

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Parbold Douglas Church of England Academy
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	6.6% [3.8% Pupil Premium+] [0.5% Service Premium]
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	4 th November 2021
Date on which it will be reviewed	31 st December 2022
Statement authorised by	John Coxhead
Pupil premium lead	John Coxhead
Governor / Trustee lead	Joanne MacRae

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,450.00 (including Pupil Premium Plus and Service Premium)
Recovery premium funding allocation this academic year	£2,000.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£25,450.00

Part A: Pupil premium strategy plan

Statement of intent

Parbold Douglas CE Academy seeks to equip children with the vision, passion and skills needed to transform society. The pursuit of this vision underpins every aspect of our work.

Our ambition is that all of our pupils, including those eligible for the pupil premium, become passionate about building God's Kingdom here on Earth and develop the knowledge and skills that they need to enact positive change across all spheres of society.

Our motto – let your light shine (Matthew 5:16) – is all about transforming society. When we let our light shine, we let the light of Jesus radiate from within us to transform lives and communities around us. When we let our light shine, we shape society with the peace, joy and compassion of Jesus. When we let our light shine, we pursue love and unity. Our vision of a world transformed by a generation of 'Kingdom builders' fuels our passion for primary education.

If we are to succeed in realising our ambitious Christian vision, our children need a world-class academic education that enables them to grow in wisdom, knowledge and skills so that they may have a transformational impact upon society. As such, we seek to use our resources as effectively as possible to provide this.

Our pupil premium strategy sets out how we intend to use our pupil premium funding to secure this academic excellence for our most disadvantaged pupils. Many of the actions we take will benefit and enhance the education of every other child in school too. Our evidence-informed approach prioritises improving classroom teaching and providing specific targeted academic support to meet identified needs. This proactive approach seeks to intervene early, preventing gaps from growing between the attainment of our disadvantaged pupils and that of others.

We also seek to use a range of wider strategies to enhance the social, emotional and spiritual development of our most disadvantaged pupils, providing tailored support as appropriate to meet specific needs.

All of this helps us to provide an exceptional curriculum and inspirational, knowledgeable teachers who deliver academic excellence for all.

Challenges

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

Challenge number	Detail of challenge
1	<p>Proficiency in reading and writing. In particular, handwriting, more limited vocabulary and application of grammar, punctuation and spelling to independent and extended writing.</p> <p>Recent attainment data demonstrates a gap between the attainment of pupil premium pupils and all pupils. In summer 2021, the percentage of pupil premium pupils working at the expected standard for their age group in writing was 20% lower than the percentage of all pupils working at the expected standard. In reading, this percentage was 15% lower.</p>
	<p>Confidence in problem solving and reasoning within mathematics. In particular, a lack of self-belief, difficulties in understanding a given problem and, in some cases, a lack of fluent recall of key facts that have been learnt.</p> <p>Recent attainment data demonstrates a gap between the attainment of pupil premium pupils and all pupils. In summer 2021, the percentage of pupil premium pupils working at the expected standard for their age group in maths was 21% lower than the percentage of all pupils working at the expected standard.</p>
3	<p>Ability to nurture their own social, emotional and mental health. Some pupil premium pupils require extensive social, emotional and behavioural support, tailored to their specific needs.</p>
4	<p>For some children, limited access to enriching experiences outside of school that offer opportunities to develop and enhance their cultural capital. They have limited opportunities to develop new skills, hobbies or interests (whilst growing in confidence).</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
Disadvantaged pupils become more proficient in core reading and writing skills.	<ul style="list-style-type: none"> ▪ The attainment of disadvantaged pupils increases above summer 2021 levels. ▪ The percentage of disadvantaged pupils working at the expected standard in reading and writing increases.

	<ul style="list-style-type: none"> ▪ The percentage of disadvantaged pupils working at greater depth within the expected standard in reading and writing increases. ▪ Disadvantaged pupils achieve (or exceed) 'end of key stage' progress targets, based on their prior attainment.
Disadvantaged pupils have an improved knowledge of new vocabulary.	<ul style="list-style-type: none"> ▪ Independent and extended writing demonstrates widening vocabulary. In some cases, vocabulary choices demonstrate high levels of proficiency. ▪ Reading assessments (and, in some cases, speech and language assessments) demonstrate an improving grasp of vocabulary.
Handwriting improves for all disadvantaged pupils.	<ul style="list-style-type: none"> ▪ The handwriting of all disadvantaged pupils is legible and, in most cases, is joined appropriately.
In mathematics, disadvantaged pupils draw on their improved confidence to achieve more success with problem solving and reasoning.	<ul style="list-style-type: none"> ▪ Work in books demonstrates improving confidence in problem solving and reasoning. ▪ Attainment in summative assessments improves for disadvantaged pupils (with an increased percentage working at the expected standard and greater depth in mathematics).
Disadvantaged pupils are able to recall number facts with greater fluency and automaticity.	<ul style="list-style-type: none"> ▪ Disadvantaged pupils improve recall scores within Times Tables Rockstars and Numbots applications. ▪ Disadvantaged pupils pass the Multiplication Tables Check in Year 4. ▪ Knowledge of number facts is applied with greater accuracy to problem solving scenarios.
Pupils are able to identify their emotions and any actions or responses linked to these. They can discuss the impact of these on their learning and relationships.	<ul style="list-style-type: none"> ▪ Discussions in PSHE lessons and in worship demonstrate that pupils understand their emotions, the impact these have on their lives, and how to identify and manage them.
Pupils are able to access the support structures they need to regulate their emotions and respond positively.	<ul style="list-style-type: none"> ▪ Observations of identified pupils demonstrates improvement in ability to regulate emotions and respond positively.

	<ul style="list-style-type: none"> ▪ In response to specific needs, internal one-to-one adult provision is in place to provide enhanced support. ▪ Pupil Champions are in place to provide additional adult support, where a need is identified. ▪ Where needed, external specialist support is in place and accessed.
<p>The school curriculum equips pupils with strategies to help them to nurture their own social, emotional and mental health.</p>	<ul style="list-style-type: none"> ▪ Pupils talk confidently about the strategies they use to foster their own social, emotional and mental health. ▪ Discussions in PSHE lessons and in worship demonstrate that pupils understand how to look after their own wellbeing. ▪ Pupils have access to extra-curricular opportunities that enable them to develop their wellbeing (e.g. Shine Bright Club).
<p>All areas of the school curriculum provide all pupils with opportunities to develop and deepen their cultural capital.</p>	<ul style="list-style-type: none"> ▪ Curriculum audits demonstrate that cultural capital is developed across all areas of the curriculum. ▪ Pupils develop their understanding of diversity as this is embedded across all parts of the school curriculum.
<p>All disadvantaged pupils access our enriching extra-curricular provision. This widens their skills, hobbies and interests.</p>	<ul style="list-style-type: none"> ▪ 100% of disadvantaged pupils attend an out-of-hours extra-curricular club during each school year. ▪ Most disadvantaged pupils (at least 75%) attend and access a wide range of different extra-curricular clubs throughout the school year. ▪ 100% of disadvantaged pupils attend school visits (including residential visits). ▪ Disadvantaged pupils are enthusiastic and positive about the extra-curricular opportunities they access.

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: £4,900.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue the effective implementation of validated systematic synthetic phonics programme (Read Write Inc.) for all pupils.</p> <p>Further embed Phonics to Fluency, our bespoke programme for supporting pupils to develop their reading once they have secured their phonetic knowledge. This includes explicit vocabulary teaching.</p>	<p>Phonics approach has proven impact: EEF Guidance Report: Improving Literacy in Key Stage 1</p> <p>Read Write Inc. is validated by the Department for Education.</p> <p>Phonics to Fluency has had a significant positive impact on pupil attainment in our school for over two years. It is based on the 'repeated reading' approach that is proven to have a positive impact on reading fluency (Dahl (1974), Chomsky (1976) and Samuels (1979)). Phonics to Fluency builds on this and draws on recent research that identifies the need to add additional components (explicit vocabulary teaching, high quality adult models, feedback etc.) in order to maximise the impact it can have on reading accuracy and speed (Wu et al. 2019). As a result, children begin to read with automaticity.</p> <p>LaBerge & Samuels (1976) identified that when children were able to read without having to really 'think' about decoding (automaticity) they had a reduced cognitive load and as a result, greater cognitive space to develop their understanding of the text read. In addition, the research conducted by Lee et al. 2015 identified how this approach can also have great impact on the fluency of children identified as having reading difficulties.</p>	1
<p>Careful ongoing formative assessment to inform next steps in teaching and teacher feedback.</p>	<p>Strong evidence base for the impact of effective feedback on pupil outcomes: EEF Guidance Report: Teacher Feedback to Improve Pupil Learning EEF Guidance Report: Using Digital</p>	1, 2

<p>In writing, regular focussed 'core skills' weeks are planned and delivered to address the gaps identified.</p> <p>In maths, daily teaching and 'morning maths' sessions are adjusted in response to gaps identified. Immediate feedback provided to close the feedback loop / maximise impact. New units begin by revisiting previous learning.</p>	<p>Technology to Improve Learning EEF Guidance Report: Improving Mathematics in Key Stages 2 and 3</p> <p>Research Summary of Assessment for Learning (Cambridge University Press, 2019)</p>	
<p>In English and mathematics, pupils will continue to revisit previous learning regularly to secure the retention of knowledge over time and develop fluency.</p> <p>Investment in retrieval tools (e.g. Spelling Shed, Times Tables Rockstars, Numbots, Learning by Questions, Socrative, etc.) to support this.</p>	<p>Strong evidence base (within cognitive science) for the impact of 'retrieval practice' approaches to support the retention of knowledge: https://www.retrievalpractice.org/</p>	1, 2
<p>The DfE and NCETM 'ready to progress' and 'mastery in maths' materials to be used effectively to support pupil understanding.</p> <p>To support the development of mathematical fluency, EYFS and KS1 teachers will participate in the NCETM Mastering Number Programme.</p>	<p>Research tells us that if children develop fluency and flexibility with number facts and relationships early on, they will make much more progress later, in both maths and other subjects. This research summary on mathematical fluency provides further information.</p>	2
<p>Increase the variation in mathematical problems that pupils are exposed to – continue use of White Rose Maths resources to ensure this.</p> <p>Pupils to be supported to tackle problem solving and reasoning every day in maths lessons. Teachers to</p>	<p>Variation theory in mathematics has a strong evidence base: NCETM article (including links to research and evidence) Third Space Learning Blog: Variation Theory</p> <p>The importance of focusing on problem solving strategies within whole class teaching is emphasised within the EEF's guidance: EEF Guidance Report: Improving Mathematics in the Early Years and Key</p>	2

use worked examples to enable children to analyse different strategies. In Early Years / KS1, pupils to be supported to represent problems in different ways using pictures and objects.	Stage 1 EEF Guidance Report: Improving Mathematics in Key Stages 2 and 3	
Structured teacher development (within INSET / weekly staff meetings) to support the implementation and development of the above activities.	Approach to all teacher development to be informed by evidence: EEF Guidance Report: Effective Professional Development	1, 2, 3, 4
Use of HeartSmart PSHE curriculum resources to support all pupils to understand emotions and actions or responses linked to these.	Research shows that schools should devote dedicated time to teach social and emotional skills through a strong curriculum with a clear structure: EEF Guidance Report: Improving Social and Emotional Learning in Primary Schools	3
Curriculum reviews and audits to consider how well cultural capital is developed across all areas of the curriculum. Actions to be taken where needed.	Due to mechanisms in place, our curriculum reviews and audits are effective in identifying strengths and priorities for development in key areas. Strong, evidence-informed approaches are in place to implement change where needed: Putting Evidence to Work: A School's Guide to Implementation	4

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

Budgeted cost: £16,985.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Judicious use of evidence-based interventions that are brief, regular and sustained (overseen by SENCO) to complement teaching.	Research emphasises the need to carefully select interventions that complement (rather than replace) teaching: EEF Guidance Report: Special Educational Needs in Mainstream Schools	1, 2, 3
One-to-one TA support to provide social, emotional, behavioural and academic support for pupil premium pupils with specific needs	TAs and additional adults deployed in line with findings from research: EEF Guidance Report: Making Best Use of Teaching Assessments	1, 2, 3

(in line with behaviour plans, Individual Support Plans, Education and Health Care Plans, etc.). Develop TA Deployment Policy to sustain and extend existing strong practice.		
Training and development from specialist agencies for staff working at a one-to-one level with pupil premium children.	Approach to all staff development to be informed by evidence: EEF Guidance Report: Effective Professional Development	1, 2, 3
Use evidence-based exercises to develop pencil control, letter formation and automaticity in handwriting.	Overview of approach used to develop automaticity in handwriting (with links to evidence): Building automaticity in handwriting	1

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

Budgeted cost: £3,565.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and emotional support for identified pupils [Confident Minds, Pupil Champions, etc.]. Wellbeing Lead and DSL to work together oversee this.	Confident Minds programme has secured significant impact at Parbold Douglas in previous years, with pupils benefiting from one-to-one, tailored support. Feedback on Pupil Champions approach has been extremely positive across previous years.	3
Expand extra-curricular offer to widen opportunities and increase attendance. Provide free access to all disadvantaged pupils and, for school-led clubs, to all pupils.	Research by the Social Mobility Commission demonstrates the significant impact and potential of extra-curricular activities: An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility	4
Provide financial support to ensure pupil premium pupils	In previous academic years, the provision of financial support has	4

can attend all school visits (including residential visits), developing their cultural capital.	increased attendance at visits for disadvantaged pupils.	
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Total budgeted cost: £25,450.00

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.

From 2019 to 2021, our previous pupil premium strategy plan set out how we would improve educational outcomes for our disadvantaged pupils throughout this period. The plan was adjusted in response to the COVID-19 pandemic and the changing needs of our most disadvantaged pupils. For example, we provided devices for pupils to use at home and provided additional social and emotional support as pupils responded to the changing circumstances.

Initially, the strategy had been designed for a three-year period (2019 to 2022). However, the impact of the pandemic has been significant and, as a result, priorities have shifted. These new priorities are reflected in our new strategy (see above), which will run from 2021 to 2024.

Across the two-year period of our previous plan (2019 to 2021), key actions included:

- A. Developing staff knowledge and understanding of metacognition and embedding this across the school.
- B. Developing the effective use of questioning and pedagogies of engagement to ensure all children access appropriately challenging learning.
- C. Developing effective teaching of key knowledge and developing mastery through deliberate practice.
- D. Maths development linked to problem solving and, in particular, the use of goal-free questions.
- E. Further embedding Talk for Writing through independent application opportunities in English and across the curriculum, alongside a focus on key areas (sentence-level work and handwriting).
- F. Developing staff and pupil knowledge of mental health and well-being and negative and positive influences.
- G. Developing strategies for children to manage their own wellbeing and physical and mental health.
- H. Providing structured opportunities for support to impact positively on pupils' long term personal development.
- I. The development of PSHE, using HeartSmart and the Confident Me programme.
- J. Targeted and individualised financial support for pupil premium pupils to support attendance on school trips and visits.

- K. Extend expectation of support for disadvantaged pupils to partners (e.g. external providers of extra-curricular clubs) and offer support from in school.

Despite the adjustments made in response to the pandemic, many of the intended outcomes of these actions were achieved:

- Teachers developed a basic understanding of metacognition and self-regulated learning and implemented strategies to support with within the classroom (e.g. setting appropriate levels of challenge and supporting some pupils to plan, monitor and evaluate their learning). The use of timely, effective feedback is well embedded.
- Children's resilience and persistence in learning improved – this was particularly impressive when pupils adjusted to working and completing lessons from home. Their ability to persist with challenging tasks for sustained periods also improved.
- Children are able to learn some key maths fluency skills and, in some cases, are able to apply this knowledge to help solve problems. However, this is not yet being achieved as effectively, consistently or efficiently as intended. Further development is needed. In summer 2021, the percentage of disadvantaged pupils working at the expected standard for their age in mathematics was 20% lower than the percentage of all pupils working at this standard (based on teacher assessment judgements, informed by standardised assessments).
- Children are beginning to apply taught writing and grammatical structures (and key spellings etc.) to more sustained independent pieces of writing. However, the pandemic limited progress with this and further strategies are needed to secure the intended improvement. In summer 2021, the percentage of disadvantaged pupils working at the expected standard for their age in writing (based on teacher assessment judgements, supported by a national comparative judgement project) was 20% lower than the percentage of all pupils working at this standard.
- The 'A Confident Me' programme was timely (as children returned to school following closures) and disadvantaged pupils are now better able to understand ways to nurture and support their own mental health and wellbeing. Strategies are now needed to develop this further.
- Disadvantaged pupils have had access to improved support structures to help them manage their mental health and wellbeing positively.
- When extra-curricular opportunities were operating (autumn 2019, spring 2020 and summer 2021), a significant proportion of pupil premium children attended and accessed this provision. However, this needs to be more closely monitored and increased.

Externally provided programmes

Programme	Provider
A Confident Me	A Confident Me
Stable Lives: Six-week programme for children	Stable Lives

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Our Service Premium was used to provide access to tailored support from Confident Minds and access to the Stable Lives programme.
What was the impact of that spending on service pupil premium eligible pupils?	These children developed their confidence, self-esteem and had a stronger sense of self-belief. This was seen in their interactions around school and in lessons.