



Pupil Premium Strategy Statement 2020-21

Aim high, work hard, dream BIG

School Overview

Metric	Data
School Name	Parkland Infant School
Pupils in School	180
Proportion of Disadvantaged Pupils	30%
Pupil Premium Allocation This Academic Year	£72,630 estimate
Academic Year or Years Covered By Statement	R-2
Publish Date	1st October 2020
Review Date	1st September 2021
Statement Authorised By	Julie Prentice (Executive Headteacher)
Pupil Premium Lead	Sally Simpson (Head of School)
Governor Lead	Gemma Williams and Gary Batchelor

Disadvantaged Pupil Progress Scores for Last Academic Year (2019 DATA)

Measure	Score
Reading	n/a as KS1
Writing	n/a as KS1
Maths	n/a as KS1

Disadvantaged Pupil Performance Overview for Last Academic Year (2019 DATA)

Measure	Score
Meeting Expected Standard at KS1 - R,W,M	42% 32% 42% (32% combined)
Achieving High Standard at KS1 - R,W,M	13%, 6%, 6% (6% combined)

Strategy Aims for Disadvantaged Pupils

Measure	Activity
Priority 1 - Improved end of EYFS and Key Stage One pupil outcomes	<p>Improved end of Key stage outcomes for disadvantaged learners with a focus on:</p> <ul style="list-style-type: none"> ★ Quality First Teaching ★ Additional adult support in class ★ Embedded formative assessment by teachers and clear analysis of skills gaps ★ High quality interventions where impact is tracked to ensure progress ★ Ensure full access and engagement of remote learning; as a necessary response to Covid-19
Priority 2 - Early Intervention	<ul style="list-style-type: none"> ★ Regular formative assessment to highlight next steps in learning. ★ High quality interventions where impact is tracked to ensure progress.



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	<ul style="list-style-type: none"> ★ Effective deployment of staff to support disadvantaged learners. ★ Ensure training and expertise to deliver interventions; provide feedback and monitor progress.
Priority 3 - Improved attendance and support for families.	<ul style="list-style-type: none"> ★ Regular Attendance Team meetings discussing key families and providing rapid and appropriate support through external agencies and local authority support. ★ Family Support Worker to work with identified families. ★ Use of targeted attendance support through passports, letters home, parent meetings etc
Barriers To Learning These Priorities Address	<ul style="list-style-type: none"> ★ EYFS pupils historically have low starting points; particularly due to delayed Speech and Language development. ★ Disadvantaged pupils have limited support with phonics practice at home. ★ Teacher assessment and translation of data analysis into classroom practice for disadvantaged pupils has not always been timely in all classes. ★ 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. ★ Although the school provides high quality remote learning, there is a significant % of families with digital poverty (lack of laptops, / digital devices, reliable internet connection etc
Projected Spending	£77,600

Teaching Priorities for Current Academic Year

Aim	Target	Target Date
Progress in Reading	Disadvantaged pupils make good progress from their starting points and disadvantaged pupils reaching the expected standard in Reading at the end of KS1 is in line with the National Average.	July 2021
Progress in Writing	Disadvantaged pupils make good progress from their starting points and disadvantaged pupils reaching the expected standard in Writing at the end of KS1 is in line with the National Average.	July 2021
Progress in Mathematics	Disadvantaged pupils make good progress from their starting points and disadvantaged pupils reaching the expected standard in Maths at the end of KS1 is in line with the National Average	July 2021
Phonics	A high proportion of disadvantaged pupils reach the expected standard in the Phonics Screen in Summer 2021 (In line with National Averages)	July 2021
Early Years Foundation stage	The percentage of disadvantaged pupils achieving GLD is in line with the National Average	July 2021
Other	Improved attendance of disadvantaged pupils so it is in line with the National Average (96%)	Termly reviews



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Targeted Academic Support for Current Academic Year

Measure	Activity
Priority 1 - Improved end of key stage pupil outcomes	<ul style="list-style-type: none"> ★ Teachers release time to further develop the quality of teaching and provision in the EYFS through professional development opportunities (£1000). ★ Review approach to the teaching of Mathematics Mastery in the EYFS / progression of key concepts; and purchase of resources (£800). ★ Identified disadvantaged pupils access Speech and Language therapist and interventions from specialised intervention lead (£6000). ★ Contributions towards increased number of external trips for EYFS pupils (£500). ★ Increase number of EYFS parental engagement projects (e.g. EYFS curriculum events; healthy eating; oral health) (£500). ★ Delivery of 'Read, Write Inc' - a structured and systematic approach to the teaching of phonics (£2,500). ★ Quality first teaching which identifies target disadvantaged children. ★ Professional development for teachers in quality first teaching of Maths Mastery / 'Power Maths' and purchase of concrete apparatus (£1,000) ★ Professional development in Reading Comprehension and effective Writing sequences (£1,600). ★ Whole-school professional development in the teaching of Reading fluency (£200). ★ Further development of a high quality Computing curriculum and employment of Specialist Computing Teacher (£7,500).
Priority 2 - Early Intervention	<ul style="list-style-type: none"> ★ Early identification (Term 1) of disadvantaged pupils with skills gaps ★ Bespoke interventions planned for pupils identified as needing support ★ Speech and Language Specialist identifies pupils for additional intervention (£ already costed above) ★ Aspirational targets set for all disadvantaged children at the beginning of the year and monitored half termly at Pupil Progress Meetings ★ Pupil Progress Meetings place emphasis on attainment and progress of disadvantaged learners. ★ Provision of phonics support for targeted parents (virtual) (£500) ★ TA / INA support provided in each class in the morning to support teaching of key skills (£7,000) ★ Curriculum focus on ensuring a range of enrichment activities for disadvantaged learners
Barriers To Learning These Priorities Address	<ul style="list-style-type: none"> ★ EYFS pupils historically have low starting points; particularly due to delayed Speech and Language development. ★ Disadvantaged pupils have limited support with phonics at home ★ Disadvantaged pupils often start school with limited experience of enrichment and cultural activities such as trips to the farm or the local library ★ Although the school provide high quality remote learning, there is a significant % of families with digital poverty (lack of laptops, / digital devices, reliable internet connection etc
Projected Spending	£29,100



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Wider Strategies for Current Academic Year

Measure	Activity
Priority 2 - Early Intervention	<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: School Counsellor (£3,000) Art Therapy (£3,000) Play Therapy (£6,000) ★ Delivery of additional SEMH Interventions including: 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: ★ Family Support Worker (£7,000) ★ Family Thrive Programme (£2,000) ★ Triple P Parenting Courses (£500)
Priority 3 - Improved attendance and families support	<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. ★ 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). ★ Lease of mini-bus for attendance and extra-curricular engagement opportunities (£3,500) ★ Provision of wide-ranging after school extra-curricular activities (£500). ★ Subsidised school trips for disadvantaged pupils. (£500). ★ Subsidised extended school day provision / wrap-around care for disadvantaged pupils (£1000). ★ Subsidised school uniform for disadvantaged pupils (£500).
Barriers To Learning These Priorities Address	<ul style="list-style-type: none"> ★ A significant proportion of our disadvantaged group have emotional and behavioural needs. ★ Historic school attendance of disadvantaged pupils. ★ 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 ★ Limited parental engagement from disadvantaged families
Projected Spending	£48,500

Monitoring and Implementation

Area	Challenge	Mitigating Action
Teaching	QFT is maintained across the school and attendance is not negatively affecting teaching and learning	<p>High quality distance learning is in place for any children self isolating or absent due to Covid-19.</p> <p>Development of the Swale Academies Trust Pupil Premium Strategic leadership group.</p>



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		<p>Assistant Headteacher provides bespoke training and support for teachers and other staff.</p> <p>NQT release time with expert mentor.</p> <p>Pupil progress meetings.</p>
Targeted Support	Target setting is aspirational and accurate for every child	<p>Time and training provided during twilights in preparation for PPMs.</p> <p>SENCO support through regular meetings with support staff.</p> <p>SLT working with staff to ensure assessment systems are robust.</p>
Wider Strategies	Engaging with families most in need and using wider whole school strategies while under covid restrictions	<p>Work closely within the SWALE hub schools to share best practices and with local authority support services.</p> <p>Follow DfE guidance regarding absence.</p> <p>Pastoral Support Plan meetings for identified parents.</p> <p>Family Support Worker to foster positive relationships between school and disadvantaged families.</p>

Review: Last Year's Aims and Outcomes (*please note outcomes are based on 2020 teacher assessment judgements due to statutory tests not being undertaken due to COVID)

AIM	OUTCOME
Increased % of disadvantaged children in EYFS achieving the expected standard.	<p>Increased percentage of disadvantaged children achieving GLD, in comparison to the previous year. Based on teacher assessments (due to COVID) this figure has been sustained at 62%.</p> <p>Percentage of disadvantaged children achieving GLD is closer to the National average for Non-PP pupils (not greater than 10% difference). 75% of all children at the end of term 4 were on track to achieve GLD (60 children) 62% of PP children are on track for GLD (11 out of 19 PP children)</p> <p>The in-school gap between disadvantaged and non-disadvantaged pupils achieving GLD has diminished by 2%.</p> <p>At least 75% of pupils move from the 'red' or 'blue' band (below) on language link retest into the 'black' band (expected).</p>
Increased % of disadvantaged children meeting the expected standard in the Year 1 Phonics Screening Check.	<p>The percentage of disadvantaged pupils meeting the expected standard in the Year 1 Phonics Screening Check is closer to the National average for Non PP pupils (no greater than 5% difference).</p> <p>We have highlighted as amber as the Phonics screening was not completed in 2020</p>
Improved outcomes for the end of Key Stage 1.	<p>Percentage of disadvantaged pupils achieving EXS in Reading, Writing & Mathematics is in-line with national disadvantaged pupils. 2020 EXS is R= 65%, W=55% and M =70% increased 23%, 23% and 28% respectively</p> <p>The gap between disadvantaged pupils and National Non PP pupils has reduced in Reading, Writing and Mathematics (no greater than 10%).</p>



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	<p>Teacher KS1 assessments are robust and reliable for the pupils' next phase in education.</p>
<p>Improved attainment of dual vulnerability children (disadvantaged children who also have SEND); particularly those with SEMH.</p>	<p>An increased number of dual vulnerable pupils achieve EXS in Reading, Writing and Mathematics (by at least one pupil which equates to 12%).</p> <p>Unable to fully evidence impact in 2020 as a result of covid 19 but as a result of the school's newly specialised programmes targeted at students with particular social or emotional needs, the number of behaviour incidences and exclusions has reduced which we believe will have a positive impact upon attainment.</p> <p>Pupils with SEMH are integrated well into mainstream classes and there is a reduction in behaviour incidents.</p>
<p>Increased attendance of disadvantaged children across the school</p>	<p>Attendance of disadvantaged pupils is in-line with the national attendance target of 96%. Term 3 finished at 94.6% up from 94.5% in 2019.</p> <p>Disadvantaged persistent absence shows an improvement from the previous year.</p>