

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

*Work carried out, and continues to, along side Marc Rowlands.*

### School overview

Detail	Data
School name	Park View Academy
Number of pupils in school	358
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2023-2026
Date this statement was published	Reviewed and updated Oct 23
Date on which it will be reviewed	October 24
Statement authorised by	Damian Kenny
Pupil premium lead	Stella Ryan
Governor / Trustee lead	Noel Hennessy

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£288,090
Recovery premium funding allocation this academic year	£28,710
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£316,800

## Part A: Pupil premium strategy plan

### Statement of intent

Park View Academy is a school where pupils feel safe and happy. We have a well-established ethos of high expectations for all. Staff, alongside the governing body, are committed to ensuring pupils are seen as individuals, whose unique qualities are celebrated to promote a healthy mind, body and soul. Through our broad, knowledge-rich curriculum and pupil personal development and enrichment opportunities, our pupils can and will 'believe, achieve and succeed', regardless of pupil premium eligibility.

We are a two-form entry primary school in Huyton, Knowsley, Merseyside, with 87% of our cohort coming from within the bottom 10% most deprived areas nationally (33% above the local authority) and 92% coming from in the bottom 20% most deprived nationally (School Census Jan 2023). We have 15% of our current cohort who have English as an additional language with pupils from countries across the world. Pupils report that they "love" coming to school because of the care, support and fun learning experiences they receive. Clear, consistent systems and relentless routines, alongside outstanding relationships with pupils are the heartbeat of Park View.

Our intent, is to ensure that all our children, particularly those eligible for pupil premium, have a keen desire to attend school where they feel safe and happy, complemented with a fantastic educational experience. Our aim is to give all children the knowledge, self-belief and cultural capital they need to succeed in life and become educated, global citizens. This is reflected in our trust vision: "Believe, Achieve, Succeed". Our aim is to provide an educational journey that enables children to develop powerful knowledge and become healthy, in body, mind and soul. We strive to inspire our pupils to be aspirational and ambitious so that they have the opportunity to achieve their full potential.

We insist on a low teacher to pupil ratio and are fully committed to ensuring that all children have access to high quality teaching each and every lesson, each and every day. We know from research that a lack of quality first teaching has the biggest impact on our most vulnerable learners. Our offer is enhanced by supportive interventions and tutoring for those most affected by the pandemic.

We are committed to targeting our interventions and wider opportunities to combat the wider barriers to disadvantaged children's academic and wider success through bespoke programmes drawing a wide range of internal expertise and well as professionals and community services where this is possible. We continue to be committed to providing high quality enrichment opportunities for all children after school and during holiday times at zero cost to our parents. We believe life experiences like these are crucial in the development of the 'whole child' enabling them to be well educated global citizens. Each year a group of our targeted pupils attend a week-long residential trip during the summer break, providing them with life experiences that they might ordinarily not have the opportunity to experience.

For us, early identification and intervention is key, and we focus on language development in all its forms with a clear emphasis on vocabulary, oracy, speaking and reading. To support this, children can start our school from age three. We offer full 30 hours provision regardless of entitlement to ensure the best possible start to their education. Oracy development continues to be a focus throughout the school to ensure our pupils are experiencing quality language exchanges that they may not receive outside of school.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Low starting points</b></p> <p>Pupils' internal assessments (Nursery) and The Reception Baseline information indicates that pupils starting at PVA who are from disadvantaged backgrounds are significantly below the outcomes of non-disadvantaged and national expectations. This is particularly the case in Communication and Language and Physical Development. This therefore impacts on the ability to achieved a 'good level of development (GLD) by end of reception.</p>
2	<p><b>Phonics</b></p> <p>Assessments, observations, and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
3	<p><b>Pupil needs</b></p> <p>Our data shows that a high % of our disadvantaged pupils also have additional needs.</p>
4	<p><b>Outcomes</b></p> <p>Assessments, in school monitoring and discussions with pupils indicate that the attainment of the disadvantaged pupils is slightly below that of their peers. Although not as significant compare to peers local and nationally, there still remains a small gap between groups.</p>
5	<p><b>Attendance</b></p> <p>Although our data shows that our disadvantaged pupils attend well, this area is still a challenge and needs particular emphasis to ensure this trend continues.</p>
6	<p><b>Cultural capital (enrichment and wider opportunities) and aspirations</b></p> <p>Comparing local and national data, alongside working with our families and talking with our children, we can conclude that many of our disadvantaged pupils do not get the same life experiences compared to their peers. Research evidences that this can limit the development of the child as a whole.</p>
7	<p><b>Vocabulary</b></p> <p>Our disadvantaged pupils have limited vocabulary knowledge; therefore, they have lower starting point in speech, language and communication on entry to school (linked to 1). This therefore impacts on their fluency when reading and ability to decode when reading. For our disadvantaged pupils, the lack of exposure to high quality texts impacts on the quality of writing too</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 outcomes	Success criteria
Improved attainment in EYFS, phonics, key stage 1 and key stage 2	The % pupils achieving the required standard is in line, or better, with peers internally, locally and nationally.
Improved attendance	Attendance is equivalent or greater to peers both locally and nationally. Persistent absenteeism is lower or better than peers both locally and nationally.
Increased enrichment and wider opportunities for greater personal development and cultural capital	100% of pupils have access and have attend enrichment and wider opportunities in school. Pupils are exposed to aspirational career opportunities and prospects of further studies.

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: £237,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reduced adult to pupil ratio (1:13) in school (particularly EYFS) to support universal 30 hour offer for all.</p>	<p><i>EEF Guidance: (<a href="#">Making best use of teaching assistants</a>)</i></p> <p>Improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks. TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed.</p>	<p>1, 2, 3, 4, 7</p>
<p>Teacher and TA professional development:</p> <ul style="list-style-type: none"> <li>➤ I-Can Early Talk Boost</li> <li>➤ Wellcom</li> <li>➤ Tapestry</li> <li>➤ Read,Write, Inc</li> <li>➤ Maths mastery</li> <li>➤ Bromcom</li> <li>➤ Provision maps</li> </ul>	<p><i>EEF Guidance: (<a href="#">Effective professional Development</a>)</i></p> <p>High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance pupil outcomes in the classroom.</p> <ol style="list-style-type: none"> <li>a. build knowledge</li> <li>b. motivate teachers</li> <li>c. develop teaching techniques</li> <li>d. embed practice</li> </ol>	<p>1, 2, 3, 4, 7</p>

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

**Budgeted cost: £28,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tuition	<p>EEF Guidance: (<a href="#">Making best use of teaching assistants</a>)</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high-quality support and training.</p>	1, 2, 3, 4, 7

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

**Budgeted cost: £ 50,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDco targeted support for disadvantaged pupils not able to access full curriculum.	<p>EEF Guidance: (<a href="#">Special Educational Needs in Mainstream Schools</a>)</p> <p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p>	3, 4, 5
Senior lead to be responsible for monitoring, reacting and supporting families regarding attendance and punctuality. This will include incentivising good attendance.	<p>EEF Guidance: (<a href="#">Attendance Interventions</a>)</p> <p>Evidence suggests that small improvements in attendance can lead to meaningful improvements in outcomes relating to academic success and social, emotional and behavioural wellbeing. This can include improvements in both overall absences as well as unauthorised absences.</p>	3, 4, 5
Parental engagement activities (breakfast mornings, stay and read sessions etc.)	<p>Guidance: (<a href="#">The Impact of Parent Engagement on Learner Success</a>)</p> <p>Parents are a major influence on a child's success in life. It is from the home that pupils derive lasting effects on their character, mindset and attainment. Parental engagement</p>	5, 6, 7

	in the educational development of their children improves attainment more than any other single factor. Parents can help their child most by having regular and meaningful conversations with them, by setting high aspirations and by demonstrating their own interest in and support of learning at home and at school. Improved self-regulation, empathy and persistence are all impacted positively by parental engagement.	
Nurture groups	Increased confidence in pupils to be able to articulate their thoughts and improve communication, develop coping strategies and social skills. In addition, pupils have increased levels of resilience and can manage their own behaviour. This is also an opportunity to work on speech and language skills.	1, 2, 3, 4, 7
Wraparound provision (breakfast and after school)	<i>Guidance:</i> ( <a href="#">Maslow's Hierarchy of Needs in Education</a> )  Physiological needs are the first priority and must be satisfied first. These needs include nourishment, sleep, clothing, and shelter. Pupils must have these basic needs met in order to focus on anything else – otherwise, their actions will focus solely on meeting these physiological requirements. They are the top priority and are therefore the most important driving factor for human beings. If a pupil is hungry, they will ignore any other wants or wishes to focus on satisfying their hunger. If a student is hungry, they could exhibit distracting or rule-breaking behaviour because education is not their priority – hunger is. A student might fall asleep in class instead of working on their assignments because they lost sleep the previous night. In this example, the student would naturally prioritise sleep over education.	3, 4, 5, 6
Snack	As above	3, 4, 5, 6
Enrichment activities through subsidised trips/sports experiences and residential where needed. Career days and expose to aspirational opportunities and possible future studies.	<i>Guidance:</i> ( <a href="#">Life Lessons</a> )  Pupils' attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – are thought to underpin success in school and beyond. These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to pupils' later outcomes and so our enrichment programmes aim to meet these needs and disadvantaged pupils are prioritised and subsidised for attendance. We will look to expose pupils to exciting and aspirational opportunities for future careers or future studies.	1, 3, 5, 6, 7
Books	<i>Guidance:</i> ( <a href="#">Mapping the interrelationships of reading enjoyment, attitudes, behaviour and attainment, an exploratory investigation</a> )	2, 4, 6, 7



	Evidence suggests that reading for pleasure leads to increased attainment. Clark and DeZoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers. Although they made no inference about causality, therefore higher attainment may lead to more enjoyment of reading or greater enjoyment may lead to higher attainment. Similarly Clark (2011) in a large scale survey of over 18,000 young people found that those who reported enjoying reading very much were six times more likely than those who did not enjoy reading to read above the expected level for their age.	
--	--	--

## Total budgeted cost: £ 316,800

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 2022 to 2023 academic year.

<b>Pupil Premium Expenditure and Impact 2022-23</b>			
<b>Attendance:</b>			
<b>Attendance</b>	<b>Park View 2022-23</b>	<b>National 2022-23</b>	<b>Knowsley Average</b>
<b>Whole School</b>	94.5%	93.9%	93.2%
<b>Pupil Premium</b>	93.9%	-	-
<b>Whole School Persistent Absence</b>	12.1%	22.5%	21.5%
<b>Pupil Premium Persistent Absence</b>	14.4%	-	-

At the end of academic year 2021 Park View was in the top 20% nationally for attendance. As per the table above, our PP attendance is slightly below the whole-school figure, however our Pupil Premium attendance is in line with national figures and compare favourably with the Knowsley average. The same is true of Pupil Premium persistent absentees.

One of our key strategies was targeted at breaking the culture of poor attendance and punctuality so that all children, especially those funded by Pupil Premium, attended school every day. The impact of the pupil premium funding in this area has been significant with attendance rising in line with the national average and persistent absenteeism remains a key priority to further diminish the gap between our disadvantaged and non-disadvantaged pupils.

Systems, incentives and procedures are in place to promote good attendance and punctuality more stringently. There is a systematic approach to tracking data and this is shared with all school partners. Targeted children work towards half termly goals given to them by our pastoral lead and attendance service. If they achieve these goals, they receive half termly family rewards and termly attendance badges. Reward systems have impacted positively on children's attendance and engagement within lessons. In particular, the weekly celebration and awards assemblies are a positive focal point for the pupils.

To address the social and emotional needs of pupils and families, our senior attendance, behaviour and inclusion (ABI) lead has been available to provide support to vulnerable children and their families and identify those that need early help. This has been instrumental in facilitating appropriate support from a multi-agency viewpoint and engaging parents in the process. The ABI lead has supported several Pupil Premium eligible families in depth over the last school year and weekly drop-in sessions are available for any families to access support and advice.

We also aim to keep all children in school and have had no exclusions at Park View since academisation, bucking a national trend of increases (particularly for disadvantaged pupils).

### **Enrichment and wider opportunities:**

#### Trips, Visitors and Enrichment Opportunities

The school has funded a number of social & cultural visits for identified pupils, linked closely to their termly learning topics, these include both trips off site and visitors such as athletes and authors on site. These have been carefully selected to match accordingly with the curriculum. Pupil and staff surveys reveal positive feedback on all these events. The costs associated with these visits, which provide vital cultural, social and enrichment experiences for pupils, are often a barrier to those pupils with free school meals or from low-income families. Pupil Premium funding has enabled these costs to be subsidised for eligible pupils, thus allowing greater access to the same high quality and exciting opportunities offered by these experiences.

#### Equipment, IT & Resources

As our curriculum has been further developed to meet the needs of disadvantaged children, the school has resourced the curriculum accordingly. Topics are appropriately resourced and reading materials offer pupils valuable insight in to the wider world, reading engagement has improved as a result. Software, subscriptions and books ensure that we have better resources directly aimed at children's needs and the needs of the curriculum we have put in place. Supportive strategies that are now embedded (such as whole

class reading using VIPERS question strands, RWI phonics, RWI reading scheme etc.) have shown impact which is reflected in our data.

Uniform & Kit

Park View has provided students with school sweatshirts, polo shirts, book bags, planners to ensure they were ‘school ready’ and part of the school community. All new Pupil Premium entrants are offered free uniform on enrolment. Extended Services (such as Breakfast Club After School Club) for individually identified families were given through funded places in order to support good attendance and punctuality. This was provided to establish good school routines and readiness for the school day. These places were also offered to support families through times of difficulty.

Achievement (Staffing, Intervention, Training & Assessment)

A wide range of focused interventions are now in place and this continues to increase the performance of Pupil Premium children, from motor skills to maths and sensory circuits to phonics. Support needs are fully addressed by closely monitored interventions and deployment of staff. Extra staff were employed to ensure all Pupil Premium children had additional support in the classroom. Pupil Premium children are identified on registers, reading logs and other internal documentation such as intervention timetables to ensure these children are at the forefront of staff’s minds. Staff have completed a range of training such as speech and language, maths, phonics and “quality first teaching” to ensure that all lessons are delivered to meet children’s specific needs. Our behaviour protocols and “relentless routines” are designed to minimise cognitive overload and provide a safe and happy environment which maximises learning for all children.

Pupils’ internal assessments (Nursery) and The Reception Baseline information indicates that pupils starting at PVA who are from disadvantaged backgrounds are significantly below the outcomes of non-disadvantaged and national expectations. This is particularly the case in Communication and Language and Physical Development. This therefore impacts on the ability to achieved a ‘good level of development (GLD) by end of Reception. One way to combat this was to offer a full 30 hours provision regardless of entitlement to ensure the best possible start to their education. The table below shows the difference in baseline data between those pupils who attended 30-hour provision and those who did not in the year 22-23. Regardless of entitlement, this data shows favourable starting data in Reception.

Baseline 23-24	non-disadvantaged 30-hour nursery	disadvantaged 30-hour nursery	non-disadvantage non-30-hour nursery	disadvantage non-30-hour nursery
<b>Meeting ARE</b>	100%	75%	83%	67%

### **Impact of Pupil Premium on Achievement**

The impact of Pupil Premium is measured in a number of ways. Firstly, we compare the performance of pupils eligible for Pupil Premium Funding against the performance of those who are not eligible. We also compare the performance against National Expectation and 'other' children. We also measure the impact of Pupil Premium through the range and quality of the activities or interventions that we provide. Each intervention is measured by entry and exit data and all information is shared between teachers and teaching assistants to ensure all barriers to learning are addressed.

As part of the National Tutoring Programme, we were able to track the progress of those pupils selected to take part against that of a placebo group. We were able to track a 12% increase in attainment due to the small group and one to one tutoring accelerating progress.

Our statutory testing data is below with a comparison of National, local and our school data from summer 2023. There is also a comparison of the gap between our disadvantaged and non-disadvantaged and how it has shrunk in all areas.

<b>EYFS Results</b>	<b>non-disadvantaged</b>	<b>disadvantaged</b>	<b>Gap</b>	<b>School</b>	<b>National</b>	<b>Knowsley</b>
<b>Good Level of Development 22-23</b>	83%	67%	16%	70%	67%	64%
<b>Good Level of Development 21-22</b>	76%	43%	33%	63%	65%	59%

Good Level of Development results show attainment has risen across the cohort and attainment gap between disadvantaged and non-disadvantaged pupils reduced by 17%

Key Stage one data shows the attainment gap between disadvantaged and non-disadvantaged has widened however in most instances attainment of disadvantaged pupils has risen 17%-25%. In the two areas it has not, further support has been identified to ensure disadvantaged pupils are able to achieve and progress in these areas at the same rate as their peers.

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a family support programmes to support our most vulnerable parents / families.
- embedding more effective practice around recall, feedback and assessment. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities focus on building life skills such as confidence, resilience, and socialising. Timetables for enrichment are changed termly to provide a vast range of opportunities throughout the year and also to reflect the interests of children. Pupil Premium children are prioritised whenever a club is at capacity and attendance is monitored and encouraged. Disadvantaged pupils are encouraged and supported to participate with 50% of our eligible pupils attending the full range of enrichment offered to them throughout the year 22-23 and 81% attending at least one club. Those who did not attend were encouraged and offered alternatives but had various reasons why they did not want to attend (none of which were due to being disadvantaged).

To create our Pupil Premium strategy, we looked at a number of reports, studies and research papers about effective use of pupil premium funds, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy. We will continue to use it through the implementation of activities.

Please see a range of activities across our school. [Twitter](#)