

Central Park Primary
School



Pupil Premium Strategy

Year 1- 2022-2023

3 year long-term pupil premium strategy from September 2022 to July 2025.

Linked Governors Katie Kendrick and Vijith Vijay

Intention of the Strategy

- The Pupil Premium will be used to provide to additional educational support to improve the progress and to raise the standard of achievement for these pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
- As far as its powers allow, (Where it can?) the school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others. Those in a position of disadvantage and or vulnerability.
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

3 Year Data Analysis Age Related Expected Summary

Disadvantaged Pupils FSM 3 Year Analysis 2022- 2025

| | Reading Autumn 2022 | Reading Autumn 2023 | Reading Autumn 2024 | Writing Autumn 2022 | Writing Autumn 2023 | Writing Autumn 2024 | Maths Autumn 2022 | Maths Autumn 2023 | Maths Autumn 2024 | Combined Autumn 2022 | Combined Autumn 2023 | Combined Autumn 2024 |
|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-------------------|-------------------|-------------------|----------------------|----------------------|----------------------|
| Year 1 21 Pupils | | | | | | | | | | | | |
| Year 2 21 Pupils | 81% | | | 57% | | | 67% | | | 57% | | |
| Year 3 36 Pupils | 25% | | | 34% | | | 36% | | | 27% | | |
| Year 4 37 Pupils | 51% | | | 53% | | | 59% | | | 47% | | |
| Year 5 37 Pupils | 63% | | | 57% | | | 64% | | | 57% | | |
| Year 6 34 Pupils | 66% | | | 72% | | | 72% | | | 63% | | |

Non Disadvantaged Pupils 3 Year Analysis 2022-2025

| | Reading Autumn 2022 | Reading Autumn 2023 | Reading Autumn 2024 | Writing Autumn 2022 | Writing Autumn 2023 | Writing Autumn 2024 | Maths Autumn 2022 | Maths Autumn 2023 | Maths Autumn 2024 | Combined Autumn 2022 | Combined Autumn 2023 | Combined Autumn 2024 |
|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-------------------|-------------------|-------------------|----------------------|----------------------|----------------------|
| Year 1 Pupils | | | | | | | | | | | | |
| Year 2 89 Pupils | 79% | | | 59% | | | 75% | | | 61% | | |
| Year 3 81 Pupils | 51% | | | 46% | | | 55% | | | 43% | | |
| Year 4 78 Pupils | 73% | | | 65% | | | 68% | | | 60% | | |
| Year 5 79 Pupils | 75% | | | 64% | | | 76% | | | 60% | | |
| Year 6 86 Pupils | 84% | | | 84% | | | 85% | | | 79% | | |

Potential Barriers to Progressing and attainment

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| A. | Limited experiences that children have outside of school and before they start school |
| B. | High mobility (language challenges) and mid-phase admissions |
| C. | Pupils entering EYFS below national |
| D. | Ensuring that all children, at all levels have ambitious and challenging learning journeys |
| E. | Speech and Language, Special education needs. EAL |
| F. | Parental engagement |
| Intended outcomes (specific outcomes and how they will be measured) | |
| A. | Individual understanding of children's interests leading to rich opportunities |
| B. | Accurate baseline, quality teaching ensuring that there is good learning in place from clear starting points |
| C. | Clear understanding of the gaps therefore accelerating the progress of learning so that PP aspire to meet age related expectations |
| D. | Raise the attainment of more able pupils in receipt of PPG. Measure through data, PPMs, monitoring, pupil voice |
| E. | Ensure that baseline information is reliable and routinely measured through data, PPM, and pupil voice. |
| F. | Opportunities for parents to engage in school and out of school activities with their children |

3 year School Allocated Funding

| | Total Pupil Number including EYFS | Total FSM funded pupils Excluding EYFS | Total FSM Funding |
|-------------------|-----------------------------------|--|--------------------------------------|
| Year 22/23 | 876 Pupils | 188 Pupils 21% of total Pupils | £253,440 4 Instalments of £63,350 |
| Year 23/24 | | | |
| Year 24/25 | | | |

Attendance 3 Year Analysis

| | Baseline 2021/2022 | Year 1 End of year: 2022/2023 | Year 2 End of Year: 2023/20224 | Year 3 End of year: 2024/2025 |
|--|-----------------------|----------------------------------|-----------------------------------|----------------------------------|
| Overall Yearly attendance of all Pupils Objective of 96% | | | | |
| Overall Yearly attendance of PP Pupils | | | | |
| Difference from previous year | | | | |

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| Action 1 | Quality First Teaching | | |
| Outcome | To reduce the Gap of disadvantaged pupils alignment with non-pp children. | Criteria | Ensure that identified children have the correct support through QFT and interventions Data monitoring and Intervention reviews (PPMs) |
| Staff Lead | Paul Strange Assistant Head Teacher/ Rachel Speed Head of quality Education | | |
| Application | Year 1 (22) | Year 2 (23) | Year 3 (24) |
| | <p>Personalised lessons are of a high standard through pre-prepared teaching schemes. Ongoing monitoring and CPD develops teacher's pedagogy and delivery. Support Staff and HLTAs to be utilised to support identified groups</p> <p>Intervention PPMs to happen on termly basis</p> <p>Intervention areas equipped and resourced</p> <p>Children to be monitored closely through PPMs and monitoring to show progression and that groupings are constantly monitored and moved accordingly.</p> <p>Teacher supported to improve practice in key areas based on their ITDP</p> <p>Coaching forms part of CPD and is a SPP for 2022/23.</p> | <p>Reflection from Staff through transitions and movement of Support staff to allow consistency in movement up the school. Data analysis from baseline assessments focusing on attainment and progression. Reviewing of funding of key programs such as Third Space and possible additional funds</p> <p>CPD opportunities to promote subject knowledge.</p> | <p>Movement of staff to support good classroom practice and modelling. CPD opportunities in closing the gap for disadvantaged pupils.</p> |

| Yearly Rating | Below Expectation | At Expected Level | Above Expected | | | |
|------------------------------|---|-------------------|----------------|--|--------|--|
| | | | | | | |
| Allocated Yearly Expenditure | Year 1 | | Year 2 | | Year 3 | |
| | HLTA Support £6K TT Education £10K Intervention Support: £10K Intervention resourcing: £10K Staffing and support for teachers including coaching £50K Resources to support banded Reading £10K Curriculum development/resources £15K Sub Total £111K | | | | | |
| Total over Three year cycle | | | | | | |
| Evaluation | Year 1 | | Year 2 | | Year 3 | |
| | Mid | | Mid | | Mid | |

| | | | |
|--|-----|-----|-----|
| | End | End | End |
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| Action 2 | Quality First Teaching accelerating progress | | |
| Outcome | Children make accelerated progress, especially in Communication, Language and Literacy (EY) or Reading/Writing, on arrival at Central Park so that a 'Keep up, not catch up' ethos can be quickly implemented | Criteria | Baseline data to show accelerated progress for children in receipt of pupil premium funding. New Starters throughout the school are highlighted, tracked as a focus group and targeted to make accelerated progress in reading/writing within their first year. |
| Staff Lead | Paul Strange Assistant Head Teacher/ Shaheen Hussain New Starters/ Atiyya Musa EYFS | | |
| Application | Year 1 (22) | Year 2 (23) | Year 3 (24) |

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| | <p>On entry to CP children to complete baseline tests supported by SH.</p> <p>Baseline to end of year data for EYFS to monitor accelerated progress for children in receipt of pupil premium funding. New Starters throughout the school are highlighted, tracked as a focus group and targeted to make accelerated progress in reading/writing within their first year.</p> <p>PPMs utilised to scrutinise data and will link to early interventions should they be required. All interventions used by the school to be verified through EEF (Education Endowment foundation)</p> <p>Additional grant from School Led Tutoring</p> | <p>Intervention monitoring to ensure that children are ideally back in classrooms with QFT.</p> <p>2 year gap analysis to identify reoccurring gaps or barriers to learning.</p> | <p>Children are ideally back in classrooms with QFT.</p> <p>3year gap analysis to identify reoccurring gaps or barriers to learning.</p> <p>Reviews of children from 2022</p> |
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| Yearly Rating | Below Expectation | At Expected Level | Above Expected |
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| Allocated Yearly Expenditure | Year 1 | Year 2 | Year 3 |

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|-----------------------------|---|-----------------------------|----------|--|--------|--|
| | Intervention resourcing: PPMS cover Resources Sub Total | £10k £8K £10K £28K | | | | |
| Total over Three year cycle | | | | | | |
| Evaluation | Year 1 | | Year 2 | | Year 3 | |
| | Mid | | Mid | | Mid | |
| | End | | End | | End | |
| Action 3 | Quality First Teaching (one to one or group teaching). | | | | | |
| Outcome | Children's misconceptions in Maths and English will be addressed and children will make progress, particularly disadvantaged pupils. | | Criteria | The gap between disadvantaged pupils in English and Maths will be closing, particularly at end of KS1 and KS2. | | |
| Staff Lead | Assistant Head Teachers/ Aabida Patel Intervention Lead/ Paul Strange Maths Lead, Fojia Begum and Minhazur Rahman Reading and Writing leads | | | | | |

| | Year 1 (22) | Year 2 (23) | Year 3 (24) |
|-------------|--|---|--|
| Application | <p>Organisation of key support staff with a focus on key groups such as Year 2 and 6 and phonics support in the Early years. CPD Training and modelled practice for new staff on intervention support and phonics support. There may be other areas too, involving reading where this would be appropriate eg. use of Catch Up, or where there is little parental engagement with reading and a child does not do individual reads at home (disadvantaged children read less at home in research we carried out) Bug Club to be used as a support for parents.</p> <p>Interventions to be in place by Autumn term supporting all children including FSM.</p> | <p>To Continue with this intervention from previous year and from children who have not completed the Phonics screen. Continue to level up and skill the support staff with targeted bespoke training including peer to peer observations and sending support staff out to observe good practice in flagship schools and within the Federation.</p> | <p>How we will implement this intervention in year 3 To be completed</p> |

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|------------------------------|-------------------|-------------------|----------------|
| Yearly Rating | Below Expectation | At Expected Level | Above Expected |
| Allocated Yearly Expenditure | Year 1 | Year 2 | Year 3 |

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|-----------------------------|--|--------|--------|--|--|
| | Intervention Support: £15K Intervention resourcing: £5K Subscriptions: £6K Sub Total £26K | | | | |
| Total over Three year cycle | | | | | |
| Evaluation | Year 1 | Year 2 | Year 3 | | |
| | Mid | Mid | Mid | | |
| | End | End | End | | |

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| Action 4 | Life Experiences |
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| Outcome | To provide enriching life experiences s appropriate to their age, in line with their peers | Criteria | Ensure that all PP attend all opportunities provided Residential activities to be promoted specifically Cover costs when necessary in the Charging of Remissions. |
| Staff Lead | Shaheen Hussain/ Vijith Vijay Extended Services. | | |
| Application | Year 1 (22) | Year 2 (23) | Year 3 (24) |
| | <p>PP children to attend all opportunities provided Residential activities to be promoted specifically Cover costs when necessary in the Charging of Remissions.</p> <p>Children are omitted from educational visits for financial reasons and learning is supported and accessible to the curriculum, resulting in motivated and enthused learners throughout the school</p> <p>Extended day closely monitors the uptake on experiences for PP children.</p> <p>Regular updates of PP data to identify joining of clubs residential trips.</p> | <p>Opportunities for residential or cultural experiences promoted.</p> <p>Reenergise clubs to keep relevant interest based on the community.</p> <p>Invite outside organisations for key events.</p> <p>Promote opportunities utilising sports premium and Rock Steady.</p> | <p>Subject leaders to review with the finance team SSE booklet completed for SL to monitor.</p> |

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| Yearly Rating | Below Expectation | At Expected Level | Above Expected |
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| Allocated Yearly Expenditure | Year 1 | | Year 2 | | Year 3 | |
|------------------------------|-----------------------------|------------------------|-----------------------------|------------------------|-----------------------------|--|
| | EV Support | £20K | EV Support | | EV Support | |
| | Extra curriculum activities | £8K | Extra curriculum activities | | Extra curriculum activities | |
| Enrichment experiences | £5K | Enrichment experiences | | Enrichment experiences | | |
| Sub Total | £33K | | | | | |
| Total over Three year cycle | | | | | | |
| Evaluation | Year 1 | | Year 2 | | Year 3 | |
| | Mid | | Mid | | Mid | |
| | End | | End | | End | |

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| Action 5 | Well Being and Healthy living. |
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| Outcome | Pupils will be fit, active, healthy and emotionally well-meaning that they will be able to engage better with learning. | Criteria | All FSM pupils given opportunity to access our extended offer. Pupils will be able to access a wide variety of sporting activities and will be active daily as evidenced by the Sports Mark being Gold or above each year |
| Staff Lead | Vijith Vijay Extended Services. Hafiza Khatun, Rachel Egbulonu, Aileen Leslie, Andrew Sutherland | | |
| Application | Year 1 (22) | Year 2 (23) | Year 3 (24) |
| | The school will support this area largely through Sports and physical well-being elements are funded through Sports Premium. The School will take an active role in supporting the mental health and well-being of all pupils including those of FSM. This may mean that we need to access specialist practitioners for individual pupils where there are access difficulties. It may be also that disadvantaged pupils can have funding to access extended schools clubs Breakfast and After school clubs are funded by this premium to ensure access for these specific groups. | We will continue to roll out SCARF Learning mentors will continue to run grief and loss training for specific family groups this is a programme helping children to deal with loss and change. It is expected this will be very appropriate post- Covid. In 22/23 Mental Health First Aid training will be mandatory for Year 6 pupils. Breakfast and After school clubs will continue to be funded by the school including specialist coaches and Mental Health First Aid training for pupils in the school. | As of year 2 to be reviewed. To be completed |

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|---------------|-------------------|-------------------|----------------|
| Yearly Rating | Below Expectation | At Expected Level | Above Expected |
|---------------|-------------------|-------------------|----------------|

| Allocated Yearly Expenditure | Year 1 | | Year 2 | | Year 3 | |
|--|-------------------------|------|--------|--|--------|--|
| | Enrichment experiences: | £10K | | | | |
| | Sports coaches | £20K | | | | |
| Activities to support healthy lifestyles | £5K | | | | | |
| Sub Total | £35K | | | | | |
| Total over Three year cycle | | | | | | |
| Evaluation | Year 1 | | Year 2 | | Year 3 | |
| | Mid | | Mid | | Mid | |
| | End | | End | | End | |

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| Action 6 | Attendance: Foster links with parents and identify any underlying issues which are causing attendance issues |
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| Outcome | Children are attending regularly and where there are barriers to attendance, these are being addressed. | Criteria | For all disadvantaged children are not disproportionately represented in the persistent absentee category- our target is for at least 96% of pupils to be supported through our absentee drive | |
| Staff Lead | Paul Taylor/ Rachel Egbulonu/ AHTs Vijith Vijay/ Nav Gill | | | |
| Application | Year 1 (22) | Year 2 (23) | Year 3 (24) | |
| | <p>Support will be given to parents where there are barriers to attendance – this may be through time spent with Early Help referrals, it may be through subsidising costs of extended school care so children are in school. Support will be given to vulnerable families through support from Family liaison. We also had a lot of contact re: domestic abuse. Situations impacting on pupil attendance will be closely monitor alongside Safeguarding, home visits and regular communication between school and home. Safeguarding cases remain high - Early Intervention linked to attendance is fundamental. Introduce the use of FFT Aspire Attendance Tracker</p> <p>Times bought forward for school opening to encourage working parents.</p> <p>After school and breakfast clubs to be in place.</p> | <p>As per year 1 – Analysis of needs will be prioritised Diagnostic attendance analysis through Fisher Family Trust links attendance with pupil data.</p> | <p>in year 3 (in light of the year 2 light-touch annual review): To be completed</p> | |

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| Yearly Rating | Below Expectation | At Expected Level | Above Expected | | | |
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| Allocated Yearly Expenditure | Year 1 | | Year 2 | | Year 3 | |
| | Breakfast and afterschool costing: | £10K | | | | |
| | Family Liaison support | £5K | | | | |
| | Resources and promotional activities | £5K | | | | |
| | Sub Total | £20K | | | | |
| Total over Three year cycle | | | | | | |
| Evaluation | Year 1 | | Year 2 | | Year 3 | |
| | Mid | | Mid | | Mid | |
| | End | | End | | End | |
| | | | | | | |