

Pupil premium strategy statement – Parkfield Community School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	627
Proportion (%) of pupil premium eligible pupils	46.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-24 (3 year plan covers 2021-24)
Date this statement was published	28th October 2021
Date on which it will be reviewed	December 2021 December 2022 December 2023
Statement authorised by	James Wright
Pupil premium lead	Helena Brzeski
Governor / Trustee lead	Lisa Andrews

Funding overview 2021-22

Detail	Amount
Pupil premium funding allocation this academic year	£355,080
Recovery premium funding allocation this academic year	£38,280
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year	£392,360

Funding overview 2022-23

Detail	Amount
Pupil premium funding allocation this academic year	£390,570
Recovery premium funding allocation this academic year	£40,890
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year	£431,460

Funding overview 2023-24

Detail	Amount
Pupil premium funding allocation this academic year	£427,770
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£42,630
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£470,400

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. This is particularly evident in the early years where speech and language is lower than expected on entry.
3	Social and emotional experiences significantly impact 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 2024. 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. 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. 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 parents of Pupil Premium children 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.

Key:

2021 – 2022 activity

2022-2023 activity

2023-2024 activity

RAG rating:  achieved  partially achieved  did not achieve





Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 270,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Coaching to develop teacher expertise (cost of cover) through planning clinics, team teaching, IRIS reflections</p> <p>● 2022-23 Embed coaching through planning clinics, team teaching and the use of IRIS and ensure excellent teaching is a priority for all leaders.</p> <p>● 2023-24 Planning clinics are used effectively and teacher workgroups are embedded for collaborative improvement. Metacognition and dual coding projects develop teacher expertise.</p>	<p>Evidence from Education Endowment</p> <p>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.” (Wiliam, 2016).</p>	<p>1</p>

<p>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</p> <p>2022-23 HLTA to cover YGL to provide targeted high quality support. SLT to have teaching groups in the morning to allow for smaller group sizes. Extra member of staff in the afternoon to release teachers for targeted small group learning.</p> <p>2023-24 small groups run by SLT. Year group leader released for interventions in the afternoon. SATs results were above national for writing and maths and in line with national for reading. Continuing this year.</p>	<p>Evidence from Education Endowment Foundation- reducing class sizes + 2months (July 2021)</p> <p>"...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.</p>	<p>1</p>
<p>Mastering number</p> <p>Maths programme in</p> <p>Reception and Key Stage 1</p> <p>2022-23 Embed Mastering Number programme in KS1 and introduce for interventions across the school.</p> <p>2023-24 Mastering number embedded in KS1. This year introduced in KS2.</p>	<p>Mastering Number (cover costs for training) - Debbie Morgan, the NCETM's Director for Primary, the programme helps children develop confidence and fluency with number.</p>	<p>1</p>




<p>Parental engagement Maths Programme in Years 1-3.</p> <p>● 2022-23 Maths TLR3 with responsibility for parental engagement.</p> <p>● 2023-24 Maths TLR3 continuing. Parent workshops happening regularly.</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning</p> <p>Toolkit: Parental Engagement = + 4 Months</p>	1 6
<p>Extra teacher in Reception</p> <p>● 2022-23 Extra teacher in Reception</p> <p>● 2023-24 Extra teacher in reception</p>	<p>Evidence from Education Endowment Foundation- reducing class sizes + 2months (July 2021)</p> <p>“...studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.”</p>	1 5
<p>Extra Teaching assistant in Reception to meet needs of most vulnerable learners with a focus on phonics and literacy skills.</p> <p>● 2022-23 Extra Teaching assistant in Reception and Nursery to meet needs of most vulnerable learners with a focus on phonics and literacy skills</p> <p>● 2023-24 Extra TA in reception and nursery, supporting children with high level needs with language development.</p>	<p>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.</p>	1 2
<p>Voice 21 – partner school</p> <p>● 2022-23 Voice 21 Centre of Excellence. Cover provided for Oracy champions to support high quality teaching across the school.</p>	<p>All Party Parliamentary Group for Oracy “Developing Oracy improves academic outcomes, underpins vocabulary and language acquisition and supports wellbeing and confidence.”</p>	1 2



 2023-24 Voice 21 Centre of Excellence. Cover provided for Oracy champions to support high quality teaching across the school.		
<p>MLT support to improve subject leadership and therefore pupil outcomes</p>  <p>2023-24 Middle leader meetings, release time and coaching for middle leaders.</p>	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
<p>Inclusive Classrooms course</p>  2022-23 Embed Inclusive Classroom Practice and offer support in planning for children with SEND. <p> 2023-24 Inclusive classrooms embedded, planning clinics and tailored advice for children with high level needs.</p>	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





<p>2023-24 Programmes to improve reading and fluency across school: Read Write Inc. subscription and support, Herts Reading Fluency project across KS1, Let's Think in English, Orthography project in year 3.</p>	<p>The EEF report (2021) suggests comprehension skills can be limited by the effort needed to decode words, and when children read fluently, limited cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. Fluency is explicitly taught and practise is encouraged.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1, 2, 4</p>
<p>2023-24 Projects to improve teaching and learning across school: Metacognition workgroups, Dual Coding delivery.</p>	<p>EEF report (2021) suggests self-regulated learners are aware of their strengths and weaknesses, and they can motivate themselves to engage in and improve their learning. Disadvantaged children are less likely to use metacognitive and self-regulatory strategies, including dual coding, without explicitly being taught them.</p> <p>Impact: +7 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&utm_medium=search&utm_campaign=site_search&search_term=metacognition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition?utm_source=/education-evidence/guidance-reports/metacognition&utm_medium=search&utm_campaign=site_search&search_term=metacognition</p>	<p>1, 2, 4</p>
<p>2023-24 Development of the hinterland aspect of the curriculum to make the knowledge rich curriculum accessible for all children. Now Press Play, experience days, trips.</p>	<p>Curriculum enhancements and the enrichment of the curriculum through the audio drama immersion aims to enthuse learners, bringing topics to life.</p> <p>“Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing. Wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported.” EEF</p> <p>Impact: +3 months</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 4</p>

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

Budgeted cost: £110,955





Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted SEND support in Marina and Nursery Additional support for children requiring intervention (1:1 and small group support) led by skilled TAs</p> <p> Targeted SEND support for children with complex needs, allowing them to access the curriculum, led by skilled TAs running small groups and 1:2 activities.</p> <p> 2023-24 Targeted SEND support for children with complex needs, allowing them to access the curriculum, led by skilled TAs running small groups and 1:2 activities.</p>	<p>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: EEF_SEND_Evidence_Review.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1 5
<p>Third space learning maths intervention.</p> <p> This activity has been reassigned to more 1:6 tuition. Continued 2023-24</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - Individualised instruction = + 4 Months - One-to-one tuition = +5 months - Metacognition & selfregulation = +7 Months - Small group tuition = +4 Months - Teaching assistant supervision = +4 Months</p>	1



<p>Additional speech and language support and intervention.</p> <p> Additional speech and language support and intervention.</p> <p>Continued 2023-24</p>	<p>Evidence from Education Endowment</p> <p>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</p>	<p>1 2 5</p>
<p>1-3 small group tuition provided by school staff through recovery premium funding.</p> <p> 1-6 small group tuition provided by school staff through recovery premium funding.</p> <p>Continued 2023-24</p>	<p>Evidence from Education Endowment</p> <p>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.</p>	<p>1 5</p>
<p>Delivery of SAL booster sessions - Nuffield Early Language</p>	<p>The Nuffield Early Language</p> <p>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</p>	<p>1 2</p>

<p>Intervention (NELI) to improve listening, narrative and vocabulary skills. (Reception)</p> <p> 2022-23 Delivery of Wellcomm sessions to support pupils with speech, language, communications and interaction.</p> <p> 2023-24 Additional training for TAs to deliver Wellcomm effectively.</p>	<p>to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language.</p>	
<p>Class Attainment & Progress meetings</p> <p> Class Attainment & Progress meetings</p> <p>Continued 2023-24</p>	<p>EEF implementation requires ongoing evaluation and adjustments according to impact of interventions.</p>	1 5
<p>Mathletics (subscription cost)</p> <p> Mathletics (subscription cost)</p> <p>Continued 2023-24</p>	<p>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.</p>	1


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

Budgeted cost: £89,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Leader</p> <p> Inclusion Lead and Attendance Officer</p> <p> 2023-4 Inclusion lead and attendance officer</p>	<p>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.</p>	<p>3 4 5 6</p>
<p>School based</p> <p>Enrichment activities</p> <p> 2022-23 School based Enrichment activities</p> <p> 2023-24 School based enrichment opportunities, including Commando Joe, Opal and Now Press Play to support behaviour,</p>	<p>Many pupils do not have access to activities which promote cultural capital.</p> <p>“Out of school activities and the education gap” 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.”</p>	<p>1 2</p>

wellbeing and cultural capital.		
<p>Breakfast club places for select disadvantaged pupils.</p> <p> Breakfast club places for select disadvantaged pupils.</p> <p>Continued 2023-24</p>	<p>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)</p>	3 4
<p>Accelerated</p> <p>Reader/MyOn to improve pleasure for reading and comprehension skills</p> <p> Accelerated Reader to improve pleasure for reading and comprehension skills.</p> <p>Continued 2023-24</p>	<p>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."</p>	1 2

<p>Adult Education courses for parents and Positive Parenting Classes</p> <p>● Adult Education courses for parents and Positive Parenting Classes</p> <p>Continued 2023-24, parent liaison officer employed 2 days/week</p>	<p>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</p> <p>– Teaching and Learning Toolkit</p> <p>Parental Engagement +4months</p>	<p>3 6</p>
<p>Additional attendance & pastoral support</p> <p>● Additional attendance & pastoral support</p> <p>Continued 2023-24</p>	<p>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 8 more likely to achieve level 5 or above, than pupils that missed 15-20 percent of all sessions</p>	<p>3 4</p>

<p>SUMO for Schools</p> <p> SUMO for Schools workshops in year 5 and 6, and RockKidz to build resilience for all children.</p> <p>Continued 2023-24. Commando Joe introduced for all children and Standing Ovation for children at risk of exclusion. Opal introduced to all children.</p>	<p>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.</p> <p>Self-regulation of learning was shown to be positively impacted by adventure learning (EEF, 2023)</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/adventure-learning</p> <p>Behaviour interventions have positive overall effects (+4 months), and social-level behaviour approaches are linked to improvements in attainment. Pupils who are FSM are more likely to receive a permanent or fixed term exclusion compared to those who do not.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	3
<p>2023-24 Qualified teacher employed as a dedicated sports coach to deliver high quality sports and fitness instruction and to increase enrichment opportunities for disadvantaged children.</p>	<p>EEF analysis (July 2021) states that pupils from disadvantaged backgrounds may be less likely to access quality sports provision outside of school, so providing free, high quality sports in school helps to narrow the gap. Physical activity interventions and approaches is an additional 1 month progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	3

Total budgeted cost: £470,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Outcome						Evaluation
To develop the Oracy skills of disadvantaged pupils to close the gap by the end of the reception year and across the whole school	%	Parkfield	National	PP school	Gap PP/Nat all	Non PP School	<p>Oracy is a strength of our school. Children's attainment in oracy has had an impact on their reading attainment, resulting in a minimal gap between pupil premium attainment and national attainment. In KS1, pupil premium children are out performing non-pupil premium, due to the excellent oracy and phonics provision.</p> <p>"Staff skilfully build pupils' language skills through the well-developed oracy programme"- Ofsted, November 2023.</p> <p>"Adults skilfully develop pupils' speaking and listening skills by engaging them in conversation"- Ofsted, November 2023</p>
	GLD	73	67	68	+1	75	
	Phonics Year 1	85	79	91	+12	82	
	Phonics Year 2	93	89	91	+2	96	
	Yr2 Reading	72	68	61	-7	82	
	Yr2 Writing	63	60	52	-8	73	
	Yr2 Maths	71	70	61	-9	80	
	Yr6 Reading	71	72	66	-6	76	
	Yr6 Writing	77	72	72	0	83	
	Yr6 Maths	85	73	81	+8	90	
	Yr6 Combined	66	60	62	+2	71	

	<div>Teacher assessments supported by Salford Reading tests, NFER assessments and formative assessments of key performance indicators daily.</div> <div>Oracy assessments 2023-23:</div> <table><tr><td>%</td><td>All children</td><td>Pupil Premium children</td><td>Non-pupil premium children</td><td>Gap</td></tr><tr><td>EXS</td><td>66.4</td><td>61.7</td><td>71.3</td><td>10.4</td></tr></table> <div>Assessed through Speak Up Speak Out assessments, developed in collaboration with Voice 21.</div>	%	All children	Pupil Premium children	Non-pupil premium children	Gap	EXS	66.4	61.7	71.3	10.4																							
%	All children	Pupil Premium children	Non-pupil premium children	Gap																														
EXS	66.4	61.7	71.3	10.4																														
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	<div>Gap between disadvantaged and non-disadvantaged pupils is:</div> <table><tr><td></td><td></td><td>Parkfield</td><td>Birmingham</td><td>National</td></tr><tr><td rowspan="2">Reading</td><td>2022</td><td>-21.4</td><td>-12.9</td><td>-17.6</td></tr><tr><td>2023</td><td>-5.7</td><td>-12.3</td><td>-18.1</td></tr><tr><td rowspan="2">Writing</td><td>2022</td><td>-13.1</td><td>-15.5</td><td>-20.3</td></tr><tr><td>2023</td><td>-7.6</td><td>-13.2</td><td>-19.3</td></tr><tr><td rowspan="2">Maths</td><td>2022</td><td>-8.1</td><td>-15.6</td><td>-21.6</td></tr><tr><td>2023</td><td>-7.5</td><td>-15</td><td>-20.3</td></tr></table>			Parkfield	Birmingham	National	Reading	2022	-21.4	-12.9	-17.6	2023	-5.7	-12.3	-18.1	Writing	2022	-13.1	-15.5	-20.3	2023	-7.6	-13.2	-19.3	Maths	2022	-8.1	-15.6	-21.6	2023	-7.5	-15	-20.3	The gap has narrowed significantly in all subjects, and is much narrower than both Birmingham and national.
		Parkfield	Birmingham	National																														
Reading	2022	-21.4	-12.9	-17.6																														
	2023	-5.7	-12.3	-18.1																														
Writing	2022	-13.1	-15.5	-20.3																														
	2023	-7.6	-13.2	-19.3																														
Maths	2022	-8.1	-15.6	-21.6																														
	2023	-7.5	-15	-20.3																														

	Assessed through end of KS2 standardised assessments.						
Increase the percentage of pupil premium pupils passing the Year one phonics screening test			Parkfield	Birmingham	National		Pupil premium children at Parkfield are achieving significantly above both Birmingham and National pupil premium children.
	2018	86	74	72			
	2019	83	76	71			
	2022	74	69	62			
	2023	91	74	67			
Social & emotional, mental health & life experiences	Bullying is extremely rare. The use of SUMO has enabled children to develop resilience and has reduced the number of behaviour concerns. Trips and enrichment activities happen in every year group, and children are able to talk about these confidently.						Further pastoral programmes are being developed and embedded to build on the already exceptional provision.

PP attendance meets the school's attendance target of 97%	<p>Pupil premium attendance for 2021-22 was 91%, in comparison with non-pupil premium eligible, which was 92%.</p> <p>Pupil premium attendance for 2022-23 was 90% (not including nursery), in comparison with non-pupil premium eligible, which was 91%.</p>	Although attendance is lower, the gap has not widened. This remains a priority for 2024.
Support the SEMH, behaviour and SEND needs of the disadvantaged children in EYFS to ensure all make good progress.	SEN children made an average of 8 points progress on the Early Years continuums. EHCP targets are met and reviewed regularly.	Additional adults continue to be deployed to support these children, and further training is in place to improve the quality of teaching for children with SEND and SEMH, leading to improved outcomes for all disadvantaged children.
Improve parental engagement in learning and school life to support their children.	97% of parents attended parents' evenings. Parent showcases and inspire workshops took place, which were well attended. Our diversity day was also extremely well attended, and helped to build links with the community.	Further work will continue this year to build on the already excellent provision for adult education and parental engagement.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Spelling Shed	Ed Shed
Mathletics	3P Learning
Accelerated Reader	Renaissance Learning
Times Tables Rock Stars	Maths Circle Ltd

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
n/a
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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.