

Pupil premium strategy statement

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	404
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2025
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Sarah Navin
Pupil premium lead	Sarah Navin
Governor / Trustee lead	Jim Battle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£285,210
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	£315,080

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 two 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, underfunded social services and an unstable government. 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.

Challenge number	Detail of challenge
1	<p><i>Social Context</i></p> <p>The social deprivation of the area PVCS serves means that 85% of the children here live in the top 10% 'most deprived' postcodes in Manchester.</p> <p>60% of our families fit into the MOSAIC Group outlined as 'families with limited resources who must budget to make ends meet.'</p> <p>0.2% 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; turnout for the re-introduction of parent/carer meetings/workshops and other activities relating to supporting children's learning at home are not well attended despite continued efforts to publicise and engage.</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>An increasing number of children who join our EYFS unit need specialist support to social skills and some require help with toilet training.</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. 52% of children on the SEND register at PVCS fall under 'Speech, Language and Communication Difficulty.'</p> <p>The number of first languages spoken is currently 33.</p> <p>37% 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>55% of children are eligible for free school meals and 51% are disadvantaged (205 pupils). Our own observations and assessments fit with research showing that Covid-</p>

	<p>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>After the 2022 end of KS2 assessments, the school is 16% below the national average in reading, 17% below the national average in writing and 23% below the national average in mathematics.</p> <p>41% of disadvantaged children met the expected standard for writing (compared to 55% nationally), 47% of disadvantaged children met the expected standard for reading (compared to 62% nationally) and 33% of disadvantaged children met the expected standard for mathematics (compared to 56% nationally).</p> <p>Therefore, much of our efforts are focused on narrowing this gap as swiftly as possible.</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. Parental engagement and parental attendance at follow-up meetings where support strategies are discussed are not routinely attended.</p> <p>The school follows the DfE and LA recommended procedures and policies to improve overall attendance.</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>

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 social and academic progress.

	<ul style="list-style-type: none"> - 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 language-rich in its 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. - Children access other areas of the curriculum well.
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 Manchester and then 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.
Attendance is in line with the national average over the next three years.	<ul style="list-style-type: none"> - Overall attendance has improved year on year - 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: £143,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support (£139,000) RWI Resources and CPD (£4,000)	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: £53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapist (SALT) (£8,000) SALT TA (£20,000) EAL TA (£20,000) 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

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

Budgeted cost: £79,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion Team TA (Behaviour Mentor) (£19,000)</p> <p>DDSL (£20,000)</p> <p>Child Development Support Staff (£12,000)</p> <p>Attendance Leader (£11,000)</p> <p>Safeguarding Software (£6,000)</p> <p>Counselling and Mental Health Support (£15,000)</p> <p>Events, trips and activities (£8,000)</p>	<p>EEF Behaviour Interventions Research</p> <p>EEF Impact of Social and Emotional Learning</p> <p>EEF Impact of Teaching Assistant Interventions</p>	1, 4, 5, 6

Total budgeted cost: £275,000

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 2021 to 2022 academic year.

Data from 2021/2022

KS2 meeting Expected Standard:

	PVCS all chn	PVCS Disadvantaged	PVCS Other	National Disadvantaged
Reading	64%	47%	77%	62%
Writing	56%	42%	69%	55%
Mathematics	53%	33%	73%	56%

KS1 meeting Expected Standard

	PVCS all chn	PVCS Disadvantaged	PVCS Other	National Disadvantaged
Phonics	74%	70%	77%	75%
Reading	58%	53%	65%	51%
Writing	50%	40%	62%	41%
Mathematics	58%	53%	65%	52%

**Note that this data is taken from cohorts of children who missed large portions of their schooling through the Covid-19 lockdowns and restrictions. It is our continued and determined focus to narrow these gaps.*

The complexity of needs within the school community had a significant impact on engagement with learning and subsequently with progress. Higher achieving disadvantaged children needed further structure and support in maths and English lessons to achieve greater depth of learning.

Restricted language development and the capacity to use wider vocabulary and more complex language structures were and continue to be key factors that affect pupil progress in speaking and listening, reading and writing amongst the disadvantaged groups of children across the school. To address this, the school invested in language support, teaching programmes and resources that are designed to support and improve teaching and learning in aspects of speech and language development, reading and writing.

Complex social and emotional needs of disadvantaged children and their families also impacted significantly on the children's ability and capacity to engage positively with learning and to sustain the motivation required to make an on-going progress. Parental and consequently pupil aspiration affected engagement with learning therefore disadvantaged pupils required a high level of support and encouragement to remain focused, positive and enthusiastic about learning. To address the complex needs

and support the emotional and mental well-being of children (and their families), the school invested in providing staff and resources to meet these needs.

PVCS also focussed on developing sustainable teaching and learning approaches to better engage pupils and to help them build resilience and enthusiasm for life-long learning.

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

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.