

Pupil Premium Strategy Statement 2021-2024



The Pupil Premium funding from the Department of Education is given to schools to support pupils who qualify for the funding, such as children who are looked after or are entitled to free school meals (not to be confused with Universal Free School Meals, which are currently available to all children in Reception to Year Two).

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	Parklands Primary School
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Carmilla Cassidy
Pupil premium lead	Georgie Robinson
Governor / Trustee lead	Liz White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64180
Recovery premium funding allocation this academic year	£6380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£70560

Part A: Pupil premium strategy plan

Statement of intent

The focus of our Pupil Premium Strategy is to ensure that children are supported so that any gaps are diminished, but also challenged and stretched to achieve their potential. Therefore, at our school, we will use the funding to support and challenge the learning of these pupils so that they make at least good progress in the core areas. We also use the money to support the well-being of our pupils which may include covering the cost of additional curriculum opportunities, such as clubs or trips.

As a school we continually evaluate the success of this funding in securing the pupil's academic progress, with an aim of ensuring there is no attainment gap between the outcomes achieved for our pupils who qualify for the funding and other pupils nationally and within the school.

Challenges

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

Challenge number	Detail of challenge
1	Knowledge and understanding of staff <i>Ensure staff have the skills and knowledge to identify children who need additional support and are able to deliver interventions.</i>
2	Resources (at school and home) <i>Ensure staff and children have training to access appropriate resources.</i>
3	Support at home <i>To support parents in supporting their child /children's learning at home.</i>
4	Financial disadvantage for our families can impact on enrichment opportunities for the pupils <i>To support parents to ensure children are able to attend clubs (including counselling, sports clubs and well-being club) by removing any financial disadvantage for our families and pupils</i>
5	Attendance <i>To work with parents to ensure that pupils attend school.</i>

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Academic difference is diminished at Parklands and children enter secondary school with an attainment level which enables them to continue to do well in the next stage of their learning.	<ul style="list-style-type: none"> Children in receipt of pupil premium funding in Year 6 to achieve rates of progress that are in line with or above non-disadvantaged pupils nationally in the core areas of Reading, Writing and Maths at the end of KS2.

To ensure children make good progress from EYFS throughout Year 1 and Year 2.	<ul style="list-style-type: none"> Children in receipt of pupil premium funding achieve at least expected at the end of KS1.
To ensure reading attainment is high among disadvantaged pupils.	<ul style="list-style-type: none"> 100% of disadvantaged pupils pass the Year 1 phonics screening assessment at the end of Year 1.
To ensure disadvantaged pupils continue to leave EYFS socially, emotionally and academically ready for successful learning in KS1.	<ul style="list-style-type: none"> 100% of children in receipt of pupil premium funding will leave EYFS at GLD.
To ensure that the families are supported to attend school.	<ul style="list-style-type: none"> Attendance of children who receive the pupil premium funding is in line with their peers.
To ensure that children in receipt of pupil premium funding are supported to enable them to take part in enrichment experiences to develop the whole child, including extra-curricular offers.	<ul style="list-style-type: none"> 100% of disadvantaged pupils have attended (as desired) year group trips or additional clubs, including well-being at no family cost.

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

Budgeted cost: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff receive the training and support to identify, intervene and accelerate pupils in receipt of	'An effective strategy requires goal setting, underpinned by short, medium and long-term outcomes needed to reach these goals. The ongoing rigorous evaluation of pupils' attainment,	1 2
funding.	challenges and needs is essential.' (EFF, 2021)	

Ongoing DfE validated Systematic Synthetic Phonics subscription to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	1 2
Training given, with a particular emphasis on Early Reading and phonics for EYFS and KS1.	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. (EFF)	1
To implement a training programme for the new teachers and Early Careers Teachers.	It is important to provide support for staff so that they can take ownership of the approaches and implement and deliver them successfully. (EFF, 2021)	1
To utilise the school's Senior Welfare Officer.	Staff should aim to develop an in-depth understanding of any challenges that disadvantaged pupils are facing including attendance data, behaviours incidences, access to technology and curricula materials. In addition, information on wellbeing, mental health and safeguarding needs to be identified and supported.	3 4 5

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

Budgeted cost: £40000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent workshops offered outlining key ways to support their child(ren).	Parents play a crucial role in supporting their children's learning and levels of parental engagement are consistently associated with better academic outcomes. Evidence from EFF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. (EFF). In addition, parents benefit from receiving tips, support and resources to make home activities more effective.	2 3

Pupils in receipt of pupil premium funding are tracked and supported through precise, high quality teaching, monitoring and assessment.	EFF - Gaining a thorough knowledge of disadvantaged pupils' levels of attainment is the first step in developing an effective pupil premium strategy.	1 2
Leaders released to monitor and support pupils in receipt of pupil premium funding.	A pupil premium strategy is more likely to be effective if school leaders plan how to sustain it from the outset and monitor practice in an annual cycle. (EFF)	
Small Maths and English groups across KS2 to provide specific and focused provision, with regular monitoring, pupils progress meetings and support to ensure the provision meets the aim.	By having small groups, teachers will have the time to ensure pupils are carefully monitored and quality feedback is given. "Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and selfregulation strategies." (EFF, 2021)	2

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

Budgeted cost: £16000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils in receipt of pupil premium funding are funded to take part in sports, music and language clubs and other enrichment experiences that enable the whole child.	All children should have access to wider opportunities. These experiences beyond the classroom can help to develop the child as a whole.	4 5
To use members of the safeguarding team and pastoral lead to monitor attendance and to support vulnerable families with attendance.	Improving pupils' attendance, is "often vital in boosting attainment." (EFF, 2021)	5

Senior Welfare Officer and Pupil Premium lead to work closely with families so that we are aware of additional family financial needs and families are aware of	EFF, (2021) School leaders should aim to develop an in-depth understanding of any challenges that disadvantaged pupils are facing. These can be identified using a wide range of internal data and information.	2 3 4 5
the support school can offer.		
To use funding to support families with costs such as: uniform and wrap around care.	Children in receipt of pupil premium funding should have access to resources and not financial disadvantaged. This includes supporting children to attend school.	4 5

Total budgeted cost: £ 70000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes – July 2022

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Aim	Outcome						
Year 6 outcomes	% At expected	Reading	Writing	Maths	SPAG	Combined	
	National 2022	74	69	71	72	59	
	Pupil Premium 2022 (14 children)	71	79	93	87	57	
KS1 outcomes	There were 4 PP children in 2022. 3 of these (75%) achieved age-expected across all areas of the curriculum. The child who did not make combined age-expected did make progress against their own individual targets.						
Phonics	There were 5 PP children in Y1 in 2022. 3 of these passed the phonics screening. The 2 who didn't pass the screening have SALT needs and are being supported with additional phonics this year.						
EYFS outcomes	100% PP children achieved GLD at the end of EYFS in July 2022.						
Attendance	<p>Last year, attendance of PP children was 92.6% which was slightly lower than non-disadvantaged pupils at 94%. However, this is still above national attendance data.</p> <p>One of these children has significant medical needs and secured an EHCP in November 2022. Another of these children was receiving significant support externally from Strengthening Families and the LA. The other 2 families had active EHAs and were being supported by the SWO to promote a positive relationship between school and families.</p> <p>We continue to focus on attendance of disadvantaged children in the academic year 2022-23.</p>						

Clubs	All PP children were offered a place in a before/after school club.
-------	---

Further information

<p>Children across the school are given the opportunity to attend a number of different clubs and activities, with priority given to those who are in receipt of pupil premium funding. These include: well-being and United Parklands.</p>
