

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	Pallister Park Primary School
Number of pupils in school	549
1	62.8
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 2024
Statement authorised by	H Adams
Pupil premium lead	A Oliver
Governor / Trustee lead	Richard Painter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£477,825.00
Recovery premium funding allocation this academic year	£ 46,908
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	£524,733

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 activities 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

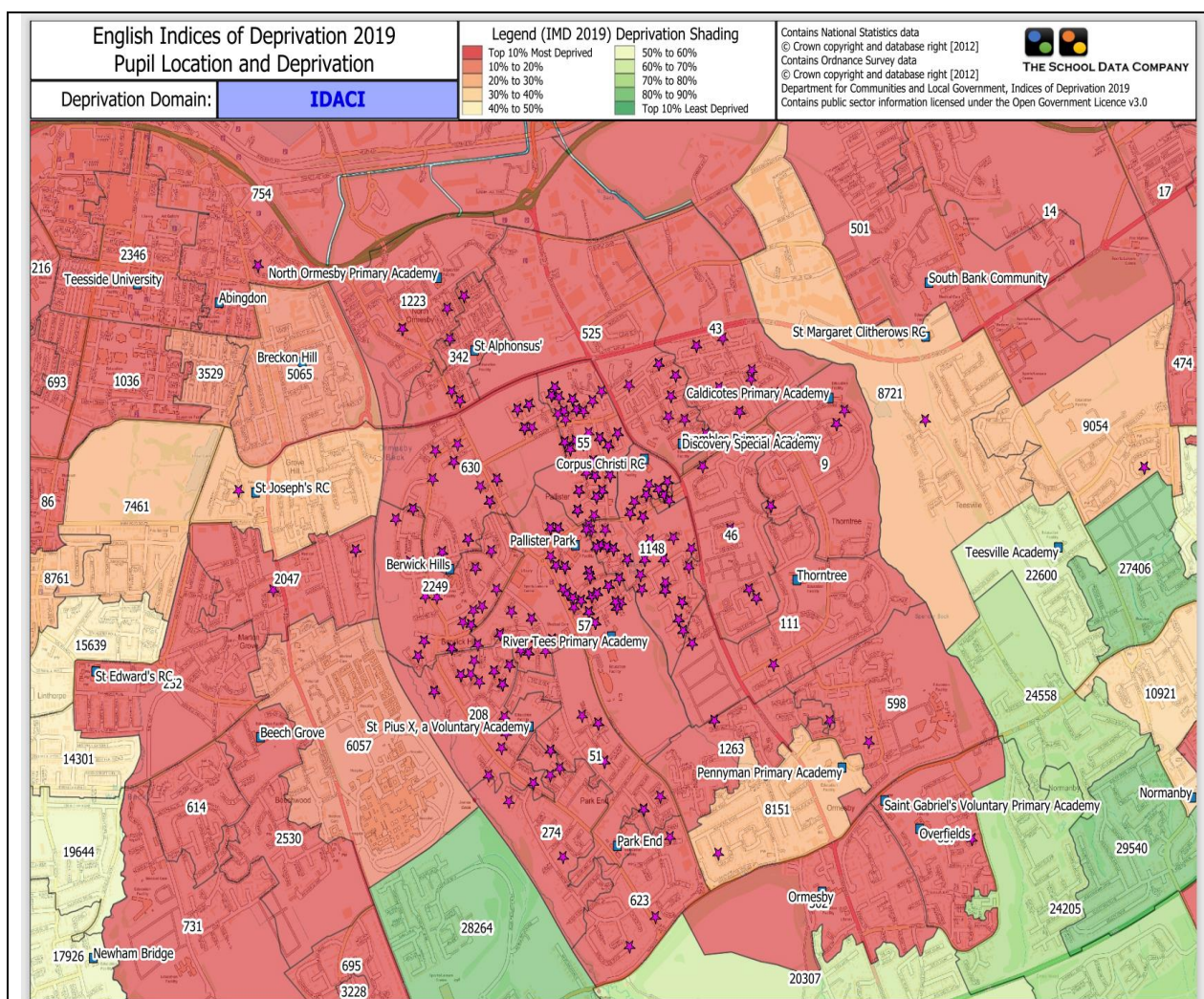
September 2021, 98% of the school's pupils were living in an area classed as being one of the 10% most deprived areas in England. Further broken down, 93% of the pupils lived in an area classed as being one of the 5% most deprived areas in England. In November 2023, 99% of the school's pupils were living in an area classed as being one of the 10% most deprived areas in England (This equates to 602 out of 611 children who live in this level of deprivation). Further broken down, 93% of the pupils lived in an area classed as being one of the 5% most deprived areas in England (This equates to 571 out of 611 children who live in this level of deprivation). The extremity of the deprivation can also be seen in the ranking of the school – 680 out of just under 33,000 educational settings; the 10% ranked 474 and the 5% ranked 376.

Decile	Decile Description	Ranks	Number of Pupils	IDACI %	Avg. Rank
1	10% Most Deprived	1 to 3284	602	99%	474
2	10% to 20%	3285 to 6568	0	0%	
3	20% to 30%	6569 to 9853	5	1%	8722
4	30% to 40%	9854 to 13137	0	0%	
5	40% to 50%	13138 to 16422	0	0%	
6	50% to 60%	16423 to 19706	2	0%	18817
7	60% to 70%	19707 to 22990	1	0%	20790
8	70% to 80%	22991 to 26275	0	0%	
9	80% to 90%	26276 to 29559	1	0%	28264
10	10% Least Deprived	29560 to 32844	0	0%	
UNKNOWN			0	0%	
TOTAL			611	2.1%	680

Detailed breakdown of Top 30% Most Deprived (Deciles 1 to 3)

Decile	Decile Description	Ranks	Number of Pupils	IDACI %	Avg. Rank
1	5% Most Deprived	1 to 1642	571	93%	376
	6% to 10%	1643 to 3284	31	5%	2270
2	10% to 15%	3285 to 4927	0	0%	
	16% to 20%	4928 to 6568	0	0%	
3	20% to 25%	6569 to 8211	1	0%	8151
	26% to 30%	8212 to 9853	4	1%	8865

The change over time analysis is also showing a negative picture, with the average rank falling from 2015 (864) to 2019 (680), with official an official classification as “More Deprived”.



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 (3 year plan)

- 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 – Y6 & Y5 originally, now whole school taking part in School Led Tutoring.
- 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. 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. 2022/23 55% GLD
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. 2022/23 81%</p> <p>KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard. 2022/23 68%</p>
3	Improve language and communication skills on entry and widen children's vocabulary and language across the school.	<p>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. 2022/23 KS1 improvement in all areas</p>
4	Improved MTC attainment for disadvantaged pupils at the end of Y4.	<p>Y4 MTC outcomes in 2024/25 show that the average score of disadvantaged pupils matches that of non-disadvantaged. 2022/23 Dis 22.1, Non Dis 23.2, National gap 2.5</p>

5	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing 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 friendship issues • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>Rainbow Flag Award</p> <p>Mental Health Lead Training completed</p> <p>Junior Leadership Team as voice for school</p> <p>PROCLAIM training</p> <p>After school clubs for all children Y2 - Y6</p>
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 <p>Parent report feedback, staff surveys</p>
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%. <p>Continued contract with EWO as first line to support families with attendance issues</p> <p>Fines for LOA to be reviewed at end of 23/24</p>
8	To stretch and challenge our more able disadvantaged pupils to enable them to excel.	<p>Whole school RWM outcomes in 2024/25 show that more than 10% of disadvantaged pupils met the greater depth standard. 2022/23 Reading 10%, Writing 2%, Maths 12%, RWM 2%</p>

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: £419,758

Activity	Evidence that supports this approach	Challenge number(s) addressed																																																																																																												
Additional Teacher per year group: Av teaching salary cost £39,746 at 8 positions = £317,968 per year	<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><u>Year 1 Phonics</u></p> <table><tr><th></th><th colspan="2">2018</th><th colspan="2">2019</th><th colspan="2">2022</th><th colspan="2">3 yr Avg.</th></tr><tr><th></th><th>Pupils</th><th>%</th><th>Pupils</th><th>%</th><th>Pupils</th><th>%</th><th>Pupils</th><th>%</th></tr><tr><td>All</td><td>78</td><td>82</td><td>76</td><td>68</td><td>80</td><td>81</td><td>234</td><td>77</td></tr><tr><td>Girls</td><td>33</td><td>79</td><td>35</td><td>71</td><td>42</td><td>83</td><td>110</td><td>78</td></tr><tr><td>Boys</td><td>45</td><td>84</td><td>41</td><td>66</td><td>38</td><td>79</td><td>124</td><td>77</td></tr><tr><td>Dis</td><td>40</td><td>75</td><td>41</td><td>56</td><td>56</td><td>79</td><td>137</td><td>71</td></tr></table> <p><u>Key Stage 1</u></p> <p>Maths Expected Standard (EXS)</p> <table><tr><th></th><th colspan="2">2018</th><th colspan="2">2019</th><th colspan="2">2022</th><th colspan="2">3 yr Avg.</th></tr><tr><th></th><th>Pupils</th><th>%</th><th>Pupils</th><th>%</th><th>Pupils</th><th>%</th><th>Pupils</th><th>%</th></tr><tr><td>All</td><td>89</td><td>55</td><td>84</td><td>68</td><td>80</td><td>69</td><td>253</td><td>64</td></tr><tr><td>Girls</td><td>43</td><td>58</td><td>36</td><td>56</td><td>38</td><td>63</td><td>117</td><td>59</td></tr><tr><td>Boys</td><td>46</td><td>52</td><td>48</td><td>77</td><td>42</td><td>74</td><td>136</td><td>68</td></tr><tr><td>Dis</td><td>50</td><td>48</td><td>46</td><td>61</td><td>57</td><td>61</td><td>153</td><td>57</td></tr></table>		2018		2019		2022		3 yr Avg.			Pupils	%	Pupils	%	Pupils	%	Pupils	%	All	78	82	76	68	80	81	234	77	Girls	33	79	35	71	42	83	110	78	Boys	45	84	41	66	38	79	124	77	Dis	40	75	41	56	56	79	137	71		2018		2019		2022		3 yr Avg.			Pupils	%	Pupils	%	Pupils	%	Pupils	%	All	89	55	84	68	80	69	253	64	Girls	43	58	36	56	38	63	117	59	Boys	46	52	48	77	42	74	136	68	Dis	50	48	46	61	57	61	153	57	1,2,3,4,5,6,7,8
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Dis	50	48	46	61	57	61	153	57																																																																																																						

Writing Expected Standard

	2018		2019		2022		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	89	46	84	56	80	60	253	54
Girls	43	51	36	58	38	71	117	60
Boys	46	41	48	54	42	50	136	49
Dis	50	40	46	54	57	56	153	50

Reading Expected Standard

	2018		2019		2022		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	89	47	84	57	80	65	253	56
Girls	43	53	36	56	38	68	117	59
Boys	46	41	48	58	42	62	136	54
Dis	50	42	46	50	57	58	153	50

Key Stage 2

Reading Expected Standard

	2018		2019		2022		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	63	68	60	68	80	66	203	67
Girls	32	75	30	83	35	71	97	76
Boys	31	61	30	53	45	62	106	59
Dis	50	68	40	68	52	60	142	65

Writing Expected Standard (EXS)

	2018		2019		2022		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	63	70	60	78	80	50	203	65
Girls	32	81	30	90	35	60	97	76
Boys	31	58	30	67	45	42	106	54
Dis	50	68	40	75	52	44	142	61

Maths Expected Standard (EXS)

	2018		2019		2022		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	63	89	60	88	80	78	203	84
Girls	32	88	30	93	35	69	97	82
Boys	31	90	30	83	45	84	106	86
Dis	50	86	40	85	52	75	142	82

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.

Additional
Teaching

Additional TA in Reception and Year 1 to help support children with phonics and provide additional small group support throughout the day.

1,2,3,4,5,6,7,
8

Assistant per class: Av non-teacher salary cost £22,620 at 4 positions = £101,790	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 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: £27,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring to Catch up on missed learning. £15800 (average for CS and KA)	School-Led Tutoring is part of the National Tutoring Programme (NTP). Eligible state-funded schools receive a ring-fenced grant to source their own tutoring provision for disadvantaged and vulnerable pupils who have missed the most education due to COVID-19. Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing.	2,3,5,8
Reading Support Program £12000 (includes 6% inf)	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: £80,350.00

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.	
Holiday School in partnership with UCA £30,000	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 highly creative English and Maths activities, enrichment activities, such as team games, music, drama and sports.	5,6,7,8
Recovery Premium £50,000	We commissioned additional specialist support to target specific groups of children who required strategies to enable them to focus on their learning. Programmes were; Smart Brian Wise Heart, Heads Up, ILS- Safe and Sound, 1:1 Counselling sessions, and Clay Workshop. Year Groups included were Key Stage 2 – targeting those children who needed emotional regulation strategies after Covid.	3,5

Total budgeted cost: £477,908.00

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 2022 to 2023 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.

KS1

Reading Expected Standard

	2019		2022		2023		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	84	57	80	65	83	65	247	62
Girls	36	56	38	68	45	64	119	63
Boys	48	58	42	62	38	66	128	62
Dis	46	50	57	58	60	60	163	56

Reading Greater Depth

	2019		2022		2023		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	84	5	80	3	83	5	247	4
Girls	36	6	38	3	45	4	119	4
Boys	48	4	42	2	38	5	128	4
Dis	46	2	57	0	60	2	163	1

KS1 - 72% of pupils are Disadvantaged - 60 pupils (28 boys and 32 girls).

60% of Disadvantaged pupils achieved the expected standard compared to National Disadvantaged of 62%.

Writing Expected Standard

	2019		2022		2023		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	84	56	80	60	83	66	247	61
Girls	36	58	38	71	45	71	119	67
Boys	48	54	42	50	38	61	128	55
Dis	46	54	57	56	60	62	163	58

Writing Greater Depth

	2019		2022		2023		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	84	4	80	3	83	2	247	3
Girls	36	3	38	5	45	2	119	3
Boys	48	4	42	0	38	3	128	2
Dis	46	4	57	0	60	2	163	2

KS1 - 72% of pupils are Disadvantaged - 60 pupils (28 boys and 32 girls).

62% of Disadvantaged pupils achieved the expected standard compared to National Disadvantaged of 55%.

Maths Expected Standard (EXS)

	2019		2022		2023		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	84	68	80	69	83	70	247	69
Girls	36	56	38	63	45	64	119	61
Boys	48	77	42	74	38	76	128	76
Dis	46	61	57	61	60	63	163	62

Maths Greater Depth (GDS)

	2019		2022		2023		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	84	4	80	0	83	5	247	3
Girls	36	3	38	0	45	2	119	2
Boys	48	4	42	0	38	8	128	4
Dis	46	2	57	0	60	5	163	2

KS1 - 72% of pupils are Disadvantaged - 60 pupils (28 boys and 32 girls).

63% of Disadvantaged pupils achieved the expected standard compared to National Disadvantaged of 62%.

KS2

Reading Expected Standard

	2019		2022		2023		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	60	68	80	66	83	70	223	68
Girls	30	83	35	71	34	68	99	74
Boys	30	53	45	62	49	71	124	64
Dis	40	68	52	60	50	68	142	65

Reading High Score

	2019		2022		2023		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	60	15	80	20	83	19	223	18
Girls	30	20	35	26	34	18	99	21
Boys	30	10	45	16	49	20	124	16
Dis	40	13	52	21	50	10	142	15

KS2 - 60% of pupils are Disadvantaged - 50 pupils (32 boys and 18 girls).

68% of Disadvantaged pupils achieved the expected standard compared to National Disadvantaged of 62%.

Writing Expected Standard (EXS)

	2019		2022		2023		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	60	78	80	50	83	66	223	64
Girls	30	90	35	60	34	71	99	73
Boys	30	67	45	42	49	63	124	56
Dis	40	75	52	44	50	62	142	59

Writing Greater Depth (GDS)

	2019		2022		2023		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	60	13	80	3	83	5	223	6
Girls	30	17	35	3	34	6	99	8
Boys	30	10	45	2	49	4	124	5
Dis	40	10	52	2	50	2	142	4

KS2 - 60% of pupils are Disadvantaged - 50 pupils (32 boys and 18 girls).

62% of Disadvantaged pupils achieved the expected standard compared to National Disadvantaged of 68%.

Maths Expected Standard (EXS)

	2019		2022		2023		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	60	88	80	78	83	73	223	79
Girls	30	93	35	69	34	62	99	74
Boys	30	83	45	84	49	82	124	83
Dis	40	85	52	75	50	66	142	75

Maths High Score (HS)

	2019		2022		2023		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	60	30	80	15	83	19	223	21
Girls	30	23	35	6	34	12	99	13
Boys	30	37	45	22	49	24	124	27
Dis	40	23	52	10	50	12	142	14

KS2 - 60% of pupils are Disadvantaged - 50 pupils (32 boys and 18 girls).

66% of Disadvantaged pupils achieved the expected standard compared to National Disadvantaged of 67%.

RWM Expected Standard (EXS)

	2019		2022		2023		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	60	65	80	50	83	54	223	56
Girls	30	80	35	60	34	47	99	62
Boys	30	50	45	42	49	59	124	51
Dis	40	63	52	44	50	48	142	51

RWM Greater Depth / High Score

	2019		2022		2023		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	60	8	80	1	83	4	223	4
Girls	30	10	35	0	34	3	99	4
Boys	30	7	45	2	49	4	124	4
Dis	40	5	52	2	50	2	142	3

KS2 - 60% of pupils are Disadvantaged - 50 pupils (32 boys and 18 girls).

48% of Disadvantaged pupils achieved the expected standard compared to National Disadvantaged of 51%.

Pupil Premium Analysis (vs National)

Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)

PERFORMANCE DATA Expected Standard		2019			2022			2023			3yr Avg.			
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
No. of pupils		30	30	60	45	35	80	49	34	83	124	99	223	
School	Pupil Premium	21	19	40	29	23	52	32	18	50	82	60	142	
Pupil Premium pupils characteristics:		SEN	5	0	5	7	5	12	5	3	8	17	8	25
		EAL	0	0	0	1	1	2	1	0	1	2	1	3
		LAC	0	0	0	0	0	0	0	0	0	0	0	0
GPS* TEST	School PP	57%	84%	70%	41%	48%	44%	63%	61%	62%	54%	63%	58%	
	National NonPP	79%	87%	83%	74%	82%	78%	74%	82%	78%	76%	84%	80%	
	National All	74%	73%	78%	68%	77%	72%	68%	77%	72%	70%	76%	74%	
	National PP	62%	73%	67%	53%	64%	59%	54%	64%	59%	56%	67%	62%	
READ TEST	School PP	52%	84%	68%	52%	70%	60%	72%	61%	68%	60%	72%	65%	
	National NonPP	74%	83%	78%	75%	85%	80%	76%	81%	78%	75%	83%	79%	
	National All	69%	78%	73%	70%	80%	75%	70%	76%	73%	70%	78%	74%	
	National PP	57%	67%	62%	56%	69%	62%	57%	63%	60%	57%	66%	61%	
MATHS TEST	School PP	81%	89%	85%	86%	61%	75%	78%	44%	66%	82%	65%	75%	
	National NonPP	83%	84%	84%	79%	77%	78%	80%	79%	79%	81%	80%	80%	
	National All	78%	79%	79%	72%	71%	71%	73%	72%	73%	74%	74%	74%	
	National PP	66%	68%	67%	57%	55%	56%	59%	58%	59%	61%	60%	61%	
WRIT TA	School PP	62%	89%	75%	38%	52%	44%	56%	72%	62%	51%	70%	59%	
	National NonPP	78%	89%	83%	69%	82%	75%	71%	83%	77%	73%	85%	78%	
	National All	72%	85%	78%	63%	76%	69%	65%	78%	71%	67%	80%	73%	
	National PP	60%	76%	68%	48%	63%	55%	51%	66%	58%	53%	68%	60%	
RWM** TEST (Read / Maths) TA (Writ)	School PP	48%	79%	63%	38%	52%	44%	53%	39%	48%	46%	57%	51%	
	National NonPP	66%	76%	71%	61%	70%	66%	63%	70%	66%	63%	72%	68%	
	National All	60%	70%	65%	55%	63%	59%	56%	63%	59%	57%	65%	61%	
	National PP	46%	57%	51%	39%	47%	43%	41%	47%	44%	42%	50%	46%	

Pupil Premium Analysis - diminishing the difference

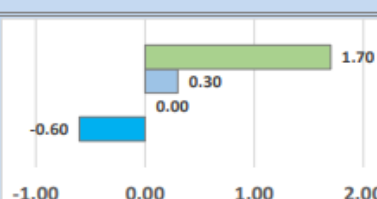
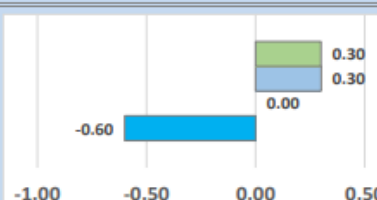
KS1-KS2 Progress Scores

*National Pupil Group data not yet available

PERFORMANCE DATA Progress Scores		2023		
		Boys	Girls	Total
No. of pupils		46	32	78
Pupil Premium	PP	32	18	50
Pupil Premium pupils characteristics:	SEN	5	3	8
	EAL	1	0	1
	LAC	0	0	0
READING TEST	School Disadvantage	-0.18	1.14	0.30
	National Other*	-0.10	0.80	0.30
	GAP School Dis vs National Other	-0.08	0.34	0.00
	National All Pupils	-0.10	0.40	0.00
	National Dis*	-0.90	-0.20	-0.60
WRITING TA	School Disadvantage	-2.68	1.75	-1.08
	National Other*	-0.50	1.00	0.20
	GAP School Dis vs National Other	-2.18	0.75	-1.28
	National All Pupils	-0.80	0.80	0.00
	National Dis*	-1.30	0.50	-0.40
MATHS TEST	School Disadvantage	2.03	1.13	1.70
	National Other*	1.00	-0.40	0.30
	GAP School Dis vs National Other	1.03	1.53	1.40
	National All Pupils	0.60	-0.60	0.00
	National Dis*	0.00	-1.20	-0.60

The graphs below show how disadvantaged pupils in school (School Dis) compare against non disadvantaged pupils nationally (National Other), all pupils nationally (National All) and disadvantaged pupils nationally (National Dis)

■ School Dis ■ National Other
■ National All ■ National Dis



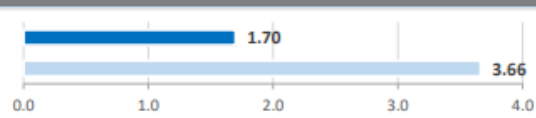
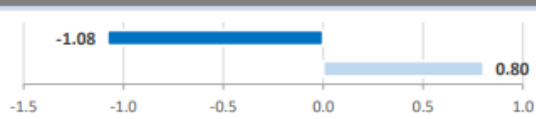
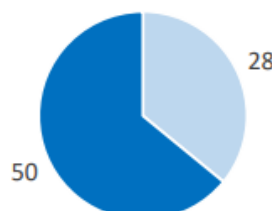
Pupil Premium Analysis - in school difference

KS1-KS2 Progress Scores

PERFORMANCE DATA Progress Scores		2023		
		Boys	Girls	Total
No. of pupils		46	32	78
Pupil Premium	PP	32	18	50
Pupil Premium pupils characteristics:	SEN	5	3	8
	EAL	1	0	1
	LAC	0	0	0
Non Pupil Premium	Non PP	14	14	28
Non Pupil Premium pupils characteristics:	SEN	1	2	3
	EAL	0	0	0
	LAC	0	0	0
READING TEST	ALL	0.91	1.89	1.32
	PP	-0.18	1.14	0.30
	Non PP	3.33	2.86	3.10
	GAP	-3.52	-1.73	-2.80
WRITING TA	ALL	-1.14	0.66	-0.40
	PP	-2.68	1.75	-1.08
	Non PP	2.37	-0.76	0.80
	GAP	-5.04	2.51	-1.89
MATHS TEST	ALL	3.19	1.32	2.41
	PP	2.03	1.13	1.70
	Non PP	5.77	1.56	3.66
	GAP	-3.74	-0.43	-1.96

KEY: The graphs below show the difference between Pupil Premium and Non Pupil Premium Pupils

■ Pupil Premium ■ Non Pupil Premium



Further information

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 99% 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 around 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 to Captain Cook's Monument, Year 3 visiting Great Ayton caves, 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.
- 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. From Rec to Y6 children take part in a range of activities both in school and out of school. This allows children not only the opportunity to challenge themselves but also an opportunity to discover their local environment and what it has to offer.

- 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.
- At Christmas the whole school go to the Panto to see a traditional farytail show.