

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	Pallister Park Primary School
Number of pupils in school	530
Percentage of Pupil Premium	59.62
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	H Adams
Pupil premium lead	A Oliver
Governor / Trustee lead	S Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£425,020.00
Recovery premium funding allocation this academic year	£45,000
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	£425,020.00

Part A: Pupil premium strategy plan

Statement of intent

Pallister Park Primary School provides a vast range of opportunities for learning both in and out of school. We are part of a team that work together in order to learn more about the world around us and equip our children for a successful future.

We work hard to give every child the very best start we can. We offer outstanding teaching and learning, exceptional care and support. We believe in fairness and equality of opportunity. We believe that every child has the right to an excellent education, irrespective of their background or the challenges they face.

We believe in maximising opportunities for all our children by providing;

- Outstanding teaching every day
- A vast range of experiences, academic, social and extra-curricular
- Support for the children's emotional and general well-being
- A sense of belonging which ensures that everyone reaches their full potential.

In order to engage children in learning we recruit and develop teams of outstanding teachers for each year group who strive to teach, in a range of techniques to ensure inclusivity. The belief is that recruiting additional staff provides consistent teaching and develops relationships with all our pupils. Additional staff resources are also used to provide emotional care which enables all children to access quality learning.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is evident from our IDACI report that the majority of children categorised as 'non-disadvantaged' in our school community come from the 5% most deprived areas in the country meaning that in fact they have just fallen short of being classed as 'disadvantaged'. Due to this, as a school, we strive to ensure that we support their needs regardless of whether they are officially classed as disadvantaged.

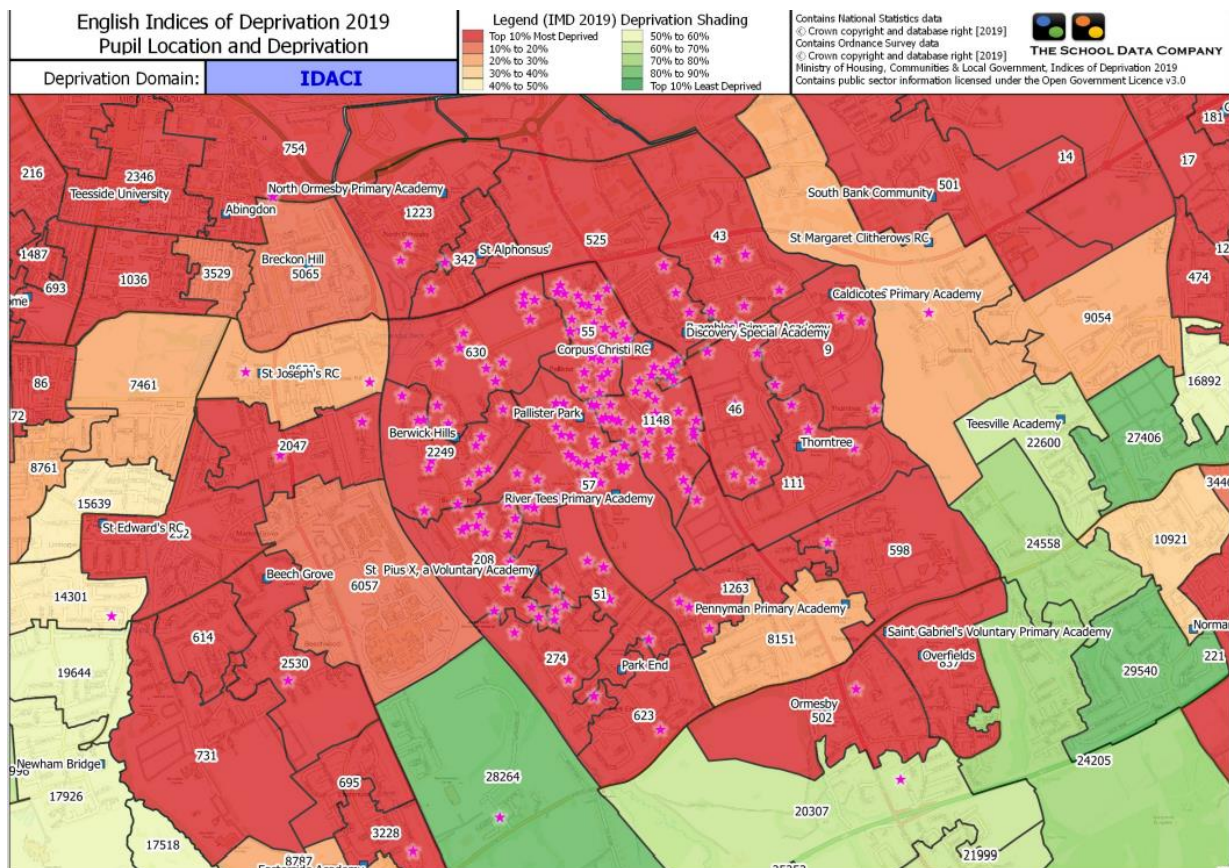
We provide a school environment which is conducive to the highest quality of teaching and learning. It is important to create facilities which are consistent throughout the school, which develop a sense of belonging and equality. Children learn best when they value the environment they are in and can find spaces to learn, explore and feel secure.

We also consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers. The activity we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

Demography and School Context

Pallister Park Primary School is located in Middlesbrough. All years are three form entry and there are two school nurseries onsite taking children from age 2. The map below displays the "Lower Super Output Areas" (LSOAs) which surround the school and they are colour coded according to which national decile they belong to. The map shows that the area in which school is located and the surrounding areas are amongst the most deprived in the country. In

September 2021, 98% of the school's pupils were living in an area classed as being one of the 10% most deprived areas in England. Further broken down, 93% of the pupils lived in an area classed as being one of the 5% most deprived areas in England.



The LSOA in which the school is located is ranked 57th out of 32,844 in terms of deprivation. The income, employment, health, education and crime deprivation indicators are all very high.

Objectives

- to narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- for all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Achieving These Objectives

The range of provision the Governors consider making for this group include the following strategies, some of which are funded via school budget and are applied to all children:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' Teacher to each Year Group - providing small group work with an experienced teacher focussed on overcoming gaps in learning
- Additional Teaching Assistants, especially in Early Years to support school readiness
- Additional Reading Support Program – use of Lunch Time Supervisors and Caretaker to listen to children read and promote enjoyment of reading to an adult, strengthening relationships and sense of belonging
- NTP Tutoring – Y5 & Y6
- Summer school to support transition from primary to secondary and strengthen links with secondary school
- IDACI report to help analyse the level of deprivation within our children on roll and apply the funding accordingly

This list is not exhausted and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have lower academic starting points in Reception. In 2021, 41% achieved GLD compared to 54% TSDC average (no national data available).
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. In 2021 Y1 Phonics, 54% of disadvantaged pupils achieved their phonics compared to 58% non-disadvantaged. In 2021 Y1 Phonics, overall 56% of pupils achieved their phonics compared to 82% nationally. (2019)
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills, comprehension and vocabulary gaps among many disadvantaged pupils. In 2021, KS1 reading achievement - 55% of disadvantaged pupils achieved the expected level compared to 59% of non-disadvantaged. In 2021, KS1 reading achievement - 57% of pupils achieved the expected standard compared to 75% nationally (2019 figure). By the end of KS2 gap has been closed 61% disadvantaged to 57% non-disadvantaged achieved the standard. In 2021, KS2 reading achievement - 59% of all pupils achieved the expected standard compared to 73% nationally (2019 figure).
4	In the 2021 MTC for Y4, disadvantaged pupils scored an average of 20 marks compared to an average of 22 for non-disadvantaged pupils.

5	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures.</p> <p>This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations.</p>
6	<p>Teacher referrals for support have markedly increased during the pandemic. CPOMS data shows an increase on average of 400 reports per month, compared to pre-pandemic reports.</p>
7	<p>Our attendance data over 20-21 indicates that attendance among non-disadvantaged pupils (98.5) and disadvantaged pupils (97.7) is certainly comparable.</p> <p>5.4% of disadvantaged pupils have been 'persistently absent' compared to 0% of their peers during that period.</p>
8	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils are not represented enough in the greater depth standard.</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.

Challenge number	Intended outcome	Success criteria
1	Improved EYFS GLD	Reception outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
2	Improved reading/phonics attainment among disadvantaged pupils.	<p>Y1 Phonics outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.</p> <p>KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.</p>
3	Improve language and communication skills on entry and widen children's vocabulary and language across the school.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
4	Improved MTC attainment for disadvantaged pupils at the end of Y4.	Y4 MTC outcomes in 2024/25 show that the average score of disadvantaged pupils matches that of non-disadvantaged.
5	To achieve and sustain improved wellbeing for all	Sustained high levels of wellbeing from 2024/25 demonstrated by:

	pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in friendship issues • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
6	To achieve and sustain improved behaviour for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of behaviour from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour issues on CPOMS
7	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance for all pupils being no less than 98%, and the attendance gap between disadvantaged pupils and their non-disadvantaged being 0%. • the percentage of all pupils who are persistently absent being below 3%.
8	To stretch and challenge our more able disadvantaged pupils to enable them to excel.	Whole school RWM outcomes in 2024/25 show that more than 10% of disadvantaged pupils met the greater depth standard.

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: £385,828.00

Activity	Evidence that supports this approach	Challenge number(s) addressed																																																																																																																											
<p>Additional Teacher per year group: Av teaching salary cost £39,746 at 8 positions = £317968 per year</p>	<p>Attainment data from 2019 highlighted that our ‘team around the child’ support enabled disadvantaged children to begin to bridge the gap between non-disadvantaged attainment.</p> <p>Key Stage 2 - Progress</p> <p>Reading Progress</p> <table border="1" data-bbox="438 862 826 963"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2017</th> <th colspan="2">2018</th> <th colspan="2">2019</th> </tr> <tr> <th>Pupils</th> <th>Score</th> <th>Pupils</th> <th>Score</th> <th>Pupils</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>58</td> <td>2.2</td> <td>60</td> <td>0.1</td> <td>60</td> <td>-0.4</td> </tr> <tr> <td>Girls</td> <td>32</td> <td>3.0</td> <td>31</td> <td>0.0</td> <td>30</td> <td>1.0</td> </tr> <tr> <td>Boys</td> <td>26</td> <td>1.2</td> <td>29</td> <td>0.2</td> <td>30</td> <td>-1.8</td> </tr> <tr> <td>Dis</td> <td>44</td> <td>2.7</td> <td>47</td> <td>-0.1</td> <td>40</td> <td>-0.4</td> </tr> </tbody> </table> <p>Writing Progress</p> <table border="1" data-bbox="438 996 826 1097"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2017</th> <th colspan="2">2018</th> <th colspan="2">2019</th> </tr> <tr> <th>Pupils</th> <th>Score</th> <th>Pupils</th> <th>Score</th> <th>Pupils</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>58</td> <td>-1.4</td> <td>61</td> <td>-1.0</td> <td>60</td> <td>0.9</td> </tr> <tr> <td>Girls</td> <td>32</td> <td>-2.0</td> <td>31</td> <td>0.2</td> <td>30</td> <td>2.0</td> </tr> <tr> <td>Boys</td> <td>26</td> <td>-0.8</td> <td>30</td> <td>-2.2</td> <td>30</td> <td>-0.2</td> </tr> <tr> <td>Dis</td> <td>44</td> <td>-0.9</td> <td>48</td> <td>-1.6</td> <td>40</td> <td>0.8</td> </tr> </tbody> </table> <p>Maths Progress</p> <table border="1" data-bbox="438 1131 826 1232"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2017</th> <th colspan="2">2018</th> <th colspan="2">2019</th> </tr> <tr> <th>Pupils</th> <th>Score</th> <th>Pupils</th> <th>Score</th> <th>Pupils</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>58</td> <td>7.4</td> <td>60</td> <td>5.1</td> <td>60</td> <td>2.4</td> </tr> <tr> <td>Girls</td> <td>32</td> <td>6.0</td> <td>31</td> <td>4.2</td> <td>30</td> <td>1.7</td> </tr> <tr> <td>Boys</td> <td>26</td> <td>9.1</td> <td>29</td> <td>6.0</td> <td>30</td> <td>3.0</td> </tr> <tr> <td>Dis</td> <td>44</td> <td>7.5</td> <td>47</td> <td>4.4</td> <td>40</td> <td>1.8</td> </tr> </tbody> </table> <p>Reduction of class sizes thus improving opportunities for more effective teaching and accelerated learning. The Team around the child is essential to be able to establish relationships and ensure security to understand needs of individual children and be able to target tasks appropriately.</p>		2017		2018		2019		Pupils	Score	Pupils	Score	Pupils	Score	All	58	2.2	60	0.1	60	-0.4	Girls	32	3.0	31	0.0	30	1.0	Boys	26	1.2	29	0.2	30	-1.8	Dis	44	2.7	47	-0.1	40	-0.4		2017		2018		2019		Pupils	Score	Pupils	Score	Pupils	Score	All	58	-1.4	61	-1.0	60	0.9	Girls	32	-2.0	31	0.2	30	2.0	Boys	26	-0.8	30	-2.2	30	-0.2	Dis	44	-0.9	48	-1.6	40	0.8		2017		2018		2019		Pupils	Score	Pupils	Score	Pupils	Score	All	58	7.4	60	5.1	60	2.4	Girls	32	6.0	31	4.2	30	1.7	Boys	26	9.1	29	6.0	30	3.0	Dis	44	7.5	47	4.4	40	1.8	<p>1,2,3,4,5,6,7,8</p>
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<p>Additional Teaching Assistant per year group: Av non-teacher salary cost £22,620 at 3 positions = £67860</p>	<p>Additional TA in Reception to help support children with phonics and provide additional small group support throughout the day.</p> <p>On entry to Reception, most children have low Literacy, Maths, Language and Communication skills – at the end of 2020-21 academic year children were significantly below national average of 2019 due to the pandemic.</p> <p>Due to and poor socio-economic and level of disadvantage, children are unlikely to have the breadth of vocabulary, knowledge and skills required that non-pupil premium Reception children have. The additional adult support enables opportunities to ‘level the playing field’ for our children in being able to aid learning, development and provide strong, reliable</p>	<p>1,2,3,4,5,6,7,8</p>																																																																																																																											

	relationships that foster security and confidence to learn and try new experiences.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £21,250.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online Tutoring to Catch up on missed learning. 1.5 hours weekly £10,000 (including purchase of headphones with mic)	Tute is an approved Tuition Partner in the National Tutoring Programme (NTP). Tute's qualified, experienced teachers deliver live online lessons to fill gaps in education. We have decided to initially target 9 higher level readers in Year 6 and 6 higher level readers in Year 5. Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. Also in Year 5, disadvantaged children and disadvantaged children with SEND who are considered to be lower-level readers are to be targeted to enable additional opportunities for them to revisit objectives and topics missed during the pandemic.	2,3,5,8
Reading Support Program £11,250	Lunchtime Supervisors and Caretaker listen to children read, promoting reading for enjoyment and improved the status of reading. Develop confidence and establish relationship with other adults and role models.	1,2,3,5,8

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

Budgeted cost: £20,350.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Data Analysis £350	IDACI analysis from The School Data Company to help staff and Governors understand the context and levels of deprivation that our children are currently in.	
Summer School £20,000	Summer School, run in partnership with our feeder secondary school, gives an opportunity to offer that face-to-face support for Year 5 children before they start Year 6. It offers an important opportunity to support pupils' wellbeing and develop relationships with staff in their next school. Summer school includes	5,6,7,8

	highly creative English and Maths activities, enrichment activities, such as team games, music, drama and sports.	
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Total budgeted cost: £427,428.00

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

READING SCHOOL 2020	Overall - all pupils regardless of prior attainment			KS1 - did not achieve expected standard in year 2			KS1 - achieved expected standard in year 2			KS1 - achieved greater depth in year 2		
	Cohort	No. Pupils EXS+	No. Pupils HS	Sch - KS1 Low (WTS/PK/BLW)			Sch - KS1 Middle (EXS)			Sch - KS1 High (GDS)		
				Cohort	No. Pupils EXS+	No. Pupils HS	Cohort	No. Pupils EXS+	No. Pupils HS	Cohort	No. Pupils EXS+	No. Pupils HS
All Pupils	64	50	16	29	15	1	31	31	12	4	4	3
	%	78%	25%	%	52%	3%	%	100%	39%	%	100%	75%
	diff no	3	-1	diff no	2	0	diff no	1	3	diff no	0	0
Girls	35	27	9	18	10	1	15	15	6	2	2	2
	%	77%	26%	%	56%	6%	%	100%	40%	%	100%	100%
	diff no	0	-2	diff no	1	0	diff no	0	1	diff no	0	0
Boys	29	23	7	11	5	0	16	16	6	2	2	1
	%	79%	24%	%	45%	0%	%	100%	38%	%	100%	50%
	diff no	2	0	diff no	0	0	diff no	0	2	diff no	0	0
Disadvantaged	50	37	12	26	13	1	21	21	8	3	3	3
	%	74%	24%	%	50%	4%	%	100%	38%	%	100%	100%
	diff no	-2	-3	diff no	2	0	diff no	1	3	diff no	0	0
Non Disadvantaged	14	13	4	3	2	0	10	10	4	1	1	0
	%	93%	29%	%	67%	0%	%	100%	40%	%	100%	0%
	diff no	2	0	diff no	0	0	diff no	0	0	diff no	0	0

READING NATIONAL 2019	NATIONAL OVERALL	
	KS2 EXS	KS2 GDS
All Pupils	73%	27%
Girls	78%	32%
Boys	69%	22%
Disadvantaged	62%	17%
Non Disadvantaged	78%	31%

Reading - 74% of disadvantaged Year 6 children achieved the expected standard, compared to the national average of 62% in 2019.

24% of disadvantaged Year 6 children achieved the higher standard, compared to the national average of 17% in 2019.

Exceptional progress can also be seen with 50% (13 children) who didn't achieve the expected standard in Year 2, then achieved the expected standard in Year 6. 1 child even went on to achieve the higher standard.

WRITING SCHOOL 2020	Overall - all pupils regardless of prior attainment			KS1 - did not achieve expected standard in year 2			KS1 - achieved expected standard in year 2			KS1 - achieved greater depth in year 2		
	Cohort	No. Pupils EXS+	No. Pupils GDS	Sch - KS1 Low (WTS/PK/BLW)			Sch - KS1 Middle (EXS)			Sch - KS1 High (GDS)		
				Cohort	No. Pupils EXS+	No. Pupils GDS	Cohort	No. Pupils EXS+	No. Pupils GDS	Cohort	No. Pupils EXS+	No. Pupils GDS
All Pupils	64	50	7	27	13	0	36	36	6	1	1	1
	%	78%	11%	%	48%	0%	%	100%	17%	%	100%	100%
	diff no	0	-5	diff no	0	0	diff no	1	-1	diff no	0	0
Girls	35	27	4	16	8	0	18	18	3	1	1	1
	%	77%	11%	%	50%	0%	%	100%	17%	%	100%	100%
	diff no	1	-4	diff no	0	0	diff no	0	-1	diff no	0	0
Boys	29	23	3	11	5	0	18	18	3	0	0	0
	%	79%	10%	%	45%	0%	%	100%	17%	%		
	diff no	-1	-1	diff no	0	0	diff no	1	0	diff no		
Disadvantaged	50	37	5	23	10	0	26	26	4	1	1	1
	%	74%	10%	%	43%	0%	%	100%	15%	%	100%	100%
	diff no	-4	-7	diff no	0	0	diff no	1	0	diff no	0	0
Non Disadvantaged	14	13	2	4	3	0	10	10	2	0	0	0
	%	93%	14%	%	75%	0%	%	100%	20%	%		
	diff no	1	-1	diff no	0	0	diff no	0	0	diff no		

WRITING NATIONAL 2019	NATIONAL OVERALL	
	KS2 EXS	KS2 GDS
All Pupils	78%	20%
Girls	72%	25%
Boys	85%	15%
Disadvantaged	68%	11%
Non Disadvantaged	83%	24%

Writing - 74% of disadvantaged Year 6 children achieved the expected standard, compared to the national average of 68% in 2019.

10% of disadvantaged Year 6 children achieved the higher standard, compared to the national average of 11% in 2019.

Exceptional progress can also be seen with 43% (10 children) who didn't achieve the expected standard in Year 2, then achieved the expected standard in Year 6. 15% (4 children) who achieved the expected standard in Year 2, then achieved the higher standard in Year 6.

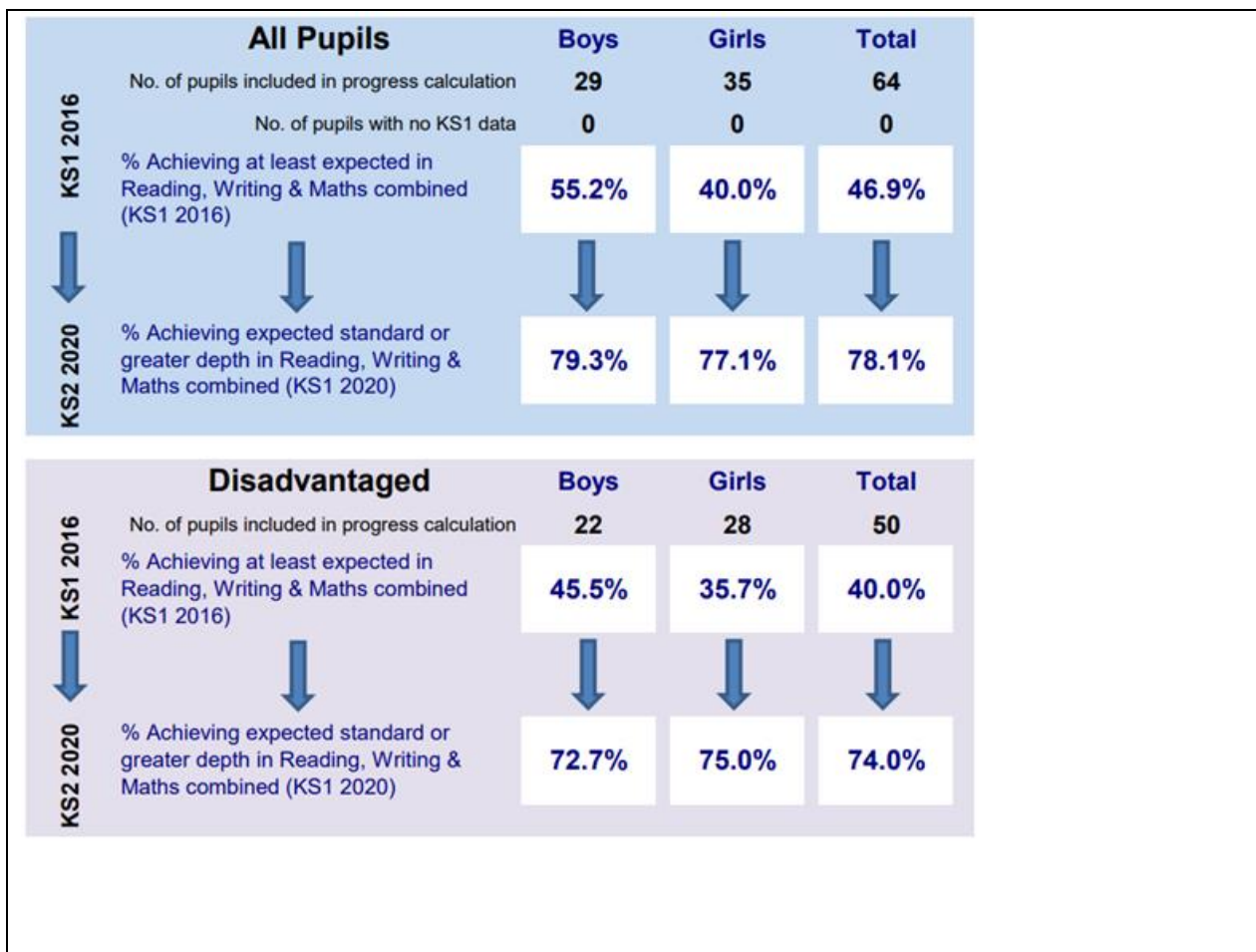
MATHS SCHOOL 2020	Overall - all pupils regardless of prior attainment			KS1 - did not achieve expected standard in year 2			KS1 - achieved expected standard in year 2			KS1 - achieved greater depth in year 2		
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All Pupils	64	58	18	22	16	1	40	40	15	2	2	2
	%	91%	28%	%	73%	5%	%	100%	38%	%	100%	100%
	diff no	7	0	diff no	5	0	diff no	2	4	diff no	0	0
Girls	35	30	8	17	12	1	17	17	6	1	1	1
	%	86%	23%	%	71%	6%	%	100%	35%	%	100%	100%
	diff no	2	0	diff no	4	0	diff no	1	2	diff no	0	0
Boys	29	28	10	5	4	0	23	23	9	1	1	1
	%	97%	34%	%	80%	0%	%	100%	39%	%	100%	100%
	diff no	5	1	diff no	1	0	diff no	1	2	diff no	0	0
Disadvantaged	50	44	12	19	13	1	29	29	9	2	2	2
	%	88%	24%	%	68%	5%	%	100%	31%	%	100%	100%
	diff no	2	-3	diff no	5	0	diff no	2	3	diff no	0	0
Non Disadvantaged	14	14	6	3	3	0	11	11	6	0	0	0
	%	100%	43%	%	100%	0%	%	100%	55%	%		
	diff no	2	1	diff no	1	0	diff no	0	2	diff no		

MATHS NATIONAL 2019	NATIONAL OVERALL	
	KS2 EXS	KS2 GDS
All Pupils	79%	27%
Girls	79%	24%
Boys	78%	29%
Disadvantaged	67%	16%
Non Disadvantaged	84%	31%

Maths - 88% of disadvantaged Year 6 children achieved the expected standard, compared to the national average of 67% in 2019.

24% of disadvantaged Year 6 children achieved the higher standard, compared to the national average of 16% in 2019.

Exceptional progress can also be seen with 68% (13 children) who didn't achieve the expected standard in Year 2, then achieved the expected standard in Year 6. 1 child even went on to achieve the higher standard. 15% (4 children) even went on to achieve the higher standard. 31% (9 children) who achieved the expected standard in Year 2, then achieved the higher standard in Year 6.



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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

At Pallister Park Primary School, we '**Work Hard, Play Hard**' and our Curriculum is designed to show our children how to live by this ethos. With 98% of the school's pupils living in an area classed as being one of the 10% most deprived areas in England and one that can be further broken down to 93% of the pupils living in an area classed as being one of the 5% most deprived areas in England, we need to make careful use of funding further to the Pupil Premium Funding set at just under 60%.

In addition to the specific Pupil Premium work set out above, we make sure that all pupils, regardless of their classification, access our '**50 Things To do Before You Leave Pally**'. This is at the heart of our provision and a commitment to make sure they have the childhood they deserve, full of exciting opportunities and embrace the support of families in order to achieve this. Activities include: Year 6 residential trip to Carlton Outdoor Education Centre, Year 5 building rafts to sail on, Year 4 hiking across the NY Moors, Year 3 holding exotic animals, Year 2 having a trip to the seaside, Year 1 going to the panto, Rec going to the farm & Nursery even meeting Santa's elves.

We also offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. All pupils will be encouraged and supported to participate.

Other information to be considered

- Additional teaching and learning opportunities provided through external agencies (Apollo Arts)
- Funding of specialist learning software – Pallister Park regularly appear on the Times Table Rockstars League of Top of schools demonstrating how effective this is and an essential part of learning and engagement. Reading Plus accelerates reading achievements by customizing instructions for every student by placing students at their just-right levels based on assessment data, and continually adapting to ongoing progress.
- World Book Day changes lives through a love of books and shared reading. We believe that having access to books and developing a love of reading for pleasure is vital for a child's future and we want to bring the magic of books to children and young people everywhere. At Pallister Park we purchase every child their own book to take home and enjoy.
- Magic Breakfast provides healthy school breakfasts to children at risk of hunger in disadvantaged areas of the UK. Food deprivation is high at Pallister Park. Research shows hungry children do not perform as well. A hungry child cannot concentrate so could miss out on half a day of lessons every school day if not given anything nutritious to eat first thing.
- Year 2 Forest school program - Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.
- Year 6 Rubies - Rubies has developed a unique 8-week course for Year 6 girls to support them as they prepare for the transition to secondary school. Rubies encourage girls to know their strengths and true worth. The girls are taught that they are valued and have

inherent worth. We believe that they have strengths and great potential and that, like natural rubies, they can develop their own vibrant characters.

- Pupil of the Week - Every week one child is chosen from each class to win the coveted award of Pupil of the Week. This award is given for various reasons, such as; being polite, listening well in class, working to the best of your ability, good attendance and following the rules in school.
- Water Bottles - We buy every child a school water bottle and replace the lids on a termly basis. Research shows the amount of fluid consumed by most young people is below the recommended levels for good health and wellbeing, and that a school intervention plan is desirable. Research also proves that hydration is key to successful learning and can dramatically affect a child's ability to concentrate.
- Fun Day - End of year reward to celebrate excellent behaviour and attitudes to learning. Future motivation to make sure Pallister Park children are always the best they can be.
- KS2 Fruit - In addition to a breakfast we consider a piece of fruit at break time an essential part of a healthy diet and routine. Research shows hungry children do not perform as well. A hungry child cannot concentrate so could miss out on half a day of lessons every school day if not given anything nutritious to eat.