

# 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	641 (excluding nursery)
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23 (3 year plan covers 2021-24)
Date this statement was published	28th 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	£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> ) <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.</i>	£0
<b>Total budget for this academic year</b>	<b>£431,460</b>

<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>	
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## 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 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-	<p>Gap between disadvantaged and non-disadvantaged pupils is 0.0.</p> <p>Disadvantaged achieve at least in line with national. Rigorous testing process</p>

<p>disadvantaged pupils at expected and higher standard</p>	<p>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>
<p>Increase the percentage of pupil premium pupils passing the Year one phonics screening test</p>	<p>Attainment is at least national</p>
<p>Social &amp; emotional, mental health &amp; life experiences</p>	<p>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.</p>
<p>PP attendance meets the school's attendance target of 97%</p>	<p>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</p>
<p>Support the SEMH, behaviour and SEND needs of the disadvantaged children in EYFS to ensure all make good progress.</p>	<p>The children all make good progress against their continuum targets, and EHCPs where applicable.</p>
<p>Improve parental engagement in learning and school life to support their children.</p>	<p>At least 50% of Pupil Premium children's parents attend parent engagement activities such as workshops, assemblies, parent showcases and parents' evenings.</p>

## 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



RAG rating:  achieved  partially achieved  did not achieve

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 253,170



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>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).</p>	1
<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</p>	<p>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.</p>	1

<p>morning to allow for smaller group sizes. Extra member of staff in the afternoon to release teachers for targeted small group learning.</p>		
<p><b>Mastering number Maths programme in Reception and Key Stage 1</b>   2022-23 Embed Mastering Number programme in KS1 and introduce for interventions across the school.</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>	1
<p><b>Parental engagement Maths Programme in Years 1-3.</b>   2022-23 Maths TLR3 with responsibility for parental engagement.</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months</p>	1 6
<p><b>Extra teacher in Reception</b>   2022-23 Extra teacher in Reception</p>	<p>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."</p>	1 5
<p><b>Extra Teaching assistant in Reception to meet needs of most vulnerable learners with a focus on phonics and literacy skills.</b>   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>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><b>Voice 21 – partner school</b>   2022-23 Voice 21 Centre of Excellence. Cover provided for Oracy champions to support high quality</p>	<p>All Party Parliamentary Group for Oracy "Developing Oracy improves academic outcomes, underpins vocabulary and language acquisition and supports well-being and confidence."</p>	1 2





teaching across the school.		
<p>MLT support to improve subject leadership and therefore pupil outcomes</p> <p></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> <p> 2022-23 Embed Inclusive Classroom Practice and offer support in planning for children with SEND.</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


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

Budgeted cost: £108,455

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>Cullen, M.A., Lindsay, G., Hastings, R., Denne, L., Stanford, C., Beqiraq, 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.</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - Individualised instruction = + 4 Months - One-to-one tuition = +5 months - Metacognition &amp; 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>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</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>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.</p>	<p>1 5</p>
<p>Delivery of SAL booster sessions - Nuffield Early Language Intervention (NELI) to improve listening, narrative and vocabulary skills. (Reception)</p> <p> Delivery of Wellcomm sessions to support pupils with speech, language, communications and interaction.</p>	<p>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.</p>	<p>1 2</p>
<p>Class Attainment &amp; Progress meetings</p> <p> Class Attainment &amp; Progress meetings</p>	<p>EEF implementation requires ongoing evaluation and adjustments according to impact of interventions.</p>	<p>1 5</p>
<p>Mathletics (subscription cost)</p>	<p>Helps educators track student progress, provides powerful data-driven reports,</p>	<p>1</p>

 <b>Mathletics</b> (subscription cost)	help teachers track student progress. Provides insight into how to support classrooms or individual learners.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £69,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Pastoral Leader</b>  <b>Inclusion Lead and Attendance Officer</b>	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
<b>School based Enrichment activities</b>  <b>School based Enrichment activities</b>	Many pupils do not have access to activities which promote cultural capital. “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.”	1 2
<b>Breakfast club places for select disadvantaged pupils.</b>  <b>Breakfast club places for select disadvantaged pupils.</b>	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
<b>Accelerated Reader/MyOn to improve pleasure for reading and comprehension skills</b>  <b>Accelerated Reader to improve pleasure for reading</b>	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	1 2

and comprehension skills.	strategies and the use of self-questioning skills.”	
<p><b>Adult Education courses for parents and Positive Parenting Classes</b></p> <p> Adult Education courses for parents and Positive Parenting Classes</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 – Teaching and Learning Toolkit Parental Engagement +4months	3 6
<p><b>Additional attendance &amp; pastoral support</b></p> <p> Additional attendance &amp; pastoral support</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	3 4
<p><b>SUMO for Schools</b></p> <p> SUMO for Schools workshops in year 5 and 6, and RockKidz to build resilience for all children.</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.	3

**Total budgeted cost: £431,460**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021-2022 academic year.

Intended outcome	Success criteria																																																						
<p>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>	<p>Attainment for disadvantaged children is as follows:</p> <table border="1" data-bbox="837 600 1385 757"> <thead> <tr> <th>Year 1 %</th> <th>Oracy: 2021/2022</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>EXS</td> <td>54.26</td> <td>46.67</td> </tr> <tr> <td>GDS</td> <td>6.38</td> <td>4.44</td> </tr> </tbody> </table> <table border="1" data-bbox="837 792 1385 949"> <thead> <tr> <th>Year 2 %</th> <th>Oracy: 2021/2022</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>EXS</td> <td>26.80</td> <td>15.38</td> </tr> <tr> <td>GDS</td> <td>10.31</td> <td>7.69</td> </tr> </tbody> </table> <table border="1" data-bbox="837 985 1385 1142"> <thead> <tr> <th>Year 3 %</th> <th>Oracy: 2021/2022</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>EXS</td> <td>42.24</td> <td>35.59</td> </tr> <tr> <td>GDS</td> <td>7.76</td> <td>6.78</td> </tr> </tbody> </table> <table border="1" data-bbox="837 1178 1385 1335"> <thead> <tr> <th>Year 4 %</th> <th>Oracy: 2021/2022</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>EXS</td> <td>51.04</td> <td>50.00</td> </tr> <tr> <td>GDS</td> <td>7.29</td> <td>2.00</td> </tr> </tbody> </table> <table border="1" data-bbox="837 1370 1385 1527"> <thead> <tr> <th>Year 5 %</th> <th>Oracy: 2021/2022</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>EXS</td> <td>80.00</td> <td>76.92</td> </tr> <tr> <td>GDS</td> <td>0.00</td> <td>0.00</td> </tr> </tbody> </table> <table border="1" data-bbox="837 1563 1385 1720"> <thead> <tr> <th>Year 6 %</th> <th>Oracy: 2021/2022</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>EXS</td> <td>72.83</td> <td>76.00</td> </tr> <tr> <td>GDS</td> <td>10.87</td> <td>6.00</td> </tr> </tbody> </table>	Year 1 %	Oracy: 2021/2022	Disadvantaged	EXS	54.26	46.67	GDS	6.38	4.44	Year 2 %	Oracy: 2021/2022	Disadvantaged	EXS	26.80	15.38	GDS	10.31	7.69	Year 3 %	Oracy: 2021/2022	Disadvantaged	EXS	42.24	35.59	GDS	7.76	6.78	Year 4 %	Oracy: 2021/2022	Disadvantaged	EXS	51.04	50.00	GDS	7.29	2.00	Year 5 %	Oracy: 2021/2022	Disadvantaged	EXS	80.00	76.92	GDS	0.00	0.00	Year 6 %	Oracy: 2021/2022	Disadvantaged	EXS	72.83	76.00	GDS	10.87	6.00
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		PF EXS	PF GDS	National EXS	National GDS
	Reading	54	9	67	21
	Writing	65	9	58	6
	Maths	61	11	62	15
	Combined	46	0	48	3
Increase the percentage of pupil premium pupils passing the Year one phonics screening test		Parkfield	Birmingham	National	
	2018	86	74	72	
	2019	83	76	71	
	2022	74	69	62	
	Although scores have not improved, the gap between Parkfield and the national has not widened.				
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 cultural visits were impacted by Covid, but there are many more planned for the coming year.				
PP attendance meets the school's attendance target of 97%	Pupil premium attendance for 2021-22 was 91%, in comparison with non-pupil premium eligible, which was 92%.				
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.				
Improve parental engagement in learning and school life to support their children.	94% of parents attended parents' evenings. Through Covid, parent engagement was limited to phone calls and emails, but teachers were committed to ensuring parents were supporting their children. Parent showcases and home engagement was done through video and online meetings, and engagement was high, but this will be in person for the following year.				

## 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
MyOn and Accelerated Reader	Renaissance Learning

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
n/a
<b>The impact of that spending on service pupil premium eligible pupils</b>
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.*