



Pupil Premium Plan 2019 – 20

Financial Year	Amount of Pupil Premium Funding
2015 - 16	£394,680
2016 – 17	£331,320
2017 – 18	£331,320
2018 – 19	£332,640
2019 - 20	£341,880

	2016 - 17	2017 - 18	2018 - 19	2019-20
Number of disadvantaged pupils	244	251	245	259
Number of LAC	1	1	1	1

Ofsted Evaluation: “Pupils who are disadvantaged, those who have special educational needs and disabilities and the most able make rapid and sustained progress.” (May 2016)

What is Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between children from low income families and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (LAC) the school receives an amount per head within their budget.

Parkfield Community School is committed to ensuring maximum progress for all groups of children and strives to close any gaps. At Parkfield we actively promote equality of opportunity for all staff, governors, pupils and parents, creating an outstanding community where all can succeed.

We have a clear, strategic approach to the use of Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated robustly and on a regular basis. In depth analysis ensures that the correct support and strategies are identified to maximise progress of all pupils.

Strong leadership systems ensure that Pupil Premium funding has the necessary impact. This includes one identified governor having responsibility for Pupil Premium, an Assistant Head teacher leading the development plan and a coordinated strategic leadership approach to implementing plans. All matters relating to the Pupil Premium are reported back to the Governors via the Curriculum Committee, ensuring that the school is held to account for the impact of spending.

Key Priority:

To close the disadvantage gap by addressing inequalities and raising the attainment of those pupils in low-income families.

What do we expect to see:

Targeted additional support strategies which result in every student, however financially disadvantaged, being able to have full access to our curriculum and all our extra-curricular experiences. All students in the target group who are currently underperforming, because of the impact of their disadvantaged background will make improved progress leading to the narrowing of any attainment gaps.

Data Highlights from Summer 2019

EYFS							
Showing % of pupils achieving ELG	2018				2019		
	Reading	Writing	Number		Reading	Writing	Number
Disadvantaged pupils (25)	81%	69%	81%	Disadvantaged pupils (30)	63%	60%	67%
Other pupils (65)	84%	80%	88%	Other pupils (82)	78%	79%	84%
Difference	-3%	-11%	-7%	Difference	-15%	-19%	-17%

KS1							
Showing % at expected +	2018				2019		
	Reading	Writing	Maths		Reading	Writing	Maths
Disadvantaged pupils (32)	81%	81%	84%	Disadvantaged pupils (32)	74%	74%	81%
Other pupils (57)	82%	75%	77%	Other pupils (59)	78%	75%	83%
Difference	-1%	+6%	+7%	Difference	-4.1%	-1%	-2%
National gap (2018)	-17%	-19%	-17%	National gap (2019)	-17%	-18%	-17%

KS2							
Showing % of pupils who attained a scaled score of 100 or +	2018				2019		
	Reading	Writing	Maths		Reading	Writing	Maths
Disadvantaged pupils (52)	77%	87%	79%	Disadvantaged pupils (45)	71%	91%	84%
Other pupils (67)	81%	86%	79%	Other pupils (47)	66%	79%	77%
Difference	-4%	+1%	0%	Difference	-5%	+12%	+7%
National gap (2018)	-18%	-18%	-19%	National gap (2019)	-16%	-15%	-16%

1 Teaching

for example

- Professional development
- Recruitment and retention
- Support for early career teachers

2 Targeted academic support

for example

- Structured interventions
- Small group tuition
- One-to-one support



3 Wider strategies

for example

- Behaviour approaches
- Breakfast clubs
- Increasing attendance

Focus	Action	Amount allocated	Targeted pupils	New/continued	Intended outcomes	Monitored by
Teaching						
Additional Teacher in Year 6	Reduce class sizes in year 6	£26,298	Year 6 pupils	Continued	<p>Reduce class sizes so that each individual child gets increased teacher time.</p> <p>Raises the attainment in Year 6.</p> <p>Maximises achievement and progress.</p> <p>Closes the gap between pp and non pp pupils.</p>	HoS/SLT
Quality first teaching	<p>All pupils are entitled to challenging and engaging lessons.</p> <p>Effective teaching monitored throughout the year through Edukey and OTrack</p>	£2030 £1150	All pupils	Continued	<p>All children are exposed to quality first teaching and therefore make progress.</p> <p>Differentiation is suitable so that all children can access the learning.</p> <p>Books/ planning show evidence of progression in learning.</p> <p>Children as a result achieve highly.</p>	HoS/SLT/YGL/SL
Broad and	Extra trip in year 4	£1500	All pupils	New		

balanced curriculum	Progression framework for non-core subjects					
Oracy	Embed oracy curriculum through staff training, learning walks and whole school initiatives.	£3000	All pupils	New	<p>Children are able to articulate themselves and communicate effectively with different people.</p> <p>Children's vocabulary is improved through their understanding of social speaking skills.</p>	
CPD for YGL	Weekly meetings for middle leaders	£2268	All pupils	New	<p>Middle leaders feel supported and are able to share strengths and weaknesses in a supportive environment.</p> <p>Middle leaders are offered training material to cascade down into their year groups.</p> <p>Subject knowledge and pedagogical understanding is improved across year groups.</p> <p>Year group leaders new to the role are able to learn from experiences middle leaders.</p>	
Training and support for NQTs	Use of mentors to support and train NQTs and teachers new to the school.	£10,000	All pupils	New	<p>New teachers feel supported and capable to carry out their role.</p> <p>Children in classes where</p>	

					the teacher is an NQT or new to the school make progress in line with other classes in the year group.	
SKEs in reading and writing	Teachers knowledge and understanding of teaching reading and writing is improved through SKE sessions.	£5000	All pupils	New	Children's vocabulary is improved through explicit vocabulary teaching in reading lessons. Teachers feel confident to teach talk for writing and children make improved progress.	
TA training	TAs are offered training and are able to identify their own training needs.	£3000	All pupils	New	TAs feel confident to take on their roles in the classroom and are able to support learning. Teachers can direct TAs effectively and know how best they can impact children's learning. TAs subject knowledge is improved in grammar and maths, and they feel confident to take targeted intervention groups.	
iPads in year 6	All children in year 6 have an iPad to use in lessons to help them. The service is managed by KRCS.	£1,511.53	Year 6	New	iPads are used effectively in year 6 to enhance learning and allow children freedom of choice to present their learning in different ways.	
Professional Growth	Teachers and teaching assistants take ownership of	£3500	All pupils	New	Teachers and teaching assistants are able to identify their areas of need	

	their professional growth.				and be responsible for their own professional growth. Teaching staff are able to demonstrate how they have improved their practice over the year to best support the children they work with.	
Coaching	Teachers are coached by the head of coaching or through peer mentoring to improve their practice.	£1000 £20,000	All pupils	New	Coaches watch lessons with mentees (mainly NQTs or RQTs) and analyse lessons. Teachers are able to improve their own practice through peer coaching and triads.	
Staff wellbeing	Staff wellbeing is a focus to ensure a productive and effective workforce.	£3000	All pupils	New	Staff feel happy and supported at work and are able to report any issues to senior staff. Staff wellbeing impacts pupil wellbeing and attainment is raised.	

Targeted Academic Support

Additional Teaching Support	An additional intervention teacher in Year 6 for reading, writing and maths	£23,700	Year 6 (specifically targeted pp pupils)	Continued	Increase pupil teacher time as this reduces group sizes across Year 6, Year 1/2.	HoS/SLT
	Additional intervention teacher in Year 1 / 2	£23,700	Year 1 and 2 (specifically targeted pp pupils)		Close gaps between pp and non pp pupils as they will focus on pp pupils. Raises attainment in	

	AHTs/DHT taking writing groups in year 2 and 6	£15,000			year 6. Raises attainment in Year 1 and 2.	
Additional Teaching Assistant support	Support in class for all year groups from trained Teaching Assistants, developing reading, writing and maths interventions.	£96,300	All pupils	Continued	Raise self-confidence and increase participation/motivation for targeted pupils. Close attainment gaps. Make accelerated progress. Closes the gap between pp and non pp pupils.	HoS/SLT/Senior staff
Sound Training (6 week programme)	A scheme that focuses on the development of pupils' reading.	£3,600 (£150 pp)	Year 5, especially pp pupils.	Continued	This closes the gap between pp and non pp pupils in reading.	HoS/SLT/English lead.
EAL specialist teacher	Employ an EAL leader to support our newly arrived pupils particularly in Year 3 (many of whom are pp pupils).	£2,796 (TLR 2)	Pupils new to school	Continued	Accelerated progress for particularly newly arrived EAL pupils. Narrowed gaps between pp and non pp pupils.	HoS/SLT
Homework club	Provides an opportunity at school for pupils to complete homework when internet access and/or computer time at home may be limited	£5,000	All pupils	Continued	Enrichment opportunities presented to pupils to raise attainment. Supports pupils with no internet at home or limited access due to the demands of large family	HoS/SLT

					groups on computer time.	
Online subscriptions: Accelerated reader Mathletics Literacy Planet Spag.com Pobble	With use of the library, ICT suite and other technology the children have access to a plethora of online resources to enable further progression and motivation in many areas of the curriculum.	£4,714 £2,700 £1,100 £113 (spag) £1,000	All Pupils	All continued	IT motivation to enable learning: iPads/kindles/chrome books motivating comprehension activities 'Outside' effective support to provide rapid progress in reading, spelling, writing and maths.	HoS/SLT/ Curriculum leaders
Wider Strategies						
Emotional support	Deals with emotional issues allowing less lost learning time.	£24,000	All pupils	Continued	Support behaviour choices with small group support. Improve behaviour through focussed groups.	HoS/SLT
Young Engineers' Academy (YEA)	Under graduate in maths provides STEM lessons using specialised equipment. Other schools from the community are invited to use the resources.	£14,500	All pupils	Continued	Children's aspirations are raised, stereotypes are challenged, enrichment experiences are provided to children, coding experiences are developed and engagement in learning is increased.	HoS/SLT
Broadening experiences for	Subsidised residential trip for	£1520	Year 5 and 6 pupils	Continued	Broaden the children's experiences and increase	HT/SLT

children	Year 5 and 6 pupils				levels of social skills, self-confidence teamwork and independence.	
Punctuality and attendance	Lucky day Always Club	£500	All pupils	New	Eligible children attend school more regularly and fewer children arrive late. Children who attend school on time every day are rewarded with incentives from the 'always club'.	Attendance/ Punctuality lead
Behaviour	Hot Chocolate Friday	£500	All children	New	Children with consistent good behaviour are rewarded with the opportunity to have hot chocolate with the head of school. Children feel valued and have an incentive to behave themselves at school.	Behaviour lead
Breakfast Club	Ensures that pupils do not start school hungry. Provides an opportunity for parents to drop children off early to allow them to get to work. Provides enrichment	£3,500	Targeted pupils	Continued	Raises concentration levels, improves health, builds self- esteem and improves punctuality.	HT/SLT
Out of hours		£5,000	All pupils		Raises motivation that will impact positively on learning in classrooms	HT/SLT

care	activities for pupils. Homework clubs Extended school sports clubs					
Art therapy	Children with social and emotional needs have some time 1:1 / 1:2 participating in art therapy.	£5,000	Targeted pupils	Continued	Provides a nurturing environment. Gives children the opportunity to express themselves. Gives the children an opportunity to work with others.	SLT
Mosaic project	An opportunity for children and their mothers to participate in a mosaic project and get recognition for completing the project (Birmingham City University). Raise aspirations of the children, in particular girls. 10 week long project.	£1,500	Targeted pupils	Relaunched	Children and their mothers can work together. Raises aspirations of the children. Gives the parents encouragement to empower their child and give them better opportunities. Gives them a better understanding of their roles in society. Experience university life and	SLT (AM)

	Some separate sessions, some joint.				give the children an idea of what is available to them in the future.	
Extracurricular activities	Clubs available to all children with priority to targeted pupils. Clubs enhance the ability of the students. Help the children engage with one another and get enjoyment from extra-curricular activities.	£10,000	All pupils	New/ Continued	Clubs to run weekly. Children to become more skilled and successful in these areas. Children to gain confidence when working alongside others. Children to become engaged with extra-curricular activities.	HoS/SLT
Healthy Living award	Develop children's attitudes to healthy living and fitness through sports activities, growing fresh food and healthy cooking lessons.	Cost of ingredients £600	All pupils	New	Children gain new skills in cooking and looking after themselves, and they are able to transfer these skills to their home life.	Science Lead/SLT
PD Curriculum	Enhance pupils' personal development through the new progression guidance in the PD curriculum, supported by a subscription to Go	£399 £2000	All pupils	New	Pupils have a better understanding of politics and current events. Children can understand and appreciate different cultures.	Curriculum lead

	Givers.					
Celebration days for EAL children	Children who have English as an additional language, particularly those new to the school, are celebrated through language appreciation events.	£3000	All pupils/EAL pupils	New	Children who know little English feel valued and safe at Parkfield. Different cultures are explored and celebrated. Children are able to share their experiences.	EAL lead/SLT/HoS
		£334999.53				

Strategies showing impact from last year:

Impact of strategy in place	Evidence
<p>Additional teaching support in year 6 (class teacher and intervention teacher) raised attainment for PP children through small group tuition.</p>	<p>In the KS2 SATs, pupil premium children achieved particularly well in comparison with non-pupil premium children.</p> <p>In maths, 84% of the pupil premium children achieved expected standard, outperforming non-pupil premium children (77%).</p> <p>In writing, 91% of the pupil premium children achieved expected standard, outperforming non-pupil premium children (79%).</p> <p>In reading, 71% of the pupil premium children achieved expected standard, compared to 66% of the non-pupil premium children.</p> <p>Expected standard or above in reading, writing and maths combined have improved since 2016.</p> <p>Greater depth standard in reading, writing and maths combined, in the KS2 SATs raised from 7% (2018) to 10% (2019) – an increase of 3%.</p> <p>The percentage of children achieving greater depth standard in writing raised from 14% (2018) to 20% (2019) – an increase of 6%.</p> <p>The scores in maths, writing and GPS were above national average.</p>

<p>Intervention teacher in year 2 raised attainment for PP children.</p>	<p>In the KS1 SATs, the gap between pupil premium children and non-pupil premium children was minimal.</p> <p>The gap between pupil premium and non-pupil premium children was decreased dramatically when compared with the results from the same cohort in EYFS. In 2018, the EYFS gap between pupil premium and non-pupil premium achieving for writing was -11%, which was reduced to -1% when the cohort took their KS1 SATs. Similarly, the gap for maths was reduced from -7% (2008 EYFS) to -2% (2009 KS1 SATs).</p> <p>74% of the pupil premium children achieved expected standard in their writing KS1 SATs, compared to 75% of the non-pupil premium children.</p> <p>In maths, 81% of pupil premium children achieved expected standard, compared with 83% of non-pupil premium children.</p> <p>The total percentage of children achieving expected standard in maths was 82%, raised 2% from the previous year.</p> <p>The scores in maths, writing and reading were above national average.</p>
<p>Additional Teaching Support in EYFS</p>	<p>Additional teachers were able to offer support with the intake largely comprised of children with SEN. The percentage of pupil premium children achieving prime learning goals was 71%, compared with the Birmingham average of 68%. EYFS also outperformed Birmingham averages for PP children in Literacy, with 61.3% achieving the expected level, as opposed to 61.2%.</p>
<p>Additional Teaching Assistant support raised attainment in classes across the school.</p>	<p>Additional teaching assistants provided more opportunities for teachers to take intervention groups.</p> <p>Training for teaching assistants meant more support within the classrooms, leading to higher success rates.</p> <p>Break time clubs were available each day for children to have access to the internet and complete both online and paper homework.</p>

<p>Emotional support for children improved social skills and behaviour in lessons.</p>	<p>Emotional support for identified children meant key children were supported in their behaviour choices. Children were encouraged to improve their behaviour through focused groups. Adults involved in this liaised with parents, which also helped attendance figures.</p>
<p>The Young Engineers' Academy (YEA) offered children the opportunity to learn a wide range of practical skills</p>	<p>All children were given the opportunity to engage in STEM lessons in the Young Engineers' Academy once every half term. Teachers liaised with the student running the lessons to ensure they fitted in with the curriculum and that all children would be able to access a wide range of skills for use in later life, such as carpentry, electronics, computing and robotics.</p> <p>The Young Engineers' Academy was also opened up to groups from other schools in the community and in the MAT, to offer similar opportunities to others.</p>
<p>Sound Training improved reading ages for year 5 children</p>	<p>All children who took part in sound training demonstrated a significant increase in their reading age. Pupil premium children's reading ages increased by an average of 2.58 years, with some increasing by 4 years.</p>
<p>EAL specialist teacher helped newly arrived children to adjust to school and raised attainment.</p>	<p>Children took part in Lexonik Leap interventions to improve their acquisition of reading, writing and speaking English. All children demonstrated improvement, by 1 or two points on Edukey.</p>
<p>Walking bus</p>	<p>The walking bus was stopped part way through the year.</p>
<p>A subsidised residential trip allowed children to experience activities that would otherwise be unavailable to them</p>	<p>A third of the children who enjoyed the residential trip were identified as being pupil premium, which is a relatively accurate representation of the population of the school. On the subsidised trip, children were able to enjoy a wide range of activities that would not be available to them living in the city centre, and they learnt important life skills and social skills.</p>

<p>Homework clubs - Mathletics, AR, Literacy Planet – raised attainment in all areas</p>	<p>Mathletics usage across the school was boosted by the use of homework clubs to allow children to access the internet out of school time. This contributed to an increase of 2% in KS1 SATs (2018-2019) and an increase of 1% in KS2 SATs (2018-2019) of children who achieved the expected level.</p> <p>Literacy planet was used by teachers to access phonics, sight words, spelling, comprehensive and grammar & punctuation activities. It is estimated from the progress made on Literacy Planet that the program saved the school 149 teacher hours.</p>
<p>Breakfast Club</p>	<p>The club provided opportunity for the children to access the internet to complete their Mathletics homework. This helped raise attainment and progress within mathematics.</p> <p>The clubs also helped attendance figures.</p> <p>Punctuality of children who previous came into school late also improved, because of the access to a morning club (Mathletics/ breakfast).</p>
<p>Art therapy helped specific children to deal with emotional issues.</p>	<p>All children who attended art therapy improved by 1 or 2 points on Edukey. Teachers noted that children’s social skills were improved, they were more confident and anxiety was reduced.</p>
<p>Mosaic project</p>	<p>This project was stopped part way through the year.</p>
<p>Quality first teaching</p> <p>Edukey</p> <p>O track</p>	<p>Teachers were able to track the progress of children using O Track, which helped them to decide on next steps.</p> <p>Edukey enabled staff to track the effectiveness of interventions for all children, which helped to them to review and decide on the best course of action to take next.</p>

Extracurricular activities:

Debate mate

Sports' clubs

Aston Villa

Kindle club

Club registers demonstrate that a high number of children identified as being pupil premium attended after school clubs. Children were able to access a range of resources and learn new skills. In Debate Mate, children were able to compete with other schools and improve their speaking and listening skills. Some sporting events, such as Aston Villa, were used as a reward for good behaviour. Children were able to use school resources after school to participate in many different sports clubs.

Tracking and intervention:

The progress and achievement of all pupils is monitored half termly and termly. Any pupil who is need of intervention is identified and the necessary support is put in place. This is led by the Head of School, the SLT and the leader for SEND, through regular meetings and discussions.

Resources and staffing:

The contribution from pupil premium will provide a range of intervention programmes to help children reach their full potential in reading, writing and maths e.g.; Sound Training, RWInc, Accelerated reader, breakfast club, after school clubs, sports coach, Young Engineers Academy, Athletics, walking bus and 1:1 iPads for Year 6.