

# Pupil Premium Strategy Statement Parkland Infant School 2021-2022

Aim high, work hard, dream BIG

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	Parkland Infant School
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	Regular reviews throughout the year key. End of year review July 2022
Statement authorised by	Julie Prentice (Executive Headteacher)
Pupil premium lead	Sally Simpson (Head of School)
Governor / Trustee lead	Marion Ponting Sarah Bengel Alison Das

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,314
Recovery premium funding allocation this academic year	£8844
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£89,158



# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Parkland Infant School we inspire all children to aim high, work hard and dream big. This aspiration is even more vital for disadvantaged pupils and one that all stakeholders are committed to. Many disadvantaged pupils have a number of challenges to overcome to ensure that they have an equitable chance to succeed. It is our aim to ensure we provide exemplary support to reduce or remove these challenges so all pupils can achieve their dreams.

## Challenges

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

Challenge number	Detail of challenge
1	A high proportion of DA pupils have a low starting point on entry to the school
2	A high proportion of DA pupils have special educational needs (SEND)
3	A high proportion of DA pupils and their families have emotional, social, behavioural and pastoral needs Negative impact of Covid 19 resulting in; family hardships and increased financial instability, increased social isolation, increased mental health illness and reduced wellbeing, increased number of pupils requiring social care interventions
4	Low parental aspiration and perceived value of school attendance
5	DA students are more likely to be further behind following C19 school closures because of a lack of resources such as internet, devices, parental time and educational level.
6	High number of children on the Child Protection Register.
7	Attainment in GLD, reading, writing, maths and phonics is below non DA pupils
8	A high proportion of DA pupils' language is underdeveloped.
9	DA families are less likely to be able to support costs associated with extracurricular and or off -site activities-limiting PP students' access to cultural capital. Disadvantaged pupils often start school with limited experience of enrichment and cultural activities such as trips to the farm or the local library
10	Disadvantaged pupils are not targeted / challenged to achieve the greater depth standard.
11	Disadvantaged pupils have limited support with phonics at home
12	Limited parental engagement from disadvantaged families

## 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 improve attendance	<ul style="list-style-type: none"> <li>Attendance of DA pupils will be better than the national DA average.</li> <li>Closing the gap between DA and Non DA in school</li> <li>Persistent absence of DA pupils has reduced</li> </ul>
To improve vocabulary and spoken language	<ul style="list-style-type: none"> <li>Impact data from speech and language interventions evidence improvements</li> <li>Communication and language ELG in line or better than national</li> <li>Reduction in the amount of children requiring speech and language intervention</li> </ul>
To reduce the attainment gap in GLD	<ul style="list-style-type: none"> <li>Attainment of DA pupils are in line or better than non DA in GLD</li> <li>The gap between DA and Non DA attainment in GLD has closed</li> <li>Attainment of DA pupils is in line or better than national non DA</li> </ul>
PP pupils to receive opportunities to develop cultural capital alongside their peers.	<ul style="list-style-type: none"> <li>The Curriculum offers ample opportunities to develop cultural capital.</li> <li>All children experience outside learning</li> </ul>
To reduce the attainment gap in phonics, reading and writing	<ul style="list-style-type: none"> <li>Attainment of DA pupils are in line or better than non DA in phonics, reading and writing</li> <li>The gap between DA and Non DA attainment in phonics, reading and writing has closed</li> </ul>
To reduce the attainment gap in maths	<ul style="list-style-type: none"> <li>Attainment of DA pupils are in line or better than non DA in maths</li> <li>The gap between DA and Non DA attainment in maths has closed</li> </ul>
To develop social, emotional and pastoral wellbeing	<ul style="list-style-type: none"> <li>Pupil voice evidences improved wellbeing following intervention or support</li> <li>Reduction in behaviour logs for DA pupils</li> </ul>
To ensure accurate assessment informs planning and individual provision	<ul style="list-style-type: none"> <li>Moderations show accurate assessments</li> <li>Teachers report feeling confident in using formative assessment</li> <li>Pupil conferencing embedded as part of school practice.</li> </ul>

## 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: £15,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Evidence informed CPD to support quality first teaching.</b></p> <ul style="list-style-type: none"> <li>Quality first teaching which identifies target disadvantaged children.</li> <li>Teachers release time to further develop the quality of teaching and provision in the EYFS through professional development opportunities (£1000).</li> <li>Professional development in Reading Comprehension and effective Writing sequences (£1,600).</li> <li>Whole-school professional development in the teaching of Reading fluency (£200).</li> <li>Ensure training and expertise to deliver interventions; provide feedback and monitor progress</li> <li>Professional Development Leads (PD Leads) to provide CPD during release time for RQTs+ teachers new to post for observation/coaching of good practice in effective teaching and learning of writing. (£600-Teacher release time)</li> <li>CPD needs reviewed as part of appraisal cycle</li> <li>PDMs responsive from needs identified through triangulation</li> <li>Ensure all staff have access to high quality support and CPD enabling intervention leads to becoming an expert in a given area (£800).</li> <li>CPD to enhance formative assessment, metacognition and self-regulation approaches. (£1,000)</li> </ul>	<p>Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending- <b>EEF PP guidance</b></p> <p>Metacognitions and self-regulation has been shown to have a positive impact of 7+ months <b>EEF</b></p>	1, 5, 7
<p><b>Continue development of a Maths Mastery approach supported by Mastery Specialists.</b></p> <ul style="list-style-type: none"> <li>Review approach to the teaching of Mathematics Mastery in the EYFS / progression of key concepts; and purchase of resources (£800).</li> </ul>	<p>Mastery learning has been shown to have a positive impact of 5+ months <b>EEF</b></p> <p>Small group tuition has been seen to have a positive impact of 4+ months <b>EEF</b></p>	1,5,7

<ul style="list-style-type: none"> <li>Professional development for teachers in quality first teaching of Maths Mastery / 'Power Maths' and purchase of concrete apparatus (£1,000)</li> <li>Year 2 professional development in the teaching of arithmetic as a key focus area for PP pupils</li> <li>Employment of Hub Maths NCETM Mastery specialist x1 days to provide CDP and to carry strategic work relevant to PP children (£3,500).</li> <li>PD Maths Leads as an advocate to PP attainment and progress. (£600-Teacher release time).</li> </ul>		
<p><b>Monitor and evaluate outcomes and quality of implementation, creating a new implementation cycle for next year</b></p> <ul style="list-style-type: none"> <li>Early identification (Term 1) of disadvantaged pupils with skills gaps</li> <li>Aspirational targets set for all disadvantaged children at the beginning of the year and monitored half termly at Pupil Progress Meetings (£3000 Teacher release)</li> <li>Pupil Progress Meetings place emphasis on attainment and progress of disadvantaged learners</li> </ul>	<p>Feedback has been shown to have a positive impact of 6+ months <b>EEF</b></p>	5, 7, 10
<p><b>Conferencing for GDS pupils</b></p> <ul style="list-style-type: none"> <li>Teacher / Pupil Conferencing with GDS pupils in Reading, and Maths Writing (£1000).</li> <li>Targeted support and CPD identified from conferencing.</li> </ul>	<p>Mastery learning has been shown to have a positive impact of 5+ months <b>EEF</b></p> <p>Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. These pupils should receive just as much focus as less academically able pupils.- <b>DFE</b></p>	10

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

**Budgeted Cost: £36,316**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Specific intervention programmes led by both Teachers and Teaching Assistants.</b></p> <ul style="list-style-type: none"> <li>• Delivery of 'Read, Write Inc' - a structured and systematic approach to the teaching of phonics (£2,500).</li> <li>• Bespoke interventions planned for pupils identified as needing support.</li> <li>• Identified disadvantaged pupils access Speech and Language therapist and interventions from specialised intervention lead (£6000).</li> <li>• TA / INA support provided in each class in the morning to support teaching of key skills (£7,000)</li> <li>• Same day interventions to address misconceptions at the point of teaching and learning.</li> <li>• Purchase of Numbotts, TT Rockstar, spelling frame and other online resources (£1500).</li> <li>• Learning Support Assistants in each class in the mornings to support core subject teaching (£10,500).</li> <li>• 1:1 or small group tuition lead by teachers (£1316 - 25% towards tuition grant)</li> </ul>	<p>Teaching Assistant interventions have been shown to have a positive impact of 4+ months <i>EEF</i></p> <p>Small group tuition has been seen to have a positive impact of 4+ months <i>EEF</i></p> <p>Oral language interventions have been shown to have a positive impact of 6+ months <i>EEF</i></p>	1, 2, 5, 7, 8
<p><b>Use of specialist computing teacher.</b></p> <ul style="list-style-type: none"> <li>• Further development of a high quality Computing curriculum and employment of Specialist Computing Teacher (£7,500).</li> </ul>	<p>Increasing access to high quality teaching is essential to allowing those with high potential to flourish. Teachers with more experience and subject specialism should be incentivised. - <i>recommendation from Potential for Success July 2018</i></p>	9, 10

## Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support (internal and external).</p> <ul style="list-style-type: none"> <li>• Employment of Deputy SENCo with a focus on SEMH (£3,500).</li> <li>• Development of bespoke THRIVE Rainbow Room for pupils at the 'being' emotional stage of development (£200)</li> <li>• Yearly license for Thrive practitioner (£1,300)</li> <li>• Development of 'Therapy Cottage' to include specialist therapists: <ul style="list-style-type: none"> <li>→ School Counsellor (£3,000)</li> <li>→ Art Therapy (£3,000)</li> <li>→ Play Therapy (£6,000)</li> </ul> </li> <li>• Delivery of additional SEMH Interventions including: <ul style="list-style-type: none"> <li>→ THRIVE (£5,000)</li> <li>→ Dog Therapy (£0)</li> </ul> </li> <li>• Employment of Behaviour Learning Mentor to provide 1:1 support, deliver Nurture provision and Lunchtime Club for pupils with SEMH (£5,000)</li> <li>• Delivery of Parent / Family Intervention Programmes: <ul style="list-style-type: none"> <li>→ Family Support Worker (£7,000)</li> <li>→ Family Thrive Programme (£2,000)</li> <li>→ Triple P Parenting Courses (£500)</li> </ul> </li> </ul>	<p>Social and emotional learning has been shown to have a positive impact of 4+ months <b>EEF</b></p> <p>Behaviour interventions have been shown to have a positive impact of 4+ months <b>EEF</b></p> <p>Parental engagement has been shown in have a positive impact of 4+ months <b>EEF</b></p>	2,3,4,6,12
<p><b>Attendance Team support.</b></p> <ul style="list-style-type: none"> <li>• Regular attendance team meetings discussing key families and providing rapid and appropriate support through external agencies such as ESBAS</li> <li>• Use of targeted attendance support through passports, letters home, parent meetings etc</li> <li>• Employment of Attendance Administrator and Attendance Lead (£4,000).</li> <li>• Weekly meetings between Attendance Lead and Attendance Administrator to review individual pupil attendance rates / patterns / trends.</li> </ul>	<p>The Department for Education (<b>DfE</b>) published research in 2016 which found that:</p> <ul style="list-style-type: none"> <li>• The higher the overall absence rate across Key Stage KS2, the lower the likely level of attainment at the end of KS2</li> <li>• Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than</li> </ul>	4

<ul style="list-style-type: none"> <li>Follow hub Attendance and Punctuality protocol and procedures.</li> <li>Attendance Passports for identified pupils (£1,000).</li> <li>Reward systems for pupils and identified families (e.g. food hampers) (£1,000).</li> <li>Subsidised extended school day provision / wrap-around care for disadvantaged pupils (£1000).</li> <li>Subsidised school uniform for disadvantaged pupils (£500).</li> </ul>	pupils that missed 10-15% of all sessions	
<b>Enriched educational experiences.</b> <ul style="list-style-type: none"> <li>Contributions towards increased number of external trips for EYFS pupils (£500)</li> <li>Curriculum focus on ensuring a range of enrichment activities for disadvantaged learners.</li> <li>Provision of wide-ranging after school extra-curricular activities (£500).</li> <li>Subsidised school trips for disadvantaged pupils. (£500).</li> <li>Lease of mini-bus for attendance and extra-curricular engagement opportunities (£3,500)</li> <li>Vouchers to offer opportunities for cultural capital (included in cost of home resource pack)</li> </ul>	<p>Students of all backgrounds should have access to high quality extra-curricular activities in order to boost essential life skills that facilitate academic attainment and future success. - recommendations from <b>Potential for Success July 2018</b></p> <p>Students of all backgrounds should have access to high quality extra-curricular activities in order to boost essential life skills that facilitate academic attainment and future success.- recommendations from <b>Potential for Success July 2018</b></p>	9, 12
<b>Parental support with home learning</b> <ul style="list-style-type: none"> <li>Increase number of EYFS parental engagement projects (e.g. EYFS curriculum events; healthy eating; oral health) (£500).</li> <li>Provision of phonics support for targeted parents (virtual) (£500).</li> <li>Home resource packs for each PP child (£15 per bag- £1000)</li> </ul>	Parental engagement has been shown in have a positive impact of 4+ months EEF	11, 12

**Total budgeted cost: £102,416**

**(Please note Parkland add in the extra funds from the school budget)**

## Pupil Premium Strategy Outcomes

### Impact Year 1 (2021-2022)

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

Intended Outcome	Success Criteria	Evidence
To improve attendance	<ul style="list-style-type: none"> <li>Attendance of DA pupils will be better than the national DA average.</li> <li>Closing the gap between DA and Non DA in school.</li> <li>Persistent absence of DA pupils has reduced.</li> </ul>	<ul style="list-style-type: none"> <li>DA attendance for the year 91.9% compared to non DA 94.1% (2.2% gap)</li> <li>In 2020-2021 the gap between DA and Non DA was 2.2% so the gap has stayed the same</li> <li>DA persistent absence has increased to 27.9% compared to non DA 12.9%</li> <li>National attendance data will be published March 2023</li> </ul>
	<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>The bespoke support that the attendance team offers is beginning to make an impact on the attendance of targeted disadvantaged families. The attendance officer works closely with families to support their needs individually to ensure a personal approach is given. This works well to encourage pupils to attend, and parents to work alongside the school.</li> <li>Overall our PA data is improving with each term, but we found an increase in withdrawal from learning forms for holiday absences which has affected our PA data, especially in Term 6.</li> <li>The new academic year 22-23 involves us continuing to promote whole class engagement and teamwork to improve attendance, highlighting those PA's before the new year starts and offering support and monitoring those targeted pupils closely. .</li> </ul>	
To improve vocabulary and spoken language	<ul style="list-style-type: none"> <li>Impact data from speech and language interventions evidence improvements</li> <li>Communication and language ELG in line or better than national</li> <li>Reduction in the amount of children requiring speech and language intervention</li> </ul>	<p><u>ELG in EYFS</u></p> <ul style="list-style-type: none"> <li>100% of PP pupils achieved Listening, attention and understanding ELG</li> <li>100% of PP pupils achieved speaking ELG</li> <li>72% of free school meal pupils achieved listen attention and understanding ELG Nationally</li> </ul> <p><u>Speech and Language interventions</u></p> <ul style="list-style-type: none"> <li>0% of the children completing the speech link have made good progress with 100% of pupils achieving or partially achieving the expected standard.</li> <li>Chn who received NELI made on average 15 points progress</li> </ul>
	<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>Language interventions have been successful so will remain</li> </ul>	

<p>To reduce the attainment gap in GLD</p>	<ul style="list-style-type: none"> <li>● Attainment of DA pupils are in line or better than non DA in GLD</li> <li>● The gap between DA and Non DA attainment in GLD has closed</li> <li>● Attainment of DA pupils is in line or better than national non DA</li> </ul>	<ul style="list-style-type: none"> <li>● 67% of PP pupils achieved GLD which is in line with Non PP who also achieved 78%</li> <li>● 49% of free school meal pupils achieved GLD Nationally compared to 67% at Parkland.</li> </ul>
<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>● DA results at Parkland are significantly better than National- continue with strategies.</li> </ul>		
<p>PP pupils receive opportunities to develop cultural capital alongside their peers.</p>	<ul style="list-style-type: none"> <li>● The Curriculum offers ample opportunities to develop cultural capital</li> <li>● All children experience outside learning</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum plans provide ample opportunities for pupils to be involved with a wealth of enrichment experiences, some examples of these include: <ul style="list-style-type: none"> <li>○ Aspirations day</li> <li>○ local area trips</li> <li>○ police and fire brigade visits</li> </ul> </li> </ul> <p>PP pupil voice July 22:</p> <ul style="list-style-type: none"> <li>● 78% of PP pupils said they had attended an after school club.</li> <li>● When asked what the best thing was one child said the best thing about Parkland was 'the clubs'</li> </ul>
<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>● Cultural capital remains a high focus in addressing the challenges for DA pupils and we will continue to use funding to allow all pupils to have enrichment experiences.</li> </ul>		
<p>To reduce the attainment gap in phonics, reading and writing</p>	<ul style="list-style-type: none"> <li>● Attainment of DA pupils are in line or better than non DA in phonics, reading and writing</li> <li>● The gap between DA and Non DA attainment in phonics, reading and writing has closed</li> </ul>	<p>Literacy EYFS</p> <ul style="list-style-type: none"> <li>● 67% of PP pupils achieved Word reading ELG compared to 86% for all pupils</li> <li>● 72% of PP pupils achieved comprehension ELG compared to 84% for all pupils</li> <li>● 67% of PP pupils achieved writing ELG compared to 78% for all pupils</li> </ul> <p>Phonics 2022</p> <ul style="list-style-type: none"> <li>● In year 1 68% of PP pupils passed their phonics compared to 84% of non PP</li> <li>● In year 2 retakes 50% of PP pupils passed their phonics compared to 33% of non PP. There are now only 4 pupils that have not passed the screening (2 PP and 2 Non PP)</li> </ul> <p>Reading attainment gap:</p> <ul style="list-style-type: none"> <li>- Year 2 -59% PP compared to 79% non PP (20% gap)</li> <li>- Year 1 45% EXS+ for PP and 76% non PP pupils(36% gap)</li> </ul> <p>Writing attainment gap:</p> <ul style="list-style-type: none"> <li>- Year 2 -59% PP compared to 79% non PP (20% gap)</li> <li>- Year 1 45% EXS+ for PP and 76% non PP pupils(36% gap)</li> </ul>

	<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>The impact of lockdown has been high on PP English.</li> <li>This will need to be a high focus next year.</li> </ul>	
To reduce the attainment gap in maths	<ul style="list-style-type: none"> <li>Attainment of DA pupils are in line or better than non DA in maths</li> <li>The gap between DA and Non DA attainment in maths has closed</li> </ul>	<p>Maths EYFS</p> <ul style="list-style-type: none"> <li>94% of PP pupils achieved Number ELG compared to 92% non PP</li> <li>94% of PP pupils achieved Numerical Pattern ELG compared to 92% non pp</li> </ul> <p>Maths attainment</p> <ul style="list-style-type: none"> <li>Year 2 -59% PP compared to 85% non PP (26% gap)</li> <li>Year 1 59% EXS+ for PP and 86% non PP pupils(27% gap)</li> </ul>
	<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>Chn from EYFS PP need to be tracked carefully to ensure we do not develop a gap in Maths attainment in KS1.</li> </ul>	
To develop social, emotional and pastoral wellbeing	<ul style="list-style-type: none"> <li>Pupil voice evidences improved wellbeing following intervention or support</li> <li>Reduction in behaviour logs for DA pupils</li> </ul>	<p>PP pupil voice July 22:</p> <ul style="list-style-type: none"> <li>81% of PP pupils say they regularly enjoy attending Parkland with 59% saying they love it. Not a single PP child said they did not enjoy school.</li> <li>68% of PP pupils report feeling very safe at Parkland</li> <li>100% of PP pupils report there is an adult they feel they can talk to if they are worried with 70% saying there are many adults they can talk to.</li> <li>When asked what their favourite thing about Parkland was, one child said, 'learning new things' , another said, 'That I have lots of friends and nice teachers'.</li> </ul> <p>Behaviour</p> <ul style="list-style-type: none"> <li>There are very few behaviour logs for PP pupils in the infants. In 2020-2021 there were 2. In 2021-2022 there were 7 but this is still incredibly low.</li> </ul>
	<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>Pupil voice around emotional wellbeing is very positive and behaviour logs are low, but these will both be a continued focus.</li> </ul>	
To ensure accurate assessment informs planning and individual provision	<ul style="list-style-type: none"> <li>Moderations show accurate assessments</li> <li>Teachers report feeling confident in using formative assessment</li> <li>Pupil conferencing embedded as part of school practice.</li> </ul>	<p>Moderation</p> <ul style="list-style-type: none"> <li>EYFS county moderation- all grades agreed</li> <li>EIP writing moderation- all grades agreed in every year group</li> <li>Moderation for Year 2 -all grading agreed</li> </ul> <p>Formative Assessment</p> <ul style="list-style-type: none"> <li>Evidence in books and learning journeys show increased use of retrieval practice.</li> <li>Teachers report increased confidence on using formative assessment- this is part of a 3 year plan so will continue to be a focus</li> </ul> <p>Pupil Conferencing</p> <ul style="list-style-type: none"> <li>Pupil conferencing has been launched.</li> <li>On track for 3 year plan.</li> </ul>
	<p><b>Review:</b></p>	

	<ul style="list-style-type: none"> <li>Formative assessment and pupil conferencing on track for 3 year plan.</li> </ul>
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## 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
NA	

## 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)**