</i></p> <p>Children who join us at PVCS often have much lower starting points than in other areas of the country.</p> <p>Significant decline in GLD in 2022 across Manchester with a number of children not KS1 ready. Manchester fell further than any other LEA during this year. Reasons are put down to COVID and the increasing challenges our families face (housing, access to services etc).</p> <p>At Park View, there has been a recovery in 2023 but we are still not seeing pre-pandemic Figures.</p> <p>An increasing number of children join our EYFS unit with low levels of language development (either developmental delay or EAL).</p> |
| 3 | <p><i>Language Development</i></p> <p>Our assessments of children show that children enter our EYFS well below the expected stage for language development. Research tells us that this gap gets wider as children move through school and into adulthood.'</p> <p>The number of first languages spoken is currently 33.</p> |

| | |
|---|--|
| | <p>38% of children who come to PVCS do not speak English as their first language (EAL). There is a high transiency of children within the school community, making it difficult to provide consistent, long-term support to those who need it most.</p> <p>We are dedicated to ensuring all children here are given chance to catch up as quickly as possible.</p> |
| 4 | <p><i>Impact of Covid-19 on Pupil Progress of Disadvantaged Pupils</i></p> <p>58% of children are eligible for free school meals and 55% are disadvantaged. Our own observations and assessments fit with research showing that Covid-related disruption has negatively impacted the attainment of all pupils, particularly those from disadvantaged backgrounds (DfE, 2021; NFER, 2021; FFT, 2022; DfE, 2022).</p> <p>Considerable progress has been made in narrowing the gap between disadvantaged children and other children since the end of the last academic year. Please see PART B (Review of Outcomes).</p> |
| 5 | <p><i>Support for SEMH Needs across the school</i></p> <p>Children being referred to internal and external support (CAMHS / Early Help) for their wellbeing increased over the period of Covid-19 and its effects are still very much being felt. Through our own observations and assessments, it is clear that many of our vulnerable children are experiencing increased anxiety. This has wide ranging impact on the school including behaviour, engagement and progress.</p> |
| 6 | <p><i>Attendance</i></p> <p>Overall absence, unauthorised absence and persistent absence are above the national figures. In previous years, parental engagement and parental attendance at follow-up meetings where support strategies are discussed were not routinely attended.</p> <p>The school follows the DfE and LA recommended procedures and policies to improve overall attendance. This is having an impact and attendance is stabilising.</p> <p>Since school routines have returned to pre-pandemic normality, the effects of the pandemic are reflected in attendance with an increased number of pupils with anxiety-based school refusal conditions, which in turn has had an impact on overall attendance.</p> <p>The school is working with medical staff/CAMHS/LA attendance team and Early Help to support the return to school for those with severe absence and ABSR.</p> |
| 7 | <p><i>Transiency</i></p> <p>As shown on the Ofsted IDSR, 'school stability' is well below the national average. This means we experience a far greater turn over of children than the average school.</p> <p>The causes behind this are complex but link to the location of the school to nearby universities, social housing and a growing number of INAs with unstable housing.</p> |

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 |
|---|---|
| Families are supported to ensure basic needs are met. | <ul style="list-style-type: none"> - Disadvantaged and vulnerable children are supported to ensure children attend school and are safe. - Safeguarding enables children to make academic progress. - Behaviour mentors and Safeguarding team provide opportunities for vulnerable children to engage in nurture / therapeutic support. - Families are given internal and external advice on Manchester's local offer. |
| Children are given a language-rich offer at PVCS where gaps in development are quickly addressed so gaps in attainment do not increase. This is a particular focus for children who are disadvantaged and/or EAL. | <ul style="list-style-type: none"> - The EYFS is a language-rich provision with highly skilled practitioners who deliver a systematic and thorough approach to teaching phonics. - Those who join our school are quickly assessed so that teachers and support staff can understand gaps in language. - Children are given high quality access to Read Write Inc and other language development programmes. - Children leave PVCS with a strong ability to read and write in English. |
| Vulnerable children and those who are disadvantaged access high quality teaching and learning across the curriculum. | <ul style="list-style-type: none"> - Teachers access high quality CPD to ensure they deliver effective lessons. - Teachers are given chance to engage in research and reflect on their practice. - Behaviour across the school is good and classrooms are places where children can study. - Behaviour mentors support those who have SEMH needs. - Those children with SEND who fall under the 'Speech, Language and Communication Difficulty' (52%) make improvements in their language development. |
| KS2 outcomes are in line with the National Averages over the next 3 years. | <ul style="list-style-type: none"> - Improved outcomes at KS2 in reading, writing and mathematics with an increased % of children achieving ARE or better over the next three years. |
| | <ul style="list-style-type: none"> - Overall attendance has improved year on year |

| | |
|--|---|
| Attendance is in line with the national average over the next three years. | <ul style="list-style-type: none"> - PA is reduced - SA is reduced - Anxiety-based school refusal is reduced |
|--|---|

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: £145,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| TA support (£140,000) RWI Resources and CPD (£5,000) | EEF Impact of Teaching Assistant Interventions Extensive research shows that high quality phonics strategies have high impact based on very low cost EEF Small Group Tuition Research | 2, 3, 4 |

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

Budgeted cost: £77,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Speech and Language Therapist (SALT) (£8,000) SALT TA (£22,000) EAL TA (£20,000) TA4 'Lead TA' (22,000) EAL, SEND and vocabulary app (£5,000) | Extensive research shows that high quality phonics strategies have high impact based on very low cost EEF Oral Intervention Research | 1, 2, 3, 4, 6, 7 |

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

Budgeted cost: £114,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Inclusion Team TA (Behaviour Mentor) (£19,000) DDSL (£30,000) Child Development Support Staff (£12,000) Attendance Leader (£20,000) Safeguarding Software (£10,000) Counselling and Mental Health Support (£15,000) Events, trips and activities (£8,000) | EEF Behaviour Interventions Research EEF Impact of Social and Emotional Learning EEF Impact of Teaching Assistant Interventions | 1, 4, 5, 6 |

Total budgeted cost: £337,000

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.

2022/23 EYFS Data:

43% at GLD (+1%) C&L 52% PD 86% PSED 82% Maths 46% Literacy 49% UtW 40% Arts 46%

| KS1 Meeting Expected Standard: | PV all chn | PV Disadvantaged | PV Other | National Disadvantaged |
|---|-------------------|-------------------------|-----------------|-------------------------------|
| Phonics | 77% (+3%) | 88% (+18%) | 65% | 67% |
| Reading | 63% (+4%) | 59% (+6%) | 67% | 54% |
| Writing | 58% (+8%) | 58% (+18%) | 56% | 65% |
| Mathematics | 70% (+10%) | 69% (+16%) | 70% | 56% |

Year 4 Multiplication Check: 67% (+26%)

| KS2 Meeting Expected Standard: | PV all chn | PV Disadvantaged | PV Other | National Disadvantaged |
|---|-------------------|-------------------------|-----------------|-------------------------------|
| Combined RWM | 48% (+6%) | 52% (+24%) | 30% | 66% |
| Reading | 70% (+10%) | 64% (+17%) | 58% | 60% |
| SPaG | 69% (+0%) | | | |
| Writing | 66% (+13%) | 60% (+19%) | 58% | 58% |
| Mathematics | 62% (+12%) | 60% (+27%) | 50% | 59% |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.