

## Parkfield Primary School. Pupil premium strategy statement 2021-2022

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	478
Proportion (%) of pupil premium eligible pupils	25.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022
Date this statement was published	Dec 2021
Date on which it will be reviewed	Sept 2022
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	£136,068.66
Recovery premium funding allocation this academic year	£13,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£149,988.66</b>

## 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.

Face to face learning has been disrupted significantly over the last two years and many of our children and their families have been impacted emotionally and economically by the pandemic. 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 have recognised in talking with the children the need to widen their experiences, challenge their ambitions and develop their learning behaviours and are addressing this through a new programme devised to explore and experience new life skills beyond the classroom.

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 (91% EAL with many new to English or not using it at home), missing school during lockdowns
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
4	Gaps in numeracy skills - following a series of lockdowns and access to virtual learning having more impact on some groups than others
5	High mobility of students (around 30%) - for example in KS1 and KS2 in the Autumn 21 term, 40 children arrived and 25 left.
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
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 use those experiences to set high expectations for themselves	<p>Children will show greater interest and passion developed from new opportunities experienced and express interest in future careers they may not have considered or talked about before.</p> <p>They will talk about what they will need to achieve to meet their goals and make links between this and their learning.</p>
New pupils admitted at irregular times will settle quickly, develop routines for learning and swiftly begin to make progress	<p>Targeted EAL families will attend and engage with appropriate workshop sessions and be better able to support their children.</p> <p>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>

<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>	<p>Our behaviour log will show a reduction in incidents from dysregulation.  All classes will demonstrate and use emotional wellbeing resources and associated language consistently throughout the school day.  An increase in pupil/parents engaging with our learning mentor and outside agencies  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 in comparison with their peers.  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: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subscribe to accelerated reader (physical books) and myon (ebooks) - tools 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>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><a href="https://doc.renlearn.com/KMNet/R0057375D0FDD7A8.pdf">https://doc.renlearn.com/KMNet/R0057375D0FDD7A8.pdf</a></p> <p>Their research also shows the significance of an increased time spent reading every day</p> <p><a href="https://www.renaissance.com/ed-leader-guide-reading-growth/">https://www.renaissance.com/ed-leader-guide-reading-growth/</a> and provides teachers with up to date research on texts which motivate young readers <a href="https://www.renaissance.com/wkar/">https://www.renaissance.com/wkar/</a></p>	<p>1, 2, 5</p>
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> 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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 5</p>

<p>Purchase of updated resources for 'Zones of regulation with regular CPD for all staff to embed the approach, including specific training for learning mentor.</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><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Social_and_Emotional_Learning_Evidence_Review.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Social_and_Emotional_Learning_Evidence_Review.pdf</a></p>	<p>3, 5</p>
<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, better mental wellbeing, and a quicker or more successful recovery from illness.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/355766/Review2_Resilience_in_schools_health_inequalities.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/355766/Review2_Resilience_in_schools_health_inequalities.pdf</a></p>	<p>3, 5</p>
<p>Release time for Continued language champions CPD - Early talk boost, Talk boost and language champion.</p>	<p>Evidence shows that Talk Boost programmes can be effective in advancing the language skills of socially disadvantaged children and improve their school readiness.</p> <p><a href="https://guidebook.eif.org.uk/programme/early-talk-boost#about-the-evidence##study">https://guidebook.eif.org.uk/programme/early-talk-boost#about-the-evidence##study</a></p>	<p>1, 2</p>
<p>Subscription to 'times tables rockstars' which motivates children to practice times tables at school and at home.</p>	<p>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</p> <p><a href="https://shinetrust.org.uk/case-study/times-tables-rock-stars/#:~:text=An%20estimated%20370%2C000%20disadvantaged%20children,when%20they%20started%20using%20it.">https://shinetrust.org.uk/case-study/times-tables-rock-stars/#:~:text=An%20estimated%20370%2C000%20disadvantaged%20children,when%20they%20started%20using%20it.</a></p>	<p>4, 5</p>

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

Budgeted cost: £ 97325.33

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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2, 4, 5
Targeted maths support for PP and other vulnerable pupils		
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 <a href="https://shinetrust.org.uk/case-study/times-tables-rock-stars/#:~:text=An%20estimated%20370%2C000%20disadvantaged%20children,when%20they%20started%20using%20it.">https://shinetrust.org.uk/case-study/times-tables-rock-stars/#:~:text=An%20estimated%20370%2C000%20disadvantaged%20children,when%20they%20started%20using%20it.</a>	4

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

Budgeted cost: £ 48662.66

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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	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 <a href="#">mentoring evidence</a> 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 <a href="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&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=transition">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&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=transition</a>	1,2,3,4,5,6
'Sensory Circuits' led by support staff with a small group of identified children to help self regulation, stamina and physical skills	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 <a href="#">Jane Harwood - Sensory circuits 2009</a> <a href="https://www.childrenschoicetherapy.co.uk/sensory-circuits/">https://www.childrenschoicetherapy.co.uk/sensory-circuits/</a>	6
Children select from a range of weekly activities where they work in a small group on a 'life skill' project they are interested in. These will be led by teachers and support staff and focus on building vocabulary, general knowledge, aspiration and confidence.	Research has also shown that the jobs children aspire to may be ones that their parents do, their parents' friends do or that they see on the TV and/or social media. Career-related learning in primary schools is about helping children understand who they could become and helping them develop a healthy sense of self that will enable them to reach their full potential . <a href="https://cica.org.au/wp-content/uploads/What-works-in-Primary.pdf">https://cica.org.au/wp-content/uploads/What-works-in-Primary.pdf</a>	1, 2, 3

**Total budgeted cost: £ 149,988.66**

## Part B: Review of outcomes in the previous academic year Pupil premium strategy outcomes 2020 - 21

During lockdowns engagement with virtual learning was high. For years 2 - 6 accelerated reader, times tables rock stars and other online tools provided learning materials for disadvantaged children with little access to their own resources at home. Children in EYFS and Year one also had daily access to home learning through dedicated pages on our website. These included videos and recordings of their teachers and support staff. They responded by emailing photos and work to a specific address set up for that purpose.

Chrome books were lent to those who did not have access to technology. Teachers and support staff provided 'live' feedback through the google classroom throughout every school day and telephoned families at least once a week who were not engaging or were having difficulties. These calls were more frequent for vulnerable families who we did not have face to face contact with. In particular, support staff focussed on disadvantaged children who needed support. In addition, our most vulnerable children were invited into school throughout the lockdowns and worked in small 'bubble' groups with teachers and support staff. For our most vulnerable and disadvantaged children, well being checks, regular telephone conversations, computer hardware loans and food boxes (sometimes delivered as part of a welfare check) were available to families who needed them.

**Reading** Attainment for PP children during this period fluctuated across the year groups. In some year groups there was a small drop in attainment with the gap between disadvantaged and non-disadvantaged children widening slightly in some year groups. The gap between PP Children in KS2 is less than in KS1.

**Writing** Disadvantaged children typically performed lower than in previous years with the gap between disadvantaged and non-disadvantaged widening, since some aspects of writing were difficult to teach remotely and stamina for producing extended writing decreased.

**Maths** Disadvantaged children performed better in some year groups however in the majority, attainment in 2020-21 was slightly lower than in previous years. The gap between disadvantaged and non disadvantaged pupils was less in KS2 than in KS1

Both standardised testing and teacher assessment demonstrated that on the whole, disadvantaged children were adversely affected by the impact of the pandemic. Periods of school closure, bubble closure and staff/pupil isolation alongside stringent restrictions to teaching groups when schools reopened, impacted negatively on some of our most vulnerable pupils and their access to our pupil premium funded initiatives.

## Further information

In addition to the support above, we are part of a Community Box scheme. Since May 2020 around 100 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.