

Parkfield Community School



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 Community School
Number of pupils in school	639 (excluding nursery)
Proportion (%) of pupil premium eligible pupils	41% (264/639)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2021 - current year (3 year plan 2021-2024)
Date this statement was published	28 th October 2021
Date on which it will be reviewed	December 2021 July 2022 July 2024
Statement authorised by	James Wright
Pupil premium lead	Angela Schofield
Governor / Trustee lead	Louise O'Brien

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£355,080
Recovery premium funding allocation this academic year	£38, 280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£392, 360

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium funding sets the achievements of children from disadvantaged backgrounds as a priority within our school system. We strive to close the attainment gap between disadvantaged pupils and their peers. This is an important gain for these pupils as often they are more likely to be working at a lower attainment than other children and this can impact on their long-term goals.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Pupil premium students are not all alike, and as a school we ensure that we don't categorise pupils, by labelling them disadvantaged, but treating every child as an individual who has the potential to succeed and attain highly.

- Our strategy works towards a three-tiered approach that balances approaches to improve **quality first teaching, targeted academic support, and wider strategies**. We also recognise that less is more; selecting a small number of priorities and giving them the best chance to succeed while ensuring that pupil premium is at the heart of a whole school effort, with all staff understanding the strategy and their role within it. Staff embrace research and training to identify the best possible interventions and support to ensure pupils thrive and to target closing the gap.

Challenges

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

Challenge number	Detail of challenge
1	The impact of COVID 19 and loss of direct teaching has had a significant impact on the academic attainment of all pupils, including the disadvantaged, across school
2	Children lack the experiences and vocabulary required of the current curriculum as a direct result of low income, this is particularly evident in the early years where speech and language is lower than expected on entry.
3	Social and emotional experiences in home life impact significantly on family input into the education of a child. This can include the impact of mental health on the pupils and their families. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).
4	Lower attendance and higher rates of persistent absenteeism of PP/disadvantaged children.
5	High proportion of PP children in EYFS presenting high level needs in terms of behaviour, SEMH and SEND.
6	Parental engagement in school and learning is lower for our Pupil Premium children.

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 develop the Oracy skills of disadvantaged pupils to close the gap by the end of the reception year and across the whole school	<p>Attainment of PP children on progression map is in line with all pupils and Reception PP children achieve ELGs in Language and Speaking in line with all pupils. Assessments and observations across the school indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons and ongoing formative assessment.</p> <p>Close the gap between PP and non-PP (within the areas of listening and attention and understanding)) by the end of July 2022. 2023 gap to be maintained at 0%</p>
Narrow the gap by the end of KS2 in reading, writing and maths attainment between disadvantaged and non-disadvantaged pupils at expected and higher standard	<p>Gap between disadvantaged and non-disadvantaged pupils is 0.0.</p> <p>Disadvantaged achieve at least in line with national. Rigorous testing process in place to identify any needs for intervention.</p> <p>Evident increase in knowledge of key skills in numeracy shown through low stakes in-class assessments, key skills starters, formal regular assessments and public examinations.</p> <p>Effective use of key skills starters in maths lessons. Pupil voice shows increased confidence and enjoyment in mathematics.</p> <p>Maths catch up</p>

Increase the percentage of pupil premium pupils passing the Year one phonics screening test	Attainment is at least national
Social & emotional, mental health & life experiences	The use of SUMO and other pastoral interventions supports children to develop resilience, and build their confidence and self-esteem. Mental health concerns are addressed quickly and appropriately by our mental health first aider. All children, including the disadvantaged, experience a range of trips and visits to build their cultural capital.
PP attendance meets the school's attendance target of 97%	The attendance of PP learners meets the school target of 96%. PP Leads meet regularly with the Attendance Officer and have a clear plan in place for pupils with low attendance. Staff are aware of difficulties that may impact PP learners and have plans in place to support these
Support the SEMH, behaviour and SEND needs of the disadvantaged children in EYFS to ensure all make good progress.	The children all make good progress against their continuum targets, and EHCPs where applicable.
Improve parental engagement in learning and school life to support their children.	At least 50% of Pupil Premium children's parents attend parent engagement activities such as workshops, assemblies, parent showcases and parents' evenings.

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: £ 252760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching to develop teacher expertise (cost of cover) through planning clinics, team teaching, IRIS reflections	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending "Teaching quality is important. It is arguably the greatest lever at our disposal for improving the life chances of the young people in our care (Hattie, 2015), particularly for those from disadvantaged backgrounds." (William, 2016).	1
Extra teacher in year 6 to allow 1) smaller group sizes and for teachers to have increased flexibility for organising learners and to focus more on high-quality feedback and interaction with pupils during the mornings. 2) small group tuition in the afternoons.	Evidence from Education Endowment Foundation- reducing class sizes + 2months (July 2021) "...studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers." Our internal data shows that this approach has been highly effective in closing the gap.	1

Mastering number Maths programme in Reception and Key Stage 1	Mastering Number (cover costs for training) - Debbie Morgan, the NCETM's Director for Primary, the programme helps children develop confidence and fluency with number.	1
Parental engagement Maths Programme in Years 1-3.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months	1 6
Extra teacher in Reception	Evidence from Education Endowment Foundation- reducing class sizes + 2months (July 2021) “...studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.”	1 5
Extra Teaching assistant in Reception to o meet needs of most vulnerable learners with a focus on phonics and literacy skills.	High quality structured interventions are a key component of effective pupil premium strategy and can have huge positive outcomes for struggling pupils. EEF (2018) suggests there is evidence that early literacy programmes that include activities related to phonemic awareness and phonics skills lead to better literacy outcomes than programmes without these components.	1 2
Voice 21 – partner school	All Party Parliamentary Group for Oracy “Developing Oracy improves academic outcomes, underpins vocabulary and language acquisition and supports well-being and confidence.”	1 2
MLT support to improve subject leadership and therefore pupil outcomes	School review days, triangulated with data from CAPs meetings, book looks and pupil voice. Internal data suggests teaching quality (and therefore outcomes) improved when middle leaders were supported and coached in subject leadership.	1
Inclusive Classrooms course	EEF special Needs in Mainstream Education Report “...teachers should instead prioritise familiar but powerful strategies, like scaffolding and explicit instruction, to support their pupils with SEND. This means understanding the needs of individual pupils and weaving specific approaches into everyday, high-quality classroom teaching.”	1 5 3

Targeted academic support (for example, tutoring, one-to-one support ,

Budgeted cost: £108045

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted SEND support in Marina and Nursery Additional support for children requiring intervention (1:1 and small group support) led by skilled TAs	Cullen, M.A., Lindsay, G., Hastings, R., Denne, L., Stanford, C., Beqirag, L., Elahi, F., Gemegah, E., Hayden, N., Kander, I., Lykomitrou F., Zander, J. (2020). Special Educational Needs in Mainstream Schools: Evidence Review. London: Education Endowment Foundation. The report is available from:	1 5

	EEF SEND Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)	
Third space learning maths intervention.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - Individualised instruction = + 4 Months - One-to-one tuition = +5 months - Metacognition & self-regulation = +7 Months - Small group tuition = +4 Months - Teaching assistant supervision = +4 Months	1
Additional speech and language support and intervention.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit On average, individualised instruction approaches have an impact of 4 months' additional progress. Weak Language and Communication skills. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently	1 2 5
1-3 small group tuition provided by school staff through recovery premium funding.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit 1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. 4. Providing training to the staff that deliver small group support is likely to increase impact. 5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.	1 5
Delivery of SAL booster sessions - Nuffield Early Language Intervention (NELI) to improve listening, narrative and vocabulary skills. (Reception)	The Nuffield Early Language Intervention (NELI) has been found to improve children's language and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language.	1 2
Class Attainment & Progress meetings	EEF implementation requires ongoing evaluation and adjustments according to impact of interventions.	1 5
Mathletics (subscription cost)	Helps educators track student progress, provides powerful data-driven reports, help teachers track student progress. Provides insight into how to support classrooms or individual learners.	1

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

Budgeted cost: £69835

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Leader</i>	Family liaison – our internal evidence base shows that working with the families of pupil premium children to address individual needs has a positive impact on the academic and social outcomes for the children.	3 4 5 6
School based Enrichment activities	Many pupils do not have access to activities which promote cultural capital. <i>“Out of school activities and the education gap”</i> Dr Emily Tanner Professor Liz Todd “After school club attendance was associated with positive academic and social outcomes for disadvantaged children in particular.” “Organised physical activities were associated with higher attainment and better social, emotional and behavioural outcomes at age 11.”	1 2
Breakfast club places for select disadvantaged pupils.	Running free of charge, universal breakfast club before school delivered an average of 2 months’ additional progress for pupils in Key Stage 1. It was also found school breakfasts are more nutritious and that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance. (Magic breakfast)	3 4
Accelerated Reader/MyOn to improve pleasure for reading and comprehension skills	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’: Reading Comprehension Strategies = +6 months “some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.”	1 2
Adult Education courses for parents and Positive Parenting Classes	A study by professor Charles Deforges for the DFE found that the most important finding is that parental involvement in the form of ‘at-home good parenting’ has a significant positive effect on children’s achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different 5 levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit Parental Engagement +4months	3 6
Additional attendance & pastoral support	EEF report (2015) states that pupils need to be in school to learn and achieve and that there is a direct link between pupil achievement at KS2 and KS4. Pupils with no absence are 1.6 times more likely to achieve level 4 or above, and 4.7 times	3 4

	more likely to achieve level 5 or above, than pupils that missed 15-20 percent of all sessions	
SUMO for Schools	Self-esteem, emotional resilience, relationship skills. Recent research has shown that SEL skills at age nine predicted Key Stage 2 test scores at age 11. Panayiotou, M., Humphrey, N. and Wigelsworth, M. (2019) 'An empirical basis for linking social and emotional learning to academic performance', Contemporary Educational Psychology, 56, pp. 193–204.	3

Total budgeted cost: £ 392,360

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.

Pupils came back into school in September 2020 however following the national school closure, national testing was cancelled in July 2021. Since reopening school has had numerous 'bubble closures' of year groups across the year.

Parkfield has a high than average number of pupil premium pupils with 41% of the school roll being pupil premium with 12 % of these children having SEND. Pupil premium numbers have increased as a direct result of the impact of COVID and we predict that this number will continue to increase during the forthcoming years.

Engagement with online English and Maths tasks through home learning was around 60% for pupil premium pupils during COVID. Many of the PP pupils could not access a full day of home learning due to limited access to computer hardware. However, DfE laptop programme enabled more children to engage in learning. In January 2021, The Trust set out funds to allow all children in the 4 schools to have access to a laptop and a further 70 laptops from the DfE enhanced this further.

Pupil premium families were consistently supported throughout lockdown with weekly phone calls, support with accessing food banks and food hampers (of which we provided through partnerships with local charities and our own fundraising), seeking benefits and offering well-being support. The most vulnerable of these were also visited at home on the door stop, socially-distanced, by the pastoral team weekly.

Key summary points

- Post COVID internal data (Summer 2021) for reading, writing and maths shows that there is a gap at both expected and higher standard for all year groups and that in maths ARE is low.
- End of KS2 internal data shows that in Reading PP (70%) achieved in line with Non-PP children (71%) at ARE; broadly in-line in Maths (51%/58%) and Writing (61% / 67%) at ARE. At GD, the gap widened in all 3 subjects.
- Catch up programmes implemented as part of COVID response included a maths recovery programme, small group tuition and targeted in-class interventions to address gaps in learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Spelling Shed	ED Shed
Mathletics	3P Learning
MyOn and Accelerated Reader	Renaissance Learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.