



Pupil premium strategy statement

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 Hall Academy
Number of pupils in school	477
Proportion (%) of pupil premium eligible pupils	18.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 , 2023/24, 2024/25
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Principal/ Vice Chair of Governors (PP Lead)
Pupil premium lead	J Preston (Vice Principal)
Governor / Trustee lead	V Poole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 100, 725.00
Recovery premium funding allocation this academic year	£ 11, 890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£112, 615

Part A: Pupil premium strategy plan



Statement of intent

We strongly believe that **every** member of the Park Hall family can achieve success when displaying an 'admirable attitude' and positive growth mindset (Power of Yet). Together we can remove barriers to learning through a shared ethos centered around positive growth mindsets; believing that there are no limits to our success.

At Park Hall Academy we focus upon raising attainment for all and ensuring that the achievement of all children, including those from disadvantaged backgrounds, remains a priority.

At Park Hall Academy we intend to maximise the impact of our pupil premium spending. Through a research based, three tiered approach to Pupil Premium, the academy is able to balance approaches to improving Teaching, Targeted Academic Support and Wider Strategies for all pupils over a three year period. By selecting and focusing on a smaller number of priorities, this ensures that there is the best chance of success for all.

We intend to:

- ensure that all members of the Park Hall family believe that there are no limits to what we can achieve and that together we make a difference -embedding positive growth mindsets and a belief in the 'Power of Yet'
- provide all children with fair and equal opportunities to excel
- diminish the difference between pupil groups
- work in partnership with families and external agencies to ensure that we provide the very best opportunities for our children and families; enabling success.

Challenges

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

Challenge number	Detail of challenge
1	End of key stage data demonstrated that at the end of key stage 2, pupils were -22.8% below the national in reading, writing and maths (combined). This was due to disadvantaged pupils not meeting the expected standard in all three subjects.
2	Attendance since Covid has decreased for all pupils. Attendance figures at the end of summer term 22' – 94.4% (4.8% above the national figure).
3	Writing standards at the end of key stage 2 data (-15.7% to national) for disadvantaged pupils demonstrated that writing is below the outcomes in reading and maths. Professional dialogue with teachers details that (some) pupils have found the writing process difficult, requiring additional support since returning to school following Covid lockdowns.

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.

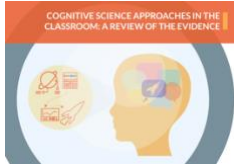

Intended outcome	Success criteria
Pupils make at least expected progress in reading, writing and maths, with some making better than expected progress.	% working at ARE will increase and the gap will close in progress made between PP and non PP.
Attendance will be good for all pupils, with pupils understanding the correlation between school attendance and academic/ personal & social achievement.	Attendance across the school will increase to at least 96% (national figures), with a particular focus on the attendance of PP pupils.
Writing standards at the end of key stage 2 are at least inline with national expectations.	% working at ARE will increase and the gap will close in progress made between PP and non PP.


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: £ 86,298.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality assessment and retrieval practices will ensure that pupils activate prior learning to build on knowledge and skills.</p>	 <ul style="list-style-type: none"> • EEF report • Socratic Assessment <p>Technology will be utilised to make use of online assessment tools, engaging pupils in retrieval practice – a research based method of activating prior learning.</p>	1, 3
<p>Reading (<i>Nursery to Year 1 and any other pupil who is at the 'early reading' stage</i>) Early reading skills including phonological awareness, grapheme/phoneme correspondence, fluency, comprehension and inference will be taught through 'FFT Success For All Phonics' to ensure that pupils achieve their end of year targets.</p>	<p>Through the use of a co-operative learning pedagogy, all pupils are fully engaged and interact throughout all parts of the lesson. Success for All Phonics (FFT) state that the teaching method is proven to have a dramatic effect on progress and attainment (research based). A 'keep-up, not catch-up' approach is used to enable all learners to receive daily high quality phonics teaching. Where identified, individuals will receive additional phonic skills to address gaps in learning.</p>	1, 3
<p>Reading – (<i>Year 2 – 6</i>) Fluency and comprehension skills are taught through a carefully planned reading cycle, enabling pupils to meet ambitious end of year targets. Through high quality teaching, learners develop the knowledge of the necessary components required to read with fluency and prosody (6 P's – pitch, pace, power, punctuation, pause and passion.)</p>	 <ul style="list-style-type: none"> • Our ambition for children who have needed a social worker is the same as for any other child. They should be safe, benefit from education, and have the opportunity to succeed - 'ensure that children receive effective, evidence-based support in and around school'. • EEF – Improving literacy in Key Stage 1 & 2 reports. 	1, 3

<p>Writing for a clear purpose and audience (cross-curricular) - 5 a day approach adopted by all staff to provide support and scaffolding for all learners.</p> 	<ul style="list-style-type: none"> • EEF (January 22') indicates that there are five particular approaches which can be integrated into day-to-day teaching practice to raise attainment among children with additional needs, as well as their peers. The EEF report states that the approaches are well-evidenced as having a positive impact. Use of these evidence-informed strategies by all staff, across the academy will positively support all learners, including those with SEND. 	<p>1, 3</p>
---	---	-------------

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

Budgeted cost: £ 19,096.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Led Tutoring for identified pupils in years 1, 2 and 6 leads to a closing of the gap between PP and non PP.</p> <p>School Led Tutoring for all PP pupils in the Autumn term leads to a closing of the gap between PP and non PP.</p>	<ul style="list-style-type: none"> • Tutoring impact data (2021/22) demonstrated the positive impact upon the majority of learners. • Marc Rowland – Addressing the Catch-up Conundrum • 2021/22 end of year assessment data demonstrated that the majority pupils engaged in tutoring made or exceeded their end of year targets. 	<p>1, 3</p>
<p>Interventions for individuals, identified through high quality diagnostic assessment, leads to pupils meeting end of year targets.</p>	<ul style="list-style-type: none"> • Speech & language assessments for Lower Foundation pupils to understand the starting point of all pupils and provide early identification and support. • Alex Quigley - EEF Blog: Learning recovery and the role of diagnostic assessment <p>The suite of interventions across the academy, are carefully mapped out with the SENDCO and teacher to support individual pupils needs following assessment results.</p>	<p>1, 3</p>

--	--	--

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

Budgeted cost: £7220

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils will understand the link between attendance and achievement. Monitoring will challenge and support families to improve attendance. Attendance ambassadors (pupils) will support pupils in understanding the need to be in school using 'HERO', rewarding and promoting attendance.</p>	<ul style="list-style-type: none"> • Through targeted interventions with individuals/ families alongside whole school initiatives, attendance prizes • EEF – Attendance Interventions (March 2022) • Working Together to Improve School Attendance • https://www.ucl.ac.uk/ioe/research-projects/2022/jan/school-absences-and-pupil-achievement 	2
<p>The use of 'Showbie' (app) to engage parents/ carers in their child's learning journey. Parents/ carers will be able to see the progress their child is making in daily lessons and understand how to support their child's learning at home.</p>	<ul style="list-style-type: none"> • EEF Guide to Pupil Premium • Through the use of technology, parents will be able to see and understand how their child is progressing and where gaps are knowledge are (Showbie/ Class Dojo videos). 	1, 2, 3

Total budgeted cost: £ 112,615

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.

Outcomes for pupils in receipt of pupil premium (2021/ 22)

Early Years Foundation Stage Profile - Pupil Premium pupils

	School				City				Difference	
	2018	2019	2022 Cohort size	2022 Attainment	2018	2019	2022	School vs LA 2022	School 2019 to 2022	
% achieving a good level of development (GLD)	80.0%	88.9%		88.7%	86.4%	86.3%	82.6%	31.1%	-1.7%	
% meeting the expected level in communication and mathematics	75.0%	89.9%		88.7%	86.5%	88.7%	88.0%	17.7%	-1.2%	
% exceeding the expected level in COM & LANG	12.0%	33.3%		N/A	11.6%	14.0%	N/A	N/A	N/A	
% meeting the expected level in PSED	75.0%	100.0%		80.7%	88.4%	79.2%	74.2%	11.6%	-14.1%	
% exceeding the expected level in PSED	12.0%	22.2%		N/A	8.2%	8.9%	N/A	N/A	N/A	
% meeting the expected level in PPEV DEV	75.0%	88.9%		80.7%	79.8%	72.3%	74.4%	11.3%	-1.1%	
% exceeding the expected level in PPEV DEV	12.0%	33.3%		N/A	10.2%	10.4%	N/A	N/A	N/A	
% meeting the expected level in Reading	80.0%	88.9%		80.0%	88.0%	88.8%	87.8%	30.1%	-1.0%	
% exceeding the expected level in Reading	12.0%	44.4%		N/A	12.4%	11.8%	N/A	N/A	N/A	
% meeting the expected level in Writing	80.0%	88.9%		80.7%	87.7%	87.6%	84.4%	31.3%	-1.1%	
% exceeding the expected level in Writing	12.0%	44.4%		N/A	7.0%	8.2%	N/A	N/A	N/A	
% meeting the expected level in Mathematics	75.0%	88.9%		80.7%	80.6%	82.0%	81.5%	24.2%	-1.2%	
% exceeding the expected level in Mathematics	12.0%	44.4%		N/A	8.0%	7.8%	N/A	N/A	N/A	

Phonics (Year 1) - pupil groups

	2018				2019				2022				Difference 2022	
	School Cohort size	School Attainment	City	National	School Cohort size	School Attainment	City	National	School Cohort size	School Attainment	City	National	School vs LA	School vs National
% achieving WIA (Year 1) (Blogs)	39	84.6%	73.1%	79.0%	34	88.2%	73.6%	78.0%	35	82.8%	88.7%	72.2%	14.2%	10.7%
% achieving WIA (Year 1) (Cohort)	27	85.2%	85.0%	80.0%	27	85.3%	81.6%	80.0%	25	89.0%	79.4%	79.2%	11.6%	9.1%
% achieving WIA (Year 1) (Pupil Premium)	12	91.7%	72.7%	72.0%	7	85.7%	71.0%	71.0%	11	90.9%	84.3%	62.4%	28.6%	28.5%

Key Stage 1 - Pupil Premium

	2018				2019				2022				Difference 2022	
	School Cohort size	School Attainment	City	National	School Cohort size	School Attainment	City	National	School Cohort size	School Attainment	City	National	School vs LA	School vs National
% achieving EXS in Reading (Pupil Premium)	12	88.0%	63.2%	62.0%	13	89.0%	68.0%	62.0%	11	82.6%	86.2%	61.4%	17.2%	13.2%
% achieving GDS in Reading (Pupil Premium)		16.7%	14.7%	14.0%		15.4%	14.8%	14.0%		9.1%	12.4%	8.2%	-1.4%	-1.4%
% achieving EXS in Writing (Pupil Premium)		80.0%	68.2%	68.0%		89.2%	68.4%	68.0%		72.7%	48.2%	41.0%	23.4%	17.7%
% achieving GDS in Writing (Pupil Premium)		16.7%	7.8%	8.0%		61.0%	9.9%	7.0%		8.1%	6.2%	9.7%	-1.9%	6.5%
% achieving EXS in Mathematics (Pupil Premium)		58.3%	43.2%	43.0%		78.9%	65.9%	62.0%		81.8%	58.3%	51.8%	21.5%	15.8%
% achieving GDS in Mathematics (Pupil Premium)		8.3%	12.0%	10.0%		7.7%	13.0%	10.0%		9.1%	8.0%	6.7%	0.4%	2.4%

Key Stage 2 - Pupil Premium

	2018				2019				2022					
	School Cohort size	School Attainment	City	National	School Cohort size	School Attainment	City	National	School Cohort size	School Attainment	City	National		
% achieving EXS in Reading (Pupil Premium)	10	87.0%	47.0%	47.0%	9	88.0%	68.0%	62.0%	10	82.0%	86.0%	61.4%	17.2%	13.2%
% achieving GDS in Reading (Pupil Premium)		0.0%	3.4%	4.0%		11.1%	3.8%	3.0%		10.0%	13.0%	8.2%	-1.4%	-1.4%
% achieving EXS in Writing (Pupil Premium)		80.0%	68.2%	68.0%		89.2%	68.4%	68.0%		72.7%	48.2%	41.0%	23.4%	17.7%
% achieving GDS in Writing (Pupil Premium)		16.7%	7.8%	8.0%		61.0%	9.9%	7.0%		8.1%	6.2%	9.7%	-1.9%	6.5%
% achieving EXS in Mathematics (Pupil Premium)		58.3%	43.2%	43.0%		78.9%	65.9%	62.0%		81.8%	58.3%	51.8%	21.5%	15.8%
% achieving GDS in Mathematics (Pupil Premium)		8.3%	12.0%	10.0%		7.7%	13.0%	10.0%		9.1%	8.0%	6.7%	0.4%	2.4%
Progress - Reading (Pupil Premium)		-1.8	-0.8	-0.8		-1.2	-1.0	-0.9		-0.7	-1.0	-0.9	-0.3	-0.7
Progress - Writing (Pupil Premium)		-1.1	-0.8	-0.8		-1.1	-1.2	-0.7		-0.7	-1.0	-0.7	-0.7	-1.1

On 18th March, 2021, Marc Rowlands, the advisor for improving outcomes for disadvantaged learners for the Unity Schools Partnership carried out a visit to Park Hall Academy as part of a project to look at how disadvantaged learners in Stoke-on-Trent are being supported. These reviews were carried out across the country in more than 650 schools.

During the meeting Marc spoke with Senior Leaders, teaching and support staff including Early Career Teachers to ascertain the DAP context of our academy and how the needs of our pupils are met. Strengths were identified which were worthy of dissemination which included the collective responsibility of all staff to improve outcomes for all, clearly articulated by all; the careful consideration of a small number of interventions to have a greater impact and the articulation and demonstration of how the school culture removes barriers to learning for all pupils.

Outcomes for pupils in Early Years and Key Stage 1 demonstrated that pupil support and intervention enabled pupils to meet the ambitious targets set.

Progress was evident from starting points in key stage 2, with pupils outperforming the national figure in mathematics (EXS) and writing and reading (GDS).

The use of technology was successful in engaging families in their child's learning; providing models for parents to learn from – particularly in phonics.

--

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

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.