Pupil Premium Strategy Statement
Parkland Junior School 2022-2023

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 Junior School
Number of pupils in school	249
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	December 2021 End of Year 1 review July 2022
Date on which it will be reviewed	Regular reviews throughout the year key. End of year review July 2023
Statement authorised by	Julie Prentice (Executive Headteacher)
Pupil premium lead	Sally Simpson (Head of School)
Governor / Trustee lead	Marion Ponting Sarah Benge Alison Das

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,880
Recovery premium funding allocation this academic year	£12,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£134,640

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Parkland Junior 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 special educational needs (SEND)
2	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
3	Low parental aspiration and perceived value of school attendance
4	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.
5	High number of children on the Child Protection Register.
6	Attainment reading, writing and maths is below non DA pupils
7	A high proportion of DA pupils' language is underdeveloped.
8	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.
9	Disadvantaged pupils are not targeted / challenged to achieve the greater depth standard.

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	- Attendance of DA pupils will be better than the national DA average. - Closing the gap between DA and Non DA in school - Persistent absence of DA pupils has reduced
To improve vocabulary and spoken language	- A whole school approach for Oracy has been research and developed - Data from bedrock shows improved understanding of vocabulary - Impact data from speech and language interventions evidence improvements - Reduction in the amount of children requiring speech and language intervention
PP pupils to receive opportunities to develop cultural capital alongside their peers.	- The Curriculum offers ample opportunities to develop cultural capital. - All children experience outside learning
To reduce the attainment gap in reading and writing	- Attainment of PP pupils are in line or better than non PP in reading and writing - The gap between PP and Non PP attainment in reading and writing has closed
To reduce the attainment gap in maths	- Attainment of DA pupils are in line or better than non DA in maths - The gap between DA and Non DA attainment in maths has closed - There is no gap between DA and Non DA in the multiplication check
To develop social, emotional and pastoral wellbeing	- Pupil voice evidences improved wellbeing following intervention or support - Reduction in behaviour logs for DA pupils
To ensure all children have digital access to learning at home	- Increase in the amount of DA pupils engaging with home learning - All DA pupils without technology all have devices provided by the school
To ensure accurate assessment informs planning and individual provision	- Moderations show accurate assessments - Teachers report feeling confident in using formative assessment - Pupil conferencing embedded as part of school practice.
To increase DA pupils achieving GDS	- Increase in DA pupils achieving GDS in reading, writing and maths - The gap between DA and Non DA attainment in GDS in reading, writing and maths has closed

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: £153,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Evidence informed CPD to support quality first teaching. ● Quality first teaching identifies target GDS children ● Staff training on pupil independent learning approaches & utilising feedback strategies within a lesson to deepen and secure target GDS children's understanding **(£500)**. ● Ensure training and expertise to deliver interventions; provide feedback and monitor progress ● 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)** ● CPD needs reviewed as part of appraisal cycle ● PDMs responsive from needs identified through triangulation ● Ensure all staff have access to high quality support and CPD enabling intervention leads to becoming an expert in a given area **(£800).** ● CPD to enhance formative assessment, metacognition and self-regulation approaches. **(£1,000)**	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- *EEF PP guidance* Metacognition and self-regulation has been shown to have a positive impact of 7+ months *EEF*	4, 6, 9
Develop a broad and engaging curriculum that focuses on vocabulary acquisition. ● Professional Development Leads (PD Leads) to carry out research based activities in the impact of Bedrock vocabulary to address gaps in oracy and subsequent impact on writing **(£600 -Teacher release time).** ● CPD to develop Bedrock vocabulary including the development of working walls to support depth of learning, with a focus on vocabulary.	Oral language interventions have been shown to have a positive impact of 6+ months *EEF* Much of the observed socio-econmonic gradient in attainment at age seven may be explained by children's language skills at age five *Finnegan et al., 2015* Vocabulary at age 13 strongly predicts both English and Maths at GCSE- in English Literature and Maths more strongly than pupils' socio-economic	1, 7

	background *Spencer et al.,2017*	
Continue development of a Maths Mastery approach supported by Mastery Specialists. ● Whole-school professional development in the teaching of arithmetic as a key focus area for PP pupils. ● Employment of Hub Maths NCETM Mastery specialist x1 days to carry out intervention work in Y6 and provide CDP and to carry strategic work relevant to PP children **(£3,500).** ● PD Maths Leads as an advocate to PP attainment and progress. **(£600-Teacher release time).** ● Provide a robust learning system to enable Y4 DA pupils to achieve the Maths Timetables Check. **(£191)**	Mastery learning has been shown to have a positive impact of 5+ months *EEF* Small group tuition has been seen to have a positive impact of 4+ months *EEF*	4, 6
Monitor and evaluate outcomes and quality of implementation, creating a new implementation cycle for next year ● Aspirational targets set for all children at the beginning of the year and monitored half termly at Pupil Progress Meetings (**£3500** Teacher Release).	Feedback has been shown to have a positive impact of 6+ months *EEF*	3, 4
Conferencing and scholars programme to increase offer for GDS pupils ● Teacher / Pupil Conferencing with GDS pupils in Writing **(£1000)**. ● Primary Scholars Days with a focus on GDS disadvantaged pupils across the Eastbourne Swale Primaries (History, Outdoor Learning, Computing, Writing, Maths, and Gymnastics) (**£1500**). ● Liaison with Swale secondary schools to provide weekly Scholars Programme for GDS disadvantaged pupils in a secondary setting (Maths, Drama, PE, Creative Arts, Science) (**£1500**).	Mastery learning has been shown to have a positive impact of 5+ months *EEF* 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.- DFE	9

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

Budgeted cost: £10,000 + 25% towards tuition grant - £2,500 (£12,500 total)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific intervention programmes led by both Teachers and Teaching Assistants. ● Same day interventions to address misconceptions at the point of teaching and learning. ● Purchase of Maths Flex, TT Rockstar and other online resources (**£1500**). ● Learning Support Assistants in each class in the mornings to support core subject teaching (**£10,500**). ● Targeted GDS interventions in Reading, Writing and Mathematics (£5000). ● 1:1 or small group tuition lead by teachers (**£2,500 towards tuition grant)**	Teaching Assistant interventions have been shown to have a positive impact of 4+ months EEF Small group tuition has been seen to have a positive impact of 4+ months EEF	1, 4 ,6, 9
Use of specialist computing teacher. ● Teaching and delivery of high quality Computing Curriculum, including purchase of supporting technology (**£15,000**).	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. - recommendation from *Potential for Success July 2018*	9, 10

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

Budgeted cost: £87,990

Activity	Evidence that supports this approach	Challenge number(s) addressed

Pastoral support (internal and external).
 	
● Delivery of high quality PSHE program **(£250)**.
 	
● Employment of Deputy SENCo with a focus on SEMH **(£10,000)**
 	
● Development of bespoke THRIVE Rainbow Room for pupils at the 'being' emotional stage of development **(£2,000)**
 	
● Yearly license for Thrive practitioners **(£2,500)**
 	
● ELSA training for 1 member of staff **(£2,500)**
 	
● Development of 'Therapy Cottage' to include specialist therapists:
  ➔ Family Support Worker **(£3,500)**
  ➔ School Counsellor **(£3,000)**
  ➔ Art Therapy **(£750)**
  ➔ Play Therapy **(£20,000)**
 	
● Delivery of additional SEMH Interventions including:
  ➔ THRIVE **(£5,200)**
  ➔ Dog Therapy
 	
● External intervention support **(£2000)**:
  ➔ ESBAS (Education Support for Behaviour & Attendance Service)
  ➔ Educational Psychologists
 	
● Behaviour Learning Mentors working with targeted SEMH pupils **(£10,000)**
	Social and emotional learning has been shown to have a positive impact of 4+ months *EEF*
	
	Behaviour interventions have been shown to have a positive impact of 4+ months *EEF*
	
	Parental engagement has been shown in have a positive impact of 4+ months *EEF*
		2,3,5

Attendance Team support. ● Employment of Attendance Administrator and Attendance Lead **(£5,000)**. ● Regular attendance team meetings discussing key families and providing rapid and appropriate support through external agencies such as ESBAS. ● Weekly meetings between Senior Leader and Attendance Administrator to review individual pupil attendance rates / patterns / trends. ● Follow hub Attendance and Punctuality protocol and procedures. ● Attendance Passports for identified pupils **(£200)**.	The Department for Education *(DfE)* published research in 2016 which found that: ● The higher the overall absence rate across Key Stage KS2, the lower the likely level of attainment at the end of KS2 ● 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 pupils that missed 10-15% of all sessions	3

● Reward systems for pupils and identified families (e.g. food hampers) (**£1,000**). ● Subsidised extended school day provision / wrap-around care (**£1000**). ● Subsidised school uniform (**£500**).		
Enriched educational experiences. ● Embedding of Careers and Aspirations Project ● Aspiration projects. For example: University of Sussex Explorers Programme (**£500**), Digital Leaders (**£500**). ● Provision of wide-ranging after school extra-curricular activities (**£500**). ● Lease of mini-bus for attendance and extra-curricular engagement opportunities (**£3,500**) ● Subsidised school trip including Year 6 residential (**£500**). ● Vouchers to offer opportunities for cultural capital (included in cost of home resource pack)	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 *Potential for Success July 2018* 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 *Potential for Success July 2018*	8, 10
Support with home learning ● Survey pupil access to home digital access. Purchase set of Chromebooks for remote learning in the event of a bubble lockdown ● Maintaining digital technology and access to e.g. chrome books for Y6 and other disadvantaged learners without access to a device / internet at home **(£6,000).** ● Home resource packs for each PP child **(£15 per bag- £1395)**	"Where pupils continue to experience barriers to digital remote education, we expect schools to work to overcome these barriers. "This could include distributing school-owned laptops and providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work." *-DFE* Parental engagement has been shown in have a positive impact of 4+ months *EEF*	4

Total budgeted cost: £53,690

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and results will not be used to hold schools to account.

Please see the link below for progress outcomes against the 2020-21 Pupil Premium Strategy:

Link to Pupil Premium Report 2020-21

Impact Year 2 (2022-2023)

Intended Outcome	Success Criteria	Evidence
To improve attendance	• Attendance of DA pupils will be better than the national DA average. • Closing the gap between DA and Non DA in school. • Persistent absence of DA pupils has reduced.	•
	Review: • Higher numbers of PA than in previous years, caused by the rise in anxiety due to covid, and the high number of families with covid all isolating together. Disadvantaged families also have the additional issue of trying to get their children to school if one child has Covid.- lack of support from friends and family members. • Further support has been provided, such as parent coffee mornings, workshops, meetings with individual families and signposting families to the outside agencies for support. We hope to see a huge improvement in our PA attendance and overall attendance figures moving into the next academic year.	

To improve vocabulary and spoken language	- A whole school approach for Oracy has been research and developed - Data from bedrock shows improved understanding of vocabulary - Impact data from speech and language interventions evidence improvements - Reduction in the amount of children requiring speech and language intervention	
	Review: - Language interventions have been successful so will remain - Oracy's development will focus on refining the oracy curriculum structure across all areas of the curriculum.	
PP pupils to receive opportunities to develop cultural capital alongside their peers.	- The Curriculum offers ample opportunities to develop cultural capital. - All children experience outside learning	
	Review: 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.	
To reduce the attainment gap in reading and writing	- Attainment of PP pupils are in line or better than non PP in reading and writing - The gap between PP and Non PP attainment in reading and writing has closed	
	Review:	

	●	
To reduce the attainment gap in maths	● Attainment of DA pupils are in line or better than non DA in maths ● The gap between DA and Non DA attainment in maths has closed ● There is no gap between DA and Non DA in the multiplication check	
	Review: ● Continue to work on embedding mastery curriculum ● New teachers to receive mastery maths support from Maths Hub leader	
To develop social, emotional and pastoral wellbeing	● Pupil voice evidences improved wellbeing following intervention or support ● Reduction in behaviour logs for DA pupils	
	Review: ● Review those children who reported not feeling safe on the survey (2 children) and complete individual pupil voice with DSL to identify issues ● Ensure all staff are made aware of the 8 children who said they would not tell an adult if they were worried about something to ensure they have more check-ins and build a relationship with a key member of staff in their year.	
To ensure all children have digital access to learning at home	● Increase in the amount of DA pupils engaging with home learning ● All DA pupils without technology all have devices provided by the school	
	Review: ● 7 children identified they never completed homework. Review pupils and ensure they have appropriate provision to complete homework. New teachers to meet with parents and child to set expectations of home learning. ● Redistribute chrome books as needed.	

To ensure accurate assessment informs planning and individual provision	- Moderations show accurate assessments - Teachers report feeling confident in using formative assessment - Pupil conferencing embedded as part of school practice.	•
	Review: Formative assessment and pupil conferencing on track for 3 year plan. Both will be on the whole school strategic plan next year.	
To increase DA pupils achieving GDS	- Increase in DA pupils achieving GDS in reading, writing and maths - The gap between DA and Non DA attainment in GDS in reading, writing and maths has closed	
	Review: Although the gap between PP and Non PP is closing across the school the amount of PP children achieving GDS at the end of KS2 still remains a focus. We will continue with strategies as part of 3 year plan.	

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further Information (optional)