



Parklands
Educate Together

Pupil Premium Strategy Statement

2023/24

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Parklands Educate Together
Number of pupils in school	299
Proportion (%) of pupil premium eligible pupils	20%
Academic years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	November 2023,
Date on which it will be reviewed	October 2024
Statement authorised by	Jeremy Hughes, Headteacher
Pupil premium lead	Jeremy Hughes, Headteacher
Governor lead	Kellie-Marie Niescior-Mockford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£30,000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£104,000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are high attainers or have capacity to be.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, Ukrainian refugees and young carers. The activities we have outlined in this statement is also intended to support their wider needs and well being, 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. Our strategy for delivering support and interventions is primarily to do this in blocks of more intense learning, rather than low level of support spread over a longer period of time. This is intended to provide an impetus to learning and provide precise teaching to help fill in any gaps in learning. The majority of this is bespoke to each individual or group of children, rather than specific schemes that are delivered. Some of this will be carried out at times outside of the traditional school day in order to provide more focused tutoring.

New programmes, such a Read, Write, Inc Phonics and Accelerated Reader, aim to ensure every child is a fluent reader, with significant investment in staffing and training to realise this goal. Part of this strategy includes providing additional reading books and study guides to children to increase their resources at home.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils thrive. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate that some of the steps of early reading and phonological understanding is missing. This then impacts on the children as they are not able to build on this adequately with new learning.
2	Assessments and observations indicate that disadvantaged pupils are frequently not in line with their peers in the development of writing , which can further be broken down into two areas- firstly, fine motor skills and letter formation; secondly, the ability to structure their writing in a manner that makes sense to the reader and suits a variety of purposes.
3	Classroom assessments indicate that some children are not confident in reading High Frequency Words which then limits their ability to read fluently.
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths (particularly number).</p>
5	<p>Many of our pupils demonstrate social and emotional issues, particularly the ability to self regulate or make appropriate choices at the point of an incident/ anxiety. This then has a 'knock on' effect to not only their learning, but also the learning of their peers around them.</p> <p>This needs a bespoke approach according to Individual Learning Plans to support these in an appropriate manner to have the most impact on the individual.</p>

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
Improved phonological knowledge among disadvantaged pupils.	Assessments and observations indicate significantly improved phonics knowledge for disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS1 reading assessments in 2022/23 show that more than 80% of disadvantaged pupils meet age related standards.
Improved writing attainment for disadvantaged pupils.	Disadvantaged pupils will make good progress in the development of writing, with an improvement in handwriting style and writing with purpose that makes sense to the reader.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 to show that more than 70% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved behaviour for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a reduction in adverse incidents where children are unable to regulate their behaviour or impact on the learning of others • a significant increase in participation in, and availability of, enrichment activities

Activity in this academic year 2023/24

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: **£12,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised NFER diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 4
<p>Embed a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. This year we will purchase the Read, Write, Inc Phonics programme and associated training:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>We will also purchase additional Accelerated Reader books for older children who have not yet achieved a fluent reading style in order to scaffold their choices.</p>	1
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: **£55,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>This will be delivered by a Teacher and also an HLTA.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Disadvantaged children to be provided additional books to keep in order to enhance their own resources to support home learning.</p>	<p>Reading for pleasure is essential for child development. Disadvantaged families may not have the access to books and reading material at home.</p> <p>https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf</p>	1
<p>Tutoring by qualified teacher for 2 days per week for disadvantaged pupils at risk of not meeting age related expectations.*</p>	<p>Teacher in school working with small groups across the school to provide additional support within the school day.</p>	1,2,3
<p>Additional small group interventions led by HLTA for intense blocks of work to address specific learning objectives, including:</p> <p>High Frequency Words Fine Motor Skills Reading Number Bonds</p>	<p>Using a variety of approaches specific to the Keystage will have a strong impact on learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2,3,4
<p>Additional reading sessions with a Learning Support Assistant before school to supplement</p>	<p>Additional support at home to supplement reading done at home, or where families struggle to read at home.</p>	1,3

the work being done at home and school.		
Additional booster support during holiday periods to support vulnerable learners.	Small groups of children (<20) with minimum two members of staff to undertake additional teaching sessions.	1,2,3
Teacher led interventions for individuals and groups in blocks to support learning in specific areas: Writing Reading & Comprehension Mathematical concepts	High quality teaching that is time limited but with bespoke targets will have a strong impact on learning. The interventions will be formed on a 'little and often' basis, reviewed each term.	1,2,4
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. This will begin in January 2023. This will be provided by in-house staff on flexible working arrangements. One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3,4

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

Budgeted cost: **£16,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5

Staff training on de-escalation approaches, alongside safe and positive handling techniques.	It is vital that staff understand how to de-escalate a situation and be proactive rather than reactive in their approach, however when needed, any positive handling must be conducted in a safe manner for all parties. https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf	5
Thrive training for trained professional to work with disadvantaged children	Well used and documented approach for children struggling to access learning https://www.thriveapproach.com/about-thrive/about-us	
Bespoke activities to support children disengaged with school- e.g. Cookery sessions with learning mentor, forest school activities, sports and art/ craft.	Provided by learning mentors across the school day (new appointment to role in afternoons) Play Wild for forest school	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	
Contingency fund for acute issues.	A contingency will be in place to support PP children for educational activities that might incur a cost.	All

Total budgeted cost: £83,300

**Possibility of tutoring to continue beyond 10 week period if funds allow- potentially further £6,00 to spend to continue until July 2024*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Pupil Premium numbers in the academic year 2022/23 were initially low, however we had a significant increase during the course of the year, with numbers rising from 28 to 52 where new pupils joined the school.

Data is therefore unreliable, however headline statistics for the end of year show that:

EYFS

72% Pass

Phonics

68% of children pass the Y1 phonics assessment, with 55% for Pupil Premium.

KS1 (46 children)

Reading- 54% Expected, 15% GD

Writing- 63% Expected, 2% GD

Maths- 67% Expected, 15% GD

KS2 data not available

Additional programmes such as Number Sense, RWI Phonics and Accelerated Reader have been introduced to support PP children, as research evidence suggests these can make a good impact on learning.

A significant amount of resource has been put in place to support children with SEMH needs, with learning mentor and support staff undertaking interventions.

Funding was also used to support the children access trips and extra curricular activities, which are all free of charge for disadvantaged children.

Externally provided programmes

Programme	Provider
Nil	

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration wherever we can, or signposting to local providers.
- Widen opportunities for learning to play an instrument to support broader educational goals
- Signpost parents & carers to other agencies and support within the local area on our website or Newsletters

Planning, implementation, and evaluation

In planning our pupil premium strategy, we have chosen a strategy with multiple elements to be able to support as wide a range of families as possible. Although there is support for behaviour and attendance, the bulk of support has a focus on academic progress. This will be evaluated as the year progresses as we will be able to measure impact on a more frequent basis.