

Pupil Premium Strategy Statement

Parkland Infant School 2021-2022

Aim high, work hard, dream BIG

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 | Parkland Infant School |
| Number of pupils in school | 167 |
| Proportion (%) of pupil premium eligible pupils | 37% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | Regular reviews throughout the year key. End of year review July 2022 |
| Statement authorised by | Julie Prentice (Executive Headteacher) |
| Pupil premium lead | Sally Simpson (Head of School) |
| Governor / Trustee lead | Marion Ponting Sarah Bengé Alison Das |

Funding Overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £80,314 |
| Recovery premium funding allocation this academic year | £8844 |
| 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 | £89,158 |

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Parkland Infant School we inspire all children to aim high, work hard and dream big. This aspiration is even more vital for disadvantaged pupils and one that all stakeholders are committed to. Many disadvantaged pupils have a number of challenges to overcome to ensure that they have an equitable chance to succeed. It is our aim to ensure we provide exemplary support to reduce or remove these challenges so all pupils can achieve their dreams.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | A high proportion of DA pupils have a low starting point on entry to the school |
| 2 | A high proportion of DA pupils have special educational needs (SEND) |
| 3 | A high proportion of DA pupils and their families have emotional, social, behavioural and pastoral needs Negative impact of Covid 19 resulting in; family hardships and increased financial instability, increased social isolation, increased mental health illness and reduced wellbeing, increased number of pupils requiring social care interventions |
| 4 | Low parental aspiration and perceived value of school attendance |
| 5 | DA students are more likely to be further behind following C19 school closures because of a lack of resources such as internet, devices, parental time and educational level. |
| 6 | High number of children on the Child Protection Register. |
| 7 | Attainment in GLD, reading, writing, maths and phonics is below non DA pupils |
| 8 | A high proportion of DA pupils' language is underdeveloped. |
| 9 | DA families are less likely to be able to support costs associated with extracurricular and or off -site activities-limiting PP students' access to cultural capital. Disadvantaged pupils often start school with limited experience of enrichment and cultural activities such as trips to the farm or the local library |
| 10 | Disadvantaged pupils are not targeted / challenged to achieve the greater depth standard. |
| 11 | Disadvantaged pupils have limited support with phonics at home |
| 12 | Limited parental engagement from disadvantaged families |

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 |
|---|--|
| To improve attendance | <ul style="list-style-type: none"> Attendance of DA pupils will be better than the national DA average. Closing the gap between DA and Non DA in school Persistent absence of DA pupils has reduced |
| To improve vocabulary and spoken language | <ul style="list-style-type: none"> Impact data from speech and language interventions evidence improvements Communication and language ELG in line or better than national Reduction in the amount of children requiring speech and language intervention |
| To reduce the attainment gap in GLD | <ul style="list-style-type: none"> Attainment of DA pupils are in line or better than non DA in GLD The gap between DA and Non DA attainment in GLD has closed Attainment of DA pupils is in line or better than national non DA |
| PP pupils to receive opportunities to develop cultural capital alongside their peers. | <ul style="list-style-type: none"> The Curriculum offers ample opportunities to develop cultural capital. All children experience outside learning |
| To reduce the attainment gap in phonics, reading and writing | <ul style="list-style-type: none"> Attainment of DA pupils are in line or better than non DA in phonics, reading and writing The gap between DA and Non DA attainment in phonics, reading and writing has closed |
| To reduce the attainment gap in maths | <ul style="list-style-type: none"> Attainment of DA pupils are in line or better than non DA in maths The gap between DA and Non DA attainment in maths has closed |
| To develop social, emotional and pastoral wellbeing | <ul style="list-style-type: none"> Pupil voice evidences improved wellbeing following intervention or support Reduction in behaviour logs for DA pupils |
| To ensure accurate assessment informs planning and individual provision | <ul style="list-style-type: none"> Moderations show accurate assessments Teachers report feeling confident in using formative assessment Pupil conferencing embedded as part of school practice. |

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: £15,100

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Evidence informed CPD to support quality first teaching.</p> <ul style="list-style-type: none"> ● Quality first teaching which identifies target disadvantaged children. ● Teachers release time to further develop the quality of teaching and provision in the EYFS through professional development opportunities (£1000). ● Professional development in Reading Comprehension and effective Writing sequences (£1,600). ● Whole-school professional development in the teaching of Reading fluency (£200). ● Ensure training and expertise to deliver interventions; provide feedback and monitor progress ● Professional Development Leads (PD Leads) to provide CPD during release time for RQTs+ teachers new to post for observation/coaching of good practice in effective teaching and learning of writing. (£600-Teacher release time) ● CPD needs reviewed as part of appraisal cycle ● PDMs responsive from needs identified through triangulation ● Ensure all staff have access to high quality support and CPD enabling intervention leads to becoming an expert in a given area (£800). ● CPD to enhance formative assessment, metacognition and self-regulation approaches. (£1,000) | <p>Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending- EEF PP guidance</p> <p>Metacognitions and self-regulation has been shown to have a positive impact of 7+ months EEF</p> | 1, 5, 7 |
| <p>Continue development of a Maths Mastery approach supported by Mastery Specialists.</p> <ul style="list-style-type: none"> ● Review approach to the teaching of Mathematics Mastery in the EYFS / progression of key concepts; and purchase of resources (£800). ● Professional development for teachers in quality first teaching of Maths Mastery / 'Power Maths' and purchase of concrete apparatus | <p>Mastery learning has been shown to have a positive impact of 5+ months EEF</p> <p>Small group tuition has been seen to have a positive impact of 4+ months EEF</p> | 1,5,7 |

| | | |
|--|--|-----------------|
| <p>(£1,000)</p> <ul style="list-style-type: none"> • Year 2 professional development in the teaching of arithmetic as a key focus area for PP pupils • Employment of Hub Maths NCETM Mastery specialist x1 days to provide CDP and to carry strategic work relevant to PP children (£3,500). • PD Maths Leads as an advocate to PP attainment and progress. (£600-Teacher release time). | | |
| <p>Monitor and evaluate outcomes and quality of implementation, creating a new implementation cycle for next year</p> <ul style="list-style-type: none"> • Early identification (Term 1) of disadvantaged pupils with skills gaps • Aspirational targets set for all disadvantaged children at the beginning of the year and monitored half termly at Pupil Progress Meetings (£3000 Teacher release) • Pupil Progress Meetings place emphasis on attainment and progress of disadvantaged learners | <p>Feedback has been shown to have a positive impact of 6+ months EEF</p> | <p>5, 7, 10</p> |
| <p>Conferencing for GDS pupils</p> <ul style="list-style-type: none"> • Teacher / Pupil Conferencing with GDS pupils in Reading, and Maths Writing (£1000). • Targeted support and CPD identified from conferencing. | <p>Mastery learning has been shown to have a positive impact of 5+ months EEF</p> <p>Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. These pupils should receive just as much focus as less academically able pupils.- DFE</p> | <p>10</p> |

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

Budgeted Cost: £5264 + 25% towards tuition grant - £1,316 (£6,580 total)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Specific intervention programmes led by both Teachers and Teaching Assistants.</p> <ul style="list-style-type: none"> • Delivery of 'Read, Write Inc' - a structured and systematic approach to the teaching of phonics (£2,500). • Bespoke interventions planned for pupils identified as needing support. • Identified disadvantaged pupils access Speech and Language therapist and interventions from specialised intervention lead (£6000). • TA / INA support provided in each class in the morning to support teaching of key skills (£7,000) • Same day interventions to address misconceptions at the point of teaching and learning. • Purchase of Numbotts, TT Rockstar, spelling frame and other online resources (£1500). • Learning Support Assistants in each class in the mornings to support core subject teaching (£10,500). • 1:1 or small group tuition lead by teachers (£1316 - 25% towards tuition grant) | <p>Teaching Assistant interventions have been shown to have a positive impact of 4+ months EEF</p> <p>Small group tuition has been seen to have a positive impact of 4+ months EEF</p> <p>Oral language interventions have been shown to have a positive impact of 6+ months EEF</p> | <p>1, 2, 5, 7, 8</p> |
| <p>Use of specialist computing teacher.</p> <ul style="list-style-type: none"> • Further development of a high quality Computing curriculum and employment of Specialist Computing Teacher (£7,500). | <p>Increasing access to high quality teaching is essential to allowing those with high potential to flourish. Teachers with more experience and subject specialism should be incentivised. - recommendation from Potential for Success July 2018</p> | <p>9, 10</p> |

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

Budgeted cost: £52,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Pastoral support (internal and external).</p> <ul style="list-style-type: none"> • Employment of Deputy SENCo with a focus on SEMH (£3,500). • Development of bespoke THRIVE Rainbow Room for pupils at the 'being' emotional stage of development (£200) • Yearly license for Thrive practitioner (£1,300) • Development of 'Therapy Cottage' to include specialist therapists: <ul style="list-style-type: none"> → School Counsellor (£3,000) → Art Therapy (£3,000) → Play Therapy (£6,000) • Delivery of additional SEMH Interventions including: <ul style="list-style-type: none"> → THRIVE (£5,000) → Dog Therapy (£0) • Employment of Behaviour Learning Mentor to provide 1:1 support, deliver Nurture provision and Lunchtime Club for pupils with SEMH (£5,000) • Delivery of Parent / Family Intervention Programmes: <ul style="list-style-type: none"> → Family Support Worker (£7,000) → Family Thrive Programme (£2,000) → Triple P Parenting Courses (£500) | <p>Social and emotional learning has been shown to have a positive impact of 4+ months EEF</p> <p>Behaviour interventions have been shown to have a positive impact of 4+ months EEF</p> <p>Parental engagement has been shown in have a positive impact of 4+ months EEF</p> | <p>2,3,4,6,12</p> |
| <p>Attendance Team support.</p> <ul style="list-style-type: none"> • Regular attendance team meetings discussing key families and providing rapid and appropriate support through external agencies such as ESBAS • Use of targeted attendance support through passports, letters home, parent meetings etc • Employment of Attendance Administrator and Attendance Lead (£4,000). • Weekly meetings between Attendance Lead and Attendance Administrator to review individual pupil attendance rates / patterns / trends. | <p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage KS2, the lower the likely level of attainment at the end of KS2 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than | <p>4</p> |

| | | |
|---|--|---------------|
| <ul style="list-style-type: none"> Follow hub Attendance and Punctuality protocol and procedures. Attendance Passports for identified pupils (£1,000). Reward systems for pupils and identified families (e.g. food hampers) (£1,000). Subsidised extended school day provision / wrap-around care for disadvantaged pupils (£1000). Subsidised school uniform for disadvantaged pupils (£500). | <p>pupils that missed 10-15% of all sessions</p> | |
| <p>Enriched educational experiences.</p> <ul style="list-style-type: none"> Contributions towards increased number of external trips for EYFS pupils (£500) Curriculum focus on ensuring a range of enrichment activities for disadvantaged learners. Provision of wide-ranging after school extra-curricular activities (£500). Subsidised school trips for disadvantaged pupils. (£500). Lease of mini-bus for attendance and extra-curricular engagement opportunities (£3,500) Vouchers to offer opportunities for cultural capital (included in cost of home resource pack) | <p>Students of all backgrounds should have access to high quality extra-curricular activities in order to boost essential life skills that facilitate academic attainment and future success. - recommendations from Potential for Success July 2018</p> <p>Students of all backgrounds should have access to high quality extra-curricular activities in order to boost essential life skills that facilitate academic attainment and future success.- recommendations from Potential for Success July 2018</p> | <p>9, 12</p> |
| <p>Parental support with home learning</p> <ul style="list-style-type: none"> Increase number of EYFS parental engagement projects (e.g. EYFS curriculum events; healthy eating; oral health) (£500). Provision of phonics support for targeted parents (virtual) (£500). Home resource packs for each PP child (£15 per bag- £1000) | <p>Parental engagement has been shown in have a positive impact of 4+ months EEF</p> | <p>11, 12</p> |

Total budgeted cost: £73,680

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 results will not be used to hold schools to account.

Please see the link below for progress outcomes against the 2020-21 Pupil Premium Strategy:

[Link to Pupil Premium Report 2020-21](#)