



Pupil Premium Strategy 2020 2021

number of eligible pupils	230
total received by school	£273 035

The community that Park View serves has changed significantly over the past 5 years and this has impacted on the needs of the children attending the school. Families who have lived in the area for generations remain in the community and their children and grandchildren attend Park View. The area has undergone major redevelopment over the last 5 years with many properties being refurbished and new social and owner occupied housing built. The regeneration has given rise to a more ethnically, linguistically and socially mixed population and though there is an apparent increase in parents in employment, many families remain on low incomes but do not meet the eligibility criteria to attract pupil premium funding. The children of these families are disadvantaged in similar ways to those eligible for pupil premium funding. As outlined in our pupil premium policy, strategies funded by the pupil premium grant can be extended to include other children. The children of parents on low incomes who are disadvantaged and/or are have complex needs are also targeted to receive the relevant support afforded by the pupil premium grant.

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.

Identified Barriers to Educational Achievement

- pupil numbers have risen from **312** in 2013/4 to **404** in September 2020 at the time of writing this summary
- number of first languages spoken is currently **36** which has risen from **22** spoken in 2013/2014
- an increased number of children are travelling 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
- an increasing number of families are referred to outside agencies for support and early help
- an increasing number of children join our EYFS unit with low levels of language development (either developmental delay or EAL)
- an increasing number of children who join our EYFS unit need specialist support to social skills and some require help with toilet training
- social and emotional issues faced by some families impact on their children and there is growing need for additional staff to support children's well-being and mental health
- closure of free pre-school provision (July 2016) offered by Family Action at the Sure Start Centre located within the school though a number of parent and baby/toddler groups are being re-established within the centre
- parental engagement – low turnout for meetings/workshops and other activities relating to supporting children's learning at home
- pupil attendance – parental engagement and parental attendance at follow-up meetings where support strategies are discussed
- access to wider extra-curricular activities and educational experiences for example trips to museums, galleries/access to music tuition/sport
- behaviour – attachment issues and social and emotional issues resulting in disaffection or disengagement
- low aspiration and lack of self-confidence
- 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
- lack of access to technology at home used for educational purposes

Rationale for Expenditure

The complexity of needs within the school has a significant impact on engagement with learning and subsequently with progress. Higher achieving disadvantaged children need 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 are 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 will invest 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 impact significantly on the children's ability and capacity to engage positively with learning and to sustain the motivation required to make on-going progress. Parental and consequently pupil aspiration affects engagement with learning therefore disadvantaged pupils require 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 will invest in providing staff and resources to meet these needs. School is also focusing on developing sustainable teaching and learning approaches to better engage pupils and to help them build resilience and enthusiasm for life long learning.

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.

FOCUS	SPECIFICS	ALLOCATION
speech & language development	Speech & Language Therapist (SALT)	20 000
	SALT TA	20 000
	EAL TA	20 000
	EAL, SEND and vocabulary app	4500
learning support & engagement	additional staffing to support groups	75 040
	outdoor learning (forest school)	10 000
	outdoor learning (environment)	5 000
	P4C training	3 000
	Kagan training	3 000
reading and writing	RWI resources/CPD	5 200
	Lexia digital reading	3 000
social and emotional well-being	Inclusion team behaviour mentors	45 000
	Play therapy support and training	8 000
	Chameleon Project Y6	2 500
	attendance & inclusion support	13 500
	safeguarding software (CPOMS/TOOTOOT)	7000
	counselling and mental health support	20 000
enrichment – COVID restrictions pending	trips, events & activities	2000
	extra curricular	2000
	TOTAL COMMITTED	270 700
	Difference (£273 035 - £270 700)	2 335
	Contingency	2335