



**Parklands**  
Educate Together

## **Pupil Premium Strategy Statement**

**2022/23**

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**

| <b>Detail</b>  | <b>Data</b>                                   |
|--|---|
| School name  | Parklands Educate Together                    |
| Number of pupils in school   | 222   |
| Proportion (%) of pupil premium eligible pupils                    | 17%   |
| Academic years that our current pupil premium strategy plan covers | 2021/2022 to 2023/2024                        |
| Date this statement was published                                  | November 2021, reviewed October 2022          |
| Date on which it will be reviewed                                  | October 2023                                  |
| Statement authorised by  | Jeremy Hughes, Headteacher                    |
| Pupil premium lead   | Jeremy Hughes, Headteacher                    |
| Governor lead  | Nikki Hamilton, lead for disadvantaged pupils |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £40,000 |
| Recovery premium funding allocation this academic year  | £0      |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £40,000 |

# 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 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. 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.

New programmes, such as 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. This is the priority on our SDP and complements the work with PP and disadvantaged children.

This plan complements other strategies for education recovery, such as targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. This year we have received funding for seven pupils to receive support through this programme. The programme will be delivered from January 2023 by in-house teachers and tutors.

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 <b>reading and phonological understanding</b> 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 <b>writing</b> , 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 <b>High Frequency Words</b> 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 <b>maths</b> (particularly number).</p>                          |
| 5                | <p>Many of our pupils demonstrate <b>social and emotional</b> 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 show that more than 75% of disadvantaged pupils meet the expected standard.   |
| To achieve and sustain improved behaviour for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2022/23 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a reduction in adverse incidents where children are unable to regulate their behaviour or impact on the learning of others</li> <li>• a significant increase in participation in, and availability of, enrichment activities</li> </ul> |

## Activity in this academic year 2022/23

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: **£4,000**

| 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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>   | 1, 2, 4                       |
| <p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> 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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>We will also purchase new Accelerated Reader scheme 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><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>  | 5                             |

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

Budgeted cost: **£26,000**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub based in Portishead.</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | 1                             |
| <p>Additional small group interventions led by HLTA for intense blocks of work to address specific learning objectives, including:</p> <p>High Frequency Words<br/>Fine Motor Skills<br/>Reading<br/>Number Bonds</p>   | <p>Using a variety of approaches specific to the Keystage will have a strong impact on learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> | 2,3,4                         |
| <p>Additional reading sessions with a Learning Support Assistant before school to supplement the work being done at home and school.</p>  | <p>Additional support at home to supplement reading done at home, or where families struggle to read at home.</p>  | 1,3                           |
| <p>Teacher led interventions for individuals and groups in blocks to support learning in specific areas:</p> <p>Writing<br/>Reading &amp; Comprehension</p>   | <p>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.</p>  | 1,2,4                         |

|  |  |       |
|--|--|-------|
| Mathematical concepts  |  |       |
| 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.<br><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br>And in small groups:<br><a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> | 2,3,4 |

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

Budgeted cost: **£10,000**

| 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:<br><a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>  | 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.<br><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</a> | 5                             |
| Bespoke activities to support children disengaged with school- e.g. Cookery sessions with learning   | Provided by learning mentors across the school day (new   | 5                             |



|  |   |     |
|--|---|-----|
| mentor, forest school activities, sports and art/ craft.   | appointment to role in afternoons)  |     |
| Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> 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 small contingency will be in place to support PP children for educational activities that might incur a cost.                         | All |

**Total budgeted cost: £40,000**

## 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 2020 to 2021 academic year.

Internal assessment information was very limited due to lack of data from 2020 in addition to disruption to education during the academic year, however the teacher assessment carried out in December 2020 indicated attainment is low for the majority of our disadvantaged children. This was then further disrupted in the Spring of 2021 with a further partial closure of schools.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to significant degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. We used online learning (including providing devices to families that needed them) alongside in school provision for the most vulnerable.

Although overall attendance in 2020/21 was actually higher than in the preceding year at 95.8% (an increase from 93.7%), this was due to multiple factors including school closures the previous year and significant changes to pupil numbers in school. Whilst this is therefore not a fixed priority for disadvantaged children during this academic year in terms of this document and PP spending, it remains high on our agenda in ensuring attendance is good.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. This included teacher-led interventions for the whole of Terms 5 & 6 for three days per week for disadvantaged children, focussing on children in Years 1 to 3.

We are building on that approach with the activities detailed in this plan, using high quality interventions that are bespoke to our learners. As detailed above, the strategy continues from last year to 'block' the interventions in order to provide as rapid an input as possible.

## 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 to provide intense support over a relatively short period of time rather than a longer term but less frequent approach. This will be evaluated as the year progresses as we will be able to measure impact on a more frequent basis. It is acknowledged that these bursts may have to be repeated over time to support learning.

We have introduced new monitoring systems for PP interventions to help the evaluation process.