



Parkfield Primary School. Pupil premium strategy statement 2022-2023

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 | Parkfield Primary School |
| Number of pupils in school | 439 |
| Proportion (%) of pupil premium eligible pupils | 23.3% |
| Academic year/years that our current pupil premium strategy plan covers | 2022/23 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | Sept 2023 |
| Statement authorised by | Alison Holding |
| Pupil premium lead | Lucie Polya |
| Governor / Trustee lead | Jem Shuttleworth |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £125,022 |

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|---|-----------------|
| Recovery premium funding allocation this academic year | £ 13,050 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £138,072 |

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The proportion of our pupils eligible for pupil premium is 25.7%

Overcoming barriers to learning is at the heart of our approach. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.. Our school's intention is that all pupils, irrespective of circumstance, will realise their full potential and achieve the highest possible standards of academic attainment possible.

At Parkfield we take the approach and attitude that high quality first teaching is at the fore supported by tailored programmes and interventions to further support this ideology. Being emotionally ready to learn is also at the heart of our teaching and curriculum, so supporting all pupils, especially those who are disadvantaged, helps them to believe in their success and progress through our connected curriculum and within our resilient schools programme. Our expectations are high for all pupils regardless of their background or circumstances and we set targets so pupils attainment can be sustained and improved upon.

The majority of our pupil premium budget is spent on staff as we believe they are the best resource for our children. An excellent team of teaching assistants have all developed specialisms which support the differing needs of our pupils and a learning mentor provides social and emotional support for vulnerable children and their families. A variety of assessments inform our decisions on a flexible programme of support and all staff are very sensitive to any difficulties a child has academically or socially and will seek out appropriate strategies straight away.

Following 2 years of disruption due to the pandemic, school continues to be challenging for our cohort because of economic challenges and high levels of mobility. All year groups experienced significant transience and the majority of new arrivals are new to English, many

being housed in a local hotel as refugees. Parkfield will continue to provide the children with both academic and emotional support by giving them safe spaces, strategies for self regulation, a whole school approach and specialists (learning mentor and mental health first aiders) to help them with their learning behaviours and self regulation. We recognise that the children need to widen their experiences, challenge their ambitions and develop their learning behaviours. In summary, our multi faceted approach will aim to target the whole child; to raise standards for all children despite circumstances, through first quality teaching and support, accurate assessments and directed interventions, by a wide range of approaches and strategies, making an invaluable contribution to all the children's progress and outcomes; especially those who are disadvantaged.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Limited vocabulary and communication skills - due to the children's lack of life experiences, access to reading materials at home, learning in a second or third language (94% EAL with many new to English or not using it at home) |
| 2 | Limited general knowledge because of limited experiences, language and access to reading materials |
| 3 | Issues with social interactions and attachment, particularly at times of transition - resilience issues, mental health concerns and anxieties increased by the impact of covid lockdowns and moving from other countries to be at Parkfield. |
| 4 | Gaps in numeracy skills - although much of this was addressed last year, there is still some 'catch up' to be done following the pandemic. |
| 5 | High mobility of students - for example in years 1 to 6 in 2021/22 68 children left and 72 arrived. |
| 6 | Delayed fine and gross motor skills, possibly due to overcrowded housing, lockdown conditions and lack of eyfs experience because of lockdowns. |

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 |
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| Improvement and accelerated progress in English Language and vocabulary skills for disadvantaged pupils, including those new to the school. | <p>Observations, assessment of interventions, book scrutiny and informal assessments will show an improvement in pupils' understanding and an increase in both oral and written vocabulary. More challenging and varied vocabulary will be seen in their written work across the curriculum.</p> <p>Observations will show that there is increased involvement and engagement in classroom discussion. Children will talk confidently about their reading. Their vocabulary and discussion will reflect a wider range of experiences and interests.</p> |
| Children will access an ambitious range of reading materials in order to improve their attainment in reading and their general knowledge | <p>Data for statutory year groups in comparison to their peers will be at least at national average for Communication and Language, Reading and Writing by end of 2024</p> <p>Numbers of PP pupils gaining greater depth in reading and writing will increase.</p> <p>Records from accelerated reader, library use and books identified in curriculum planning will show children accessing ambitious and varied texts.</p> <p>Reading progress and attainment will improve in all year groups</p> <p>Feedback from parents shows an increased confidence in supporting their children's reading.</p> |
| Children will have experience of new life skills, and wider cultural experiences | Children will show greater interest and passion developed from new opportunities experienced and develop their vocabulary, with wider first hand experience reflected in their work. |
| New pupils admitted at irregular times will settle quickly, develop routines for learning and swiftly begin to make progress | <p>Families of new arrivals will attend and engage with appropriate workshop sessions. Homework submitted will be of an increasing higher quality and engagement with 'hard to reach' families will improve.</p> <p>Newly arrived pupils will make measurable progress from their baseline through each assessment point.</p> <p>New arrivals who are EAL or new to English will make good progress in learning English and across the curriculum</p> |
| There will be a shared language throughout the school community which values and encourages respect for each other's feelings and the confidence in individuals to share their own feelings, seek support and self-regulate. | <p>Our behaviour log will show a reduction in incidents from dysregulation.</p> <p>All classes will demonstrate and use emotional wellbeing resources and associated language consistently throughout the school day.</p> <p>An increase in pupil/parents engaging with our learning mentor and outside agencies</p> |

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| | <p>Engagement improves with families or groups previously identified as 'hard to reach'. Parent and pupil surveys will show a positive response to school support</p> |
| <p>Children will use a consistent, age related knowledge of number and other maths skills as a foundation to further maths learning.</p> | <p>An increasing number of PP pupils will meet or be above national average for PP pupils. Numbers of PP pupils gaining greater depth in maths will increase. Evaluation of targeted pupil interventions demonstrates progress made over a half term block.</p> |
| <p>Children's stamina, core strength and fine motor skills will improve so that they will be able to work more effectively and comfortably.</p> | <p>Children will produce and complete more extended pieces of work in class. Children's handwriting and presentation of work will improve; both in quality and legibility.</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: £ 6,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Subscribe to accelerated reader as a tool to motivate readers, track reading at home and school and assess progress.</p> <p>Include regularly in cpd so that teachers use assessment and tracking tools and set high expectations.</p> <p>Plan specific reading interventions using the assessment tools available on Accelerated Reader</p> | <p>This research based programme supports three key instructional shifts : 1. More nonfiction reading 2. Increased text complexity 3. Ability to cite evidence. It is based on the premise that success in reading and success in critical thinking are connected.</p> <p>https://doc.renlearn.com/KMNet/R0057375D0FDD7A8.pdf</p> <p>Their research also shows the significance of an increased time spent reading every day</p> <p>https://www.renaissance.com/ed-leader-guide-reading-growth/ and provides teachers with up to date research on texts which motivate young readers https://www.renaissance.com/wkar/</p> | 1, 2, 5 |
| <p>Implementation of a DfE validated Systematic Synthetic Phonics programme (Monster phonics) to secure stronger phonics teaching for all pupils.</p> | <p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 1, 2, 5 |
| <p>Provide time and CPD for key staff to lead reliant school's project (DHT and learning mentor) and share updates with all staff</p> | <p>Evidence shows that resilience can contribute to healthy behaviours, higher qualifications and skills, better employment,</p> | 3, 5 |

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| | better mental wellbeing, and a quicker or more successful recovery from illness. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/355766/Review2_Resilience_in_schools_health_inequalities.pdf | |
| Release time for Continued language champions CPD - Early talk boost, Talk boost and language champion. | Evidence shows that Talk Boost programmes can be effective in advancing the language skills of socially disadvantaged children and improve their school readiness. https://guidebook.eif.org.uk/programme/early-talk-boost#about-the-evidence##study | 1, 2 |
| Subscription to 'times tables rockstars' which motivates children to practice times tables at school and at home. | This online activity has been used by 370,000 disadvantaged children and their research shows that children are 38% faster at answering questions after using it https://shinetrust.org.uk/case-study/times-tables-rock-stars/#:~:text=An%20estimated%20370%2C000%20disadvantaged%20children,when%20they%20started%20using%20it. | 4, 5 |

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

Budgeted cost: £ 92,072

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Speech and language - small group interventions delivered by trained L language champions | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 1, 2 |
| Targeted English support for PP and other vulnerable pupils EYFS/KS1 delivered by trained staff using talk boost | Small group interventions as above having a positive impact on pupils skills in maths and english https://educationendowmentfoundation.org.uk/education-evide | 1, 2, 4, 5 |

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|---|---|---|
| Targeted maths support for PP and other vulnerable pupils | nace/teaching-learning-toolkit/small-group-tuition | |
| Integration of 'Times Tables Rockstars' into class work and homework, with support staff working with those who engage less at home | This online activity has been used by 370,000 disadvantaged children and their research shows that children are 38% faster at answering questions after using it https://shinetrust.org.uk/case-study/times-tables-rock-stars/#:~:text=A n%20estimated%20370%2C000%20disadvantaged%20children.who n%20they%20started%20using%20it. | 4 |
| Tuition in maths out of school hours (recovery premium topped up by school) for years 4, 5 and 6. Led by teachers in Spring and summer terms. | Gap analysis from assessment, with targeted support given to PP and other vulnerable pupils. | 4 |

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

Budgeted cost: £ 40,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| 1:1 and small group mentoring delivered by learning mentor/trained support staff (mental health first aiders) | Emotional and academic intervention sessions gaining self confidence and building positive relationships. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring | 3 |
| Workshops or videos provided by teachers to assist parents in supporting their children's learning | Research shows a significant improvement in progress if home /school engagement is effective https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 1, 2, 4, 5, 6 |
| In year admissions - Induction followed by specific support led by learning mentor or support staff to assess needs of new pupils and ensure they transition into school successfully | EEF mentoring evidence demonstrates that academic mentoring shows more benefit to disadvantaged pupils. In addition our approach addresses the social and emotional difficulties of transition including issues developing new peer networks and lack of familiarity with new routines and expectations https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupils-through-transitions-a-trio-of-challenges?utm_source=/news/eef-blog-supporting-pupils-through-transitions-a-trio-of-challenges&utm_medium=search&utm_campaign=site_search&search_term=transition | 1,2,3,4,5,6 |

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| <p>'Sensory Circuits' led by support staff with a small group of identified children to help self regulation, stamina and physical skills</p> | <p>Research shows that participation in a short sensory motor circuit prepares children to engage effectively with the day ahead. Behavioural clues such as fidgeting, poor concentration, excessive physical contact or lethargy can indicate that a child is finding it difficult to connect with the learning process</p> <p>Jane Harwood - Sensory circuits 2009 https://www.childrenschoicetherapy.co.uk/sensory-circuits/</p> | <p>6</p> |
| <p>Learning mentor works with specific children as need is identified, including an extension of work on zones of regulation.</p> | <p>Self regulation when taught from an early age allows children to be successful learners and problem solvers. It also has a positive impact on behaviour and persistence. As a result, embedding self-regulation strategies into early years teaching is likely to be particularly beneficial for children from disadvantaged backgrounds.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Social_and_Emotional_Learning_Evidence_Review.pdf</p> | |

Total budgeted cost: £ 138,072

Part B: Pupil premium strategy outcomes 2021 - 22

Disadvantaged children continued to demonstrate gaps caused by the impact of pandemic lockdowns and interventions focused on, in addition to a range of academic support, an increasing level of social and emotional needs. Vulnerable children often demonstrated the most need in terms of mental health and wellbeing, resilience and stamina for learning.

At the end of EYFS, 33% of 10 children eligible for pupil premium achieved GLD in comparison with 52% of those not eligible. This was partly caused by a drop in children who had nursery experience (because of the pandemic). The lowest areas of attainment were writing and understanding of the world.

At the end of KS1 the 11 children eligible for pupil premium achieved lower than the non PP children in all areas, with the biggest gap in reading where attainment for non PP was higher than the other subjects. Pupil premium children achieved best in maths but still below those not eligible for PP.

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|---------|--------------------------|
| Reading | PP 36% Non PP 58% |
| Writing | PP 36% Non PP 47% |
| Maths | PP 45% Non PP 58% |

At the end of KS2 the gap between the 9 children eligible for PP and those who were not had closed. More of them achieved age related expectations than those in their cohort not eligible for PP and their attainment was also considerably higher than children eligible for PP nationally

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|--------------|--|
| Reading | PP 89% Non PP 72% (PP National 62%) |
| Writing | PP 89% Non PP 55% (PP National 55%) |
| Maths | PP 67% Non PP 50% (PP National 56%) |
| RWM combined | PP 67% Non PP 40% |

This data shows that regardless of the unique challenges of returning after a pandemic, it continues to be a pattern that children eligible for PP start their time in school with significant gaps between them and those children who are not eligible but for those who stay at school for a sustained period the gap is narrowed and their attainment compares favourably with disadvantaged children nationally by the end of KS2.

Further information

In addition to the support above, we are part of a Community Box scheme. Since May 2020 around 120 families a week collect a box of essential food, hygiene and educational materials . This is resources through a combination of regular food donations, less regular donations and raised funding. This helps any family impacted by the pandemic and other housing and economic pressures. It also gives us a link to build relationships with those families and help them in other ways.