



Parkland Federation Pupil Premium Statement 2018-19



Pupil Premium				
	Parkland Infant School		Parkland Junior School	
	2017-18	2018-19	2017-18	2018-19
Total number of pupils on roll	178	179	233	233
Total number of pupils eligible for Pupil Premium Grant	31	45	71	68
Pupil Premium Allocation	£40 920	£59 400	£93 720	£89 760

Nature of Support				
	Parkland Infant School		Parkland Junior School	
	2017-18	2018-19	2017-18	2018-19
Focus on learning and the curriculum	83%	74%	69%	55%
Focus on well-being	5%	15%	18%	22%
Focus on enrichment and engagement	12%	11%	13%	23%

Our School
The Parkland Federation comprises Parkland Infant School and Parkland Junior School; the schools share the same large site in Hampden Park, Eastbourne. The Federation has recently (September 2017) joined the Swale Multi-Academy Trust and is now part of a small 'hub' of schools in Eastbourne who are working collaboratively together to improve the outcomes for all of our children.
Parkland Federation is a two-form entry school, normally admitting 30 per class. We are fortunate to have Jumping Beans Nursery sharing our site. The Infant School, in particular the Early Years Team, work closely with the nursery staff to ensure a smooth transition for those children who move from Jumping Beans to the school. The vast majority of children in the Infants move to the Junior School but we do also have children joining from neighbouring schools in Year 3.
<ul style="list-style-type: none"> • The percentage of pupils eligible for the Pupil Premium Grant is 25% in the Infant School and 29 % in the Junior School. The national average is 27%. • The percentage of pupil with Special Educational Needs is 13% in the Infant School and 15% in the Juniors; compared with 14.4% nationally and 12% within East Sussex. • The percentage of pupils with a Statement or Education Health Care Plan is 1.1% in the Infants and 1.3 % in the Juniors; compared to 2.8% nationally and 1.6% in East Sussex.
We are a truly inclusive learning establishment; everyone in our schools works together to ensure that every child is recognised and treated as an individual. We want to foster a love of learning that the children will take with them as they go through life. We all learn by experience and have different learning styles. Our teachers know this and provide a wealth of learning activities and teaching strategies to accommodate these.
We have a rigorous system of monitoring and assessment to ensure our standards remain high. There is consistency and any issues are identified early so appropriate strategies can be implemented.
Our Principles
AIMS The Parkland Federation promotes aspirations, curiosity and creativity. A love of learning and high achievement by all is encouraged by helping children to: <ul style="list-style-type: none"> • develop enquiring minds, critical thinking skills, a thirst for knowledge and a love of learning; • have high self-esteem and respect and care for themselves, others and the world in which they live;



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- achieve high standards in all areas of the curriculum, making outstanding progress no matter what their starting point;
- develop information technology skills needed for the future;
- be motivated, self-disciplined and confident;
- be able to work independently, co-operatively and collaboratively in a variety of situations;
- be adaptable and flexible in an ever changing world;
- be able to fulfil themselves socially, physically, academically, emotionally, culturally and morally to the best of their abilities.

MISSION

We provide and ensure:

- a happy, friendly, caring environment, which is safe and secure and allows children the right to be wrong;
- a rich, stimulating, structured learning environment;
- access to a broad, balanced, challenging curriculum appropriate to the needs of each child and which provides a wealth of learning experiences both in and out of school - securing a firm foundation of knowledge and skills on which to build for the future;
- a committed, motivated, dedicated and highly skilled staff which secures high quality teaching which will both challenge and support pupils' learning;
- quality teaching and learning resources which are appropriately varied and up to date;
- that everyone involved with school – staff, governors, parents and children work as a team for the good of all involved.

We are committed to these Aims and Mission and constantly strive for improvement.

Main Barriers to Learning

Across the Federation there are similar themes and trends that have been identified; however there are also some differences between the Infant and Junior School.

The barriers have been identified through data analysis, gaps analysis carried out by teaching staff, needs questionnaires and historical outcomes.

Infant School	Junior School
<ul style="list-style-type: none">• EYFS starting points are significantly below national standards.• Low baseline upon entry in Reception for expressive and receptive Speech and Language skills.• Year 1 Phonics as a result of a significant number of children with speech and language difficulties.• Children going on to achieving the higher standard.• Parental engagement and attendance of disadvantaged groups.• The attainment of dual vulnerability children (disadvantaged children who also have SEND).• Significant emotional and behavioural needs of our disadvantaged pupil group.	<ul style="list-style-type: none">• Low number of children arriving in Year 3 achieving the higher standard at KS1.• Parental engagement and attendance of disadvantaged groups.• The attainment of dual vulnerability children (disadvantaged children who also have SEND).• Significant emotional and behavioural needs of our disadvantaged pupil group.

Objectives in Spending our PPG

As a Federation many of our objectives are the same across both schools. As a result, we share staffing and expertise across the Infants and Juniors to ensure consistency and improved outcomes for all pupils.

Attendance remains a priority, particularly with disadvantaged pupils. We are therefore maintaining a dedicated Attendance Officer and Attendance Administrative Assistant to work across the Federation to support families who are



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struggling to maintain a high level of attendance.

Improving parental engagement across the Federation will be supported by developing the role of an experienced and expert Family Support Worker; who will focus on a caseload of vulnerable families to support and engage thereby improving outcomes.

Supporting the emotional well-being and mental health of our vulnerable pupils remains another priority. We are therefore making funds available to maintain the services of a play therapist and a 1:1 counsellor.

The THRIVE approach has proven to be successful in supporting children with attachment issues and emotional needs. We will therefore be using some of our funding to provide further training for individual staff and maintain the fully trained THRIVE practitioners in school.

A high percentage of our disadvantaged pupils also have SEN. Ensuring that support remains in place for them (e.g. learning mentors, TAs and INAs) who are appropriately trained is a continuing priority.

Infant School	Junior School
Focus for improving outcomes of disadvantaged pupils: <ul style="list-style-type: none">● KS1 Attainment at Greater Depth in all areas.● Year 1 Phonics.● EYFS achieving Good Level of Development.● A high proportion of our disadvantaged pupils also have significant speech and language issues we are therefore funding dedicated delivery of high quality speech and language interventions.	<ul style="list-style-type: none">● Attainment and Progress through quality first teaching at KS2 must be a key funding priority; specifically in Reading and Maths with children achieving the expected standard● Collaboration across the federation working towards shared outcomes for all children.● Supporting the behaviour and emotional well-being of our pupils remains a priority and we will continue to fund Behaviour and Learning Mentors in the Junior School to work with and improve the outcomes for some of our most challenging pupils.



Looking Back

2017-18 Evaluations



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Looking Back – A Review of Pupil Premium Expenditure 2017-2018

Parkland Infant School			
LEARNING AND THE CURRICULUM			
Staffing			
Rationale: <i>'The most successful schools are thorough in their monitoring of every pupil and thorough in their knowledge of every child.' – (A practical Guide to the Pupil Premium).</i>			
<i>'Quality of teaching and learning counts most. Schools that create the best outcomes for pupils, recruit, train and retain great teachers and support staff.' (A Guide to the Pupil Premium).</i>			
'Quality of teaching is an important driver of pupil attainment and a range of other outcomes. Professional development and staff deployment are important tools for improving the quality of teaching that pupils receive.'(Education Endowment Foundation).			
At The Parkland Federation we believe that staff are our most valuable resource and that having dedicated staff responsible for specific areas related to vulnerable and disadvantaged groups means support can be quickly identified and targeted appropriately.			
In addition to this the Education Endowment Foundation showed that research regarding the use of Teaching Assistants reveals that those children taught in one-to-one or small groups using targeted interventions make approximately three to four months additional progress.			
Year Group	Item/Project	Cost	Objective
All Years	Pupil Premium Lead	£3755.10	<ul style="list-style-type: none">• Leading the implementation of the pupil premium strategy for diminishing the difference.• Monitoring and reporting on progress made.• Raising staff awareness of the Pupil Premium Strategy.• Working with the Assessment lead to monitor impact and data.• Ensuring quality first teaching and sharing best practice.
Outcome Measures: This year's EYFS and KS1 results are now significantly above or at least in line with national disadvantaged but differences still remain against both non-disadvantaged nationally and in school. In some cases we have diminished the difference (highlighted green).			
EYFS <ul style="list-style-type: none">→ 56.3% of FSM pupils achieved GLD; up 16% since 2017 and now in line with the national % for the same group of pupils (56.5%).→ The difference between FSM pupils and National Non FSM pupils (18.2%) is in-line with the national figures (17.9%).			
KS1 SATS data Reading EXS <ul style="list-style-type: none">→ Disadvantaged pupils achieving EXS (80.0%) is significantly above national disadvantaged (62.2%).→ In school gap between disadvantaged vs non-disadvantaged pupils EXS = -1.5%; significantly narrowing from the previous year where the gap was -29.1%.→ % difference between disadvantaged and national disadvantaged has diminished (+17.8%).% difference between disadvantaged pupils and national non-disadvantaged pupils achieving EXS has diminished (-1.5%); and significantly narrowed from the previous year (29.1% gap).			
Writing EXS			



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- % of disadvantaged pupils achieving EXS (80.0%) is significantly above national disadvantaged (55.1%).
- In school gap between disadvantaged vs non-disadvantaged pupils achieving EXS has diminished (disadvantaged pupils outperforming non by 8.6%), and significantly narrowed from the previous year where the gap was -35.7%.
- % difference between disadvantaged and national disadvantaged has diminished (+6.6%).
- % difference between disadvantaged pupils and national non-disadvantaged pupils achieving EXS (-6.6%) is better than the local figure (16.7%). National results not available.

Mathematics EXS

- % of disadvantaged pupils achieving EXS (80.0%) is significantly above national disadvantaged (62.7%).
- In school gap between disadvantaged and non-disadvantaged pupils achieving EXS has diminished (-1.6%), and significantly narrowed from the previous year where the gap was -42.6%.
- % difference between disadvantaged and national disadvantaged has diminished (+0.7%).
- % difference between disadvantaged pupils and national non-disadvantaged pupils achieving EXS (-0.7%) is better than the local figure (17.5%). National results not available.

Work still needs to be done in diminishing the difference of children achieving the higher standard in all areas.

All Years	SENCO	£3755.10	<ul style="list-style-type: none">● Managing and co-ordinating provision for pupils with special educational needs.● Monitoring and reporting on progress made.● Ensuring quality first teaching and sharing best practice.● Working with the Assessment lead to monitor impact and data.● Work with other professional agencies to ensure appropriate support for pupils.● Work with parents to ensure the best support and progress for their children.
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Outcome Measures:

12 of the 44 disadvantaged children (27%) in KS1 are dual vulnerability. We have seen improved outcomes for our SEN support and EHCP children in almost every area

Reading EXS

- % of SEN Support Pupils achieving EXS (50.0%) is above the national figure for the same group of pupils (33.2%). This is 16.8% above.
- % of Statement / EHC Pupils achieving EXS (50.0%) is above the national figure for the same group of pupils (12.8%). This is 37.2% above.

Writing EXS

- % of SEN Support Pupils achieving EXS (0%) is below the national figure for the same group of pupils. (24.3%). This is 24.3% below.
- % of Statement / EHC Pupils achieving EXS (50.0%) is above the national figure for the same group of pupils (9.1%). This is 40.9% above.

Mathematics EXS

- % of SEN Support Pupils achieving EXS (62.5%) is above the national figure for the same group of pupils. (36.0%). This is 26.5% above.
- % of Statement / EHC Pupils achieving EXS (0%) is below the national figure for the same group of pupils (13.3%). This is 13.3% below.

Mathematics GDS

- % of SEN Support Pupils achieving GDS (12.5%) is above the national figure for the same group of pupils (5.1%). This is 5.4% above.



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All Years	Teaching Assistants	£8,000	<ul style="list-style-type: none">Working with the class teacher to deliver quality first teaching.Deliver high quality targeted interventions.Work with individual and small groups of children to provide support for learning.
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Outcome Measures:

TA's provided phonics interventions and Phonics data in year 1 and 2 can be seen below:

- Year 1 = 62.5% up from 60% last year; diminishing the national difference from 24% to 22%
- Year 2 = 85.7% down from 87.5% last year; and the national difference grew from 6% to 8%

Our TAs also ran Maths interventions and KS1 outcomes showed:

- % of disadvantaged pupils achieving EXS (80.0%) is significantly above national disadvantaged (62.7%).
- The in school gap between disadvantaged and non-disadvantaged pupils achieving EXS has diminished (-1.6%), and significantly narrowed from the previous year where the gap was -42.6%.
- % difference between disadvantaged and national disadvantaged has diminished (+0.7%).
- % difference between disadvantaged pupils and national non-disadvantaged pupils achieving EXS (-0.7%) is better than the local figure (17.5%).

All years	Additional Needs Assistants	£1,800	<ul style="list-style-type: none">Provide additional support for individual (pupil premium) children who have special educational needs.Help deliver the targeted support and interventions outlined in additional needs plans and EHC plans.
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Outcome Measures:

For our 2 children with EHC plans their KS1 outcomes data showed progress scores of:

- Reading EXS was 50% maintained from 2017 but the in school gap grew from 31% to 38%.
- Writing EXS was 50% improved from 0% in 2017 and the in school gap diminished from 79% to 36%.
- Maths EXS was 0% maintained from 2017 but the in school gap grew from 81% to 88%

There were no children in EYFS with an EHC plan but in Year 1 our only child with an EHC plan achieved the expected standard in their Phonics assessment.

All Years	Speech and Language Teaching Assistant	£7688.50	<ul style="list-style-type: none">Carry out Language Link and Speechlink assessments.Deliver speech and language interventions to identified children.Share strategies and support with class teachers.
All Years	Specialist Speech and Language support <ul style="list-style-type: none">Access to specialist support from a trained speech and language therapy assistant	£,881	<ul style="list-style-type: none">Work with small groups of identified children to deliver targeted speech and language support.Provide support, advice and training to the school Teaching Assistant.Liaise with class teachers and the SENCo to ensure quality first teaching.
All Years	Speech and Language training	£945	<ul style="list-style-type: none">Level 4 training delivered by CLASS.Teaching Assistant is better qualified to support identified children.

Outcome Measures:

Specialist speech and language teaching assistance was provided for 25 children in 2017-18 12 of whom were PP children (45%).

An additional 9 children had access to a trained speech and language therapist 3 of whom were PP children (33%)

Those receiving support from a therapist saw all 3 pass their final assessment and 1 child be discharged from SALT support for 2018-19. On average their scores improved from an initial 44 out of 59 to a final assessment of 53 out of 59.



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Of those 12 children supported by trained speech and language TAs; the in-class average progress in SS = +16 and PR = +26

Resources

Rationale:

The EEF Toolkit shows that on average the effective use of ICT and digital technology can make approximately four months additional progress.

We know from the EEF Toolkit that children who take part in early interventions and phonics teaching make on average 4-5 months additional progress.

Year Group	Item/Project	Cost	Objective
All Years	Lexia ICT licence	£2,000	<ul style="list-style-type: none">• Reading programme that can be accessed by children at home as well as school.• Individualised programmes and activities to develop reading skills.

Outcome Measures:

Lexia has contributed towards our improved **KS1 Reading EXS**

- Disadvantaged pupils achieving EXS (80.0%) is now significantly above national disadvantaged (62.2%).
- The in school gap between disadvantaged vs non-disadvantaged pupils EXS = -1.5% significantly narrowing from the previous year where the gap was -29.1%.
- % difference between disadvantaged and national disadvantaged has diminished (+17.8%).
- % difference between disadvantaged pupils and national non-disadvantaged pupils achieving EXS has diminished (-1.5%); and significantly narrowed from the previous year (29.1% gap).

All Years	Read, Write inc	£2,500	<ul style="list-style-type: none">• Structured and systematic programme to support the teaching of literacy.
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Outcome Measures:

Read, Write, Inc has had a very positive impact. The % of Year 1 pupils meeting the expected standard has increased from 81% (2017) to **88%** (2018).

All years	Entrepreneurial staff initiatives	£1,500	<ul style="list-style-type: none">• Provide a budget that staff can apply for funds to run their own projects or initiatives that will impact children's learning experiences and help them make rapid gains in progress.
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Outcome Measures:

ESBAS transition project identified 4 disadvantaged children that may have struggled moving from the infant to junior school. Each were offered 6 sessions with an ESBAS support worker to develop skills for dealing with change and building emotional resilience.

Parkland Infant School

WELLBEING

Rationale:

As a Federation we recognise our role in supporting the whole child and helping them to develop the skills and resilience they need to become a healthy positive adult.

School should be a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems (Department for Education 2014).

The EEF toolkit shows that children who take part in behaviour interventions or have explicit teaching around social and emotional learning make between 3 and 4 months additional progress.

Year Group	Item/Project	Cost	Objective
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All years	Thrive: Yearly license Training Practitioner	£1,275	<ul style="list-style-type: none"> To remove barriers to learning and help those identified children access the full curriculum and make at least expected progress.
All years	Play Therapy	£750	<ul style="list-style-type: none"> Play therapy once a week for identified children to help identify and remove barriers to learn. Build emotional resilience and improve well being. Address behaviour concerns.
All years	Dog Therapy	£0	<ul style="list-style-type: none"> Provide pet therapy once a week for vulnerable pupils to improve well-being.

Outcome Measures:

Reduction in behaviour incidents 2016-17 = 100; reduced to 65 in 2017-18 due improved training of staff through THRIVE strategies in building relationships with the children and this leading to greater levels of early identification and responding quickly to children needs; which in turn reduced the number of behaviour incidents across the school.

41 sessions of absence due to exclusions in 2017 -18; falling from 46 in 2016-17.

Play therapy was provided for 6 children and 4 were provided private counselling.

All 36 children spent time in Dog therapy and a case study of 1 child in Year 2, on a part time table in term 2 with a number of exclusions, was on a full-time timetable following play, dog therapy and THRIVE support.

Parkland Infant School

ENRICHMENT AND ENGAGEMENT

Parental Engagement and Attendance

Rationale:

'Parental engagement has a large and positive effect on children's learning. It is therefore a priority to identify interventions that are effective in supporting parental involvement, particularly those parents who are either not significantly involved in their children's education, or who are not involved at all.' (Gov.uk)

The Education Endowment Foundation toolkit shows that parental engagement has a positive impact on accelerating pupil progress.

Good attendance (defined as above 95%) is shown to have a significant impact upon progress and attainment for all children. In fact 90% of pupils who have attendance below 85% fail to get 5 GCSES.

Year Group	Item/Project	Cost	Objective
All years	Attendance Officer	£2051.96	<ul style="list-style-type: none"> Monitor the attendance of all pupils and identify patterns and trends. Support families where attendance drops below 95% to improve attendance. Work with ESBAS to support and manage pupils and families where attendance is an ongoing issue.
All years	ESBAS Attendance support	£325	<ul style="list-style-type: none"> Support the attendance officer to work with families where attendance is an issue. Support the school to ensure attendance is consistently good.
All years	Parent Support worker	£1025.98	<ul style="list-style-type: none"> Meet with parents to support with issues that are impacting upon their child's access to education. Signpost parents to appropriate services and support. Liase with other agencies to ensure families are fully engaging with services and there is a linked up package of support.



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			<ul style="list-style-type: none"> • Provide key work support to identified families to remove barriers to learning for their children.
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Outcome Measures:

Attendance for 2017 - 18 finished with 94.6% for disadvantaged vs 96.1% non-disadvantaged, **this saw a diminishing of the difference by 0.8%** from 2016 - 17 where attendance was 93.8% for disadvantaged vs 96.1% non-disadvantaged.

In 2017-18 we reduced the number of persistent absences where 14 children were PA with 11 of those disadvantaged, against 21 PA in 2016-17 when 17 were disadvantaged.

Enrichment Activities and The Wider School Community
Rationale:

Outdoor learning, sports, arts and ‘wrap-around’ care in the form of before and after school clubs consistently show positive benefits on academic learning and wider outcomes such as self-confidence and resilience. On average children who take part in these activities make an additional three months progress (EEF Toolkit).

Year Group	Item/Project	Cost	Objective
All years	School Trips	£250	<ul style="list-style-type: none"> • Reinforcing skills in the classroom in another environment. • Provide hand-on experiences. • Develop engagement and excitement around learning.

Outcome Measures:

Trips ranged from going to the local post office and library to Blackberry Farm; and all 36 children received free spaces to attend these valuable school trips.

All years	Before and After School clubs <ul style="list-style-type: none">• After school clubs• Sports clubs run by premier sport• Breakfast Buddies	£1,250	<ul style="list-style-type: none"> • Ensure all children have access to enrichment activities to develop their interests, skills and experiences
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Outcome Measures:

21 of the 26 PP children in Year 1 - 2 attended at least 1 after school club last year (81%). In total they attended 51 different after school clubs with a peak in Term 4 (15 clubs attended each week). Clubs included activities such as dance and athletics.

10 children attended ‘Breakfast Buddies’ last year; this was aimed at increasing attendance where we saw 50% of the children improve over the course of the year.

One child in Year 1 was significantly increasing in confidence and able to build effective skills in play as a direct result of Breakfast Buddies before school.

Through let’s get cooking 14 children received free spaces to develop parental engagement and healthy eating habits for some of our most disadvantaged children.

All years	School uniform and equipment	£200	<ul style="list-style-type: none"> • Ensure all children are well equipped for learning in suitable clothing and shoes with the correct resources
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Outcome Measures:

36 children received a free jumper at the start of the year and during the course of the year other material deprivation needs were met e.g. shoes and coat etc.

Total Pupil Premium Allocation	£40 920
Total Spend	£40 952.64



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Parkland Junior School			
LEARNING AND THE CURRICULUM			
Staffing			
<p><i>'The most successful schools are thorough in their monitoring of every pupil and thorough in their knowledge of every child.' – (A practical Guide to the Pupil Premium).</i></p> <p><i>'Quality of teaching and learning counts most. Schools that create the best outcomes for pupils, recruit, train and retain great teachers and support staff.' (A Guide to the Pupil Premium).</i></p> <p><i>'Quality of teaching is an important driver of pupil attainment and a range of other outcomes. Professional development and staff deployment are important tools for improving the quality of teaching that pupils receive.' (Education Endowment Foundation).</i></p> <p>At The Parkland Federation we believe that staff are our most valuable resource and that having dedicated staff responsible for specific areas related to vulnerable and disadvantaged groups means support can be quickly identified and targeted appropriately.</p> <p>In addition to this the Education Endowment Foundation showed that research regarding the use of Teaching Assistants reveals that those children taught in one-to-one or small groups using targeted interventions make approximately three to four months additional progress.</p>			
Year Group	Item/Project	Cost	Objective
All years	Pupil Premium Lead	£5,000	<ul style="list-style-type: none">• Leading the implementation of the pupil premium strategy for diminishing the difference.• Monitoring and reporting on progress made.• Raising staff awareness of the Pupil Premium Strategy.• Working with the Assessment lead to monitor impact and data.• Ensuring quality first teaching and sharing best practice.
Outcome Measures: This year KS2 results against national have significantly declined since 2017 but in some cases (highlighted green) differences have been diminished. KS2 SATS results can be seen below: RWM: PP = 35% (-2% from 2017) Non PP = 70% (+26%) In school Gap = -35%; grown by 28% since last year Gap to national non PP = -35%; grown by 4% Reading: PP= 41% (-6% from 2017) Non PP = 80% (+19%)			



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In school Gap = -39%; grown by 25% since last year
Gap to national non PP = -38%; grown by 8%

Writing

PP = 65% (+12% from 2017)

Non PP = 75% (+9%)

In school Gap = -10%; diminished by 3%

Gap to national non PP = -18%; diminished by 11%

Maths:

PP = 35% (-12% from 2017)

Non PP = 75% (+19%)

In school Gap = -40%; grown by 31% since last year

Gap to national non PP = -45%; grown by 12%

GPS

PP = 35% (-18% from 2017)

Non PP = 85% (+19%)

In school Gap = -49%; grown by 36% since last year

Gap to national non PP = -47%; grown by 18%

Alongside an increased percentage of good / outstanding teaching:

- 15% judged as Outstanding
- 81% judged as Good; increased by 10% since 2017
- 4% requiring improvement; reduced by 10% since 2017
- and 0% inadequate

This role ensures a consistent implementation of practice and expectations across school. The impact of disadvantaged leadership is also evident across the rest of the analysis within this document.

All Years	SENCO	£5,000	<ul style="list-style-type: none">• Managing and coordinating provision for pupils with special educational needs.• Monitoring and reporting on progress made.• Ensuring quality first teaching and sharing best practice.• Working with the Assessment lead to monitor impact and data.• Work with other professional agencies to ensure appropriate support for pupils.• Work with parents to ensure the best support and progress for their children.
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Outcome Measures:

All 8 SEN support or EHCP children in Year 6 were also disadvantaged, and in KS2 19 out of 63 disadvantaged children are dual vulnerability (30%). This has affected both outcomes and progress scores at KS2.

Writing and Maths were the only areas where 1 of the 5 SEN support children achieved the expected standard (20%) but this is an improvement since 2016 where no children achieved expected standard in any area. Progress scores are significantly below in both **Reading -1.3 and Maths -6.7**, but not significant in **Writing -2.3**

All Years	Teaching Assistants	£25,000	<ul style="list-style-type: none">• Working with the class teacher to deliver quality first teaching.• Deliver high quality targeted interventions.• Work with individual and small groups of children to provide support for learning.
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Outcome Measures:

While we saw improvements in the classroom and a positive impact on behaviour for learning with a **reduction in behaviour incidents: 2016-17 = 1353 reduced to 2017-18 = 799**; this didn't translate into improved outcomes for our children in KS2.



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Behaviour in the classroom has improved through training of TA staff with THRIVE strategies in building relationships with the children. This is leading to greater levels of early identification and quick responses to children needs; which in turn reduces the number of behaviour incidents across the school.

However, this didn't have the impact on outcomes in progress and attainment we hoped for. We are confident that this will produce long term results for our disadvantaged children and will continue to form part of our PP strategy. Spending on TA staffing will be reviewed in 2018-19 to ensure that we are making the most impact with our available PP grant.

All years	Additional Needs Assistants	£12,000	<ul style="list-style-type: none"> Provide additional support for individual (pupil premium) children who have special educational needs. Help deliver the targeted support and interventions outlined in additional needs plans and EHC plans.
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Outcome Measures

For our 3 children with EHC plans their KS2 outcomes data showed progress scores of:

- Reading was -8.4 improved from -13.4 in 2017; and the in school gap diminished from 10.4 to 4.0
- Writing was -1.7 improved from -3.0 in 2017 but the in school gap grew from 0.4 to 2.6
- Maths was -11.6 grew from -9.6 but the in school gap grew from 6.3 to 6.8

All Years	Learning Mentors	£10,000	<ul style="list-style-type: none"> To work with identified children to remove barriers to learning. To support individual pupils to access their classroom and the full curriculum
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Outcome Measures:

Reduction in behaviour incidents 2016-17 = 1353 reduced to 2017-18 = 799 due to improved training of Behaviour Learning Mentors through THRIVE strategies in building relationships with the children. This leads to greater levels of early identification and responding quickly to children needs; which in turn reduces the number of behaviour incidents across the school.

Year 6	Specialist support for writing	£0	<ul style="list-style-type: none"> Teacher from link secondary school to work with groups of year 6 pupils to develop writing to at least expected level.
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Outcome Measures:

Writing was a key area of improved outcomes at KS2 in 2017-18

Writing

PP = 65% (+12% from 2017)

Non PP = 75% (+9%)

In school Gap = -10% diminished by 3%

Gap to national non PP = -18% diminished by 11%

This contributed towards an improved progress score of +0.6 up from -3.3 in 2017

Resources

Rationale:

The EEF Toolkit shows that on average the effective use of ICT and digital technology can make approximately four months additional progress.

We know from the EEF Toolkit that children who take part in early interventions and phonics teaching make on average 4-5 months additional progress.

All Years	Maths Stops – ICT resource	£150	<ul style="list-style-type: none"> Provide high quality maths problem solving resources to use with pupils. Develop systematic problem solving skills
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Outcome Measures:

This was budgeted for 2017-18 but a change in the teaching approach to Maths during the course of the year meant that this program was made redundant.



Parkland Federation Pupil Premium Statement 2018-19



All years	Entrepreneurial staff initiatives	£7,500	<ul style="list-style-type: none">Provide a budget that staff can apply for funds to run their own projects or initiatives that will impact children's learning experiences and help them make rapid gains in progress.
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Outcome Measures:

ESBAS transition project identified 4 disadvantaged children that may have struggled moving from the junior school to secondary school. Each were offered 6 sessions with an ESBAS support worker to develop skills for dealing with change and building emotional resilience.

Parkland Junior School

WELLBEING

Rationale:

As a Federation we recognise our role in supporting the whole child and helping them to develop the skills and resilience they need to become a healthy positive adult.

School should be a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems. (Department for Education 2014)

The EEF toolkit shows that children who take part in behaviour interventions or have explicit teaching around social and emotional learning make between 3 and 4 months additional progress.

Year Group	Item/Project	Cost	Objective
All years	Learning Mentors	£10,000	<ul style="list-style-type: none">To work with identified children to remove barriers to learning.To support children with social, emotional and mental health issues to improve their life chances and improve behaviour within schoolTo deliver specific interventions aimed at developing emotional literacy skills, social skills, behaviour management and improving aspirations

Outcome Measures:

Reduction in behaviour incidents 2016-17 = 1353 reduced to 2017-18 = 799 due to improved training of staff through THRIVE strategies in building relationships with the children and this leading to greater levels of early identification and responding quickly to children needs; which in turn reduces the number of behaviour incidents across the school.

152 sessions of absence due to exclusions in 2017 -18; fell from 177 in 2016-17

This has also been shown in pupil voice and emotional assessments over the course of the year.

With an increase in emotional well-being we can be confident from Sutton Trust research that this will be reflected in academic outcomes as-well.

All years	Thrive license and training	£1,275	<ul style="list-style-type: none">To remove barriers to learning and help those identified children access the full curriculum and make at least expected progress.
All years	Play Therapy	£750	<ul style="list-style-type: none">Play therapy once a week for identified children to help identify and remove barriers to learn.Build emotional resilience and improve well being.Address behaviour concerns.
All Years	Counselling	£3,000	<ul style="list-style-type: none">Provide specialist counselling support for identified children using Fegans Counselling Service.
All years	Specialised well – being training Provide counselling training for individual staff	£2,250	<ul style="list-style-type: none">Develop in-house skills of staff to deliver counselling and Thrive support.



Parkland Federation Pupil Premium Statement 2018-19



	Provide Thrive training for staff		
All years	Dog Therapy	£0	<ul style="list-style-type: none"> Provide pet therapy once a week for vulnerable pupils to improve well being.

Outcome Measures:

1 child received specialist ESBAS intervention in 2017-18 and 3 were provided counselling.

1 child also took part in play therapy.

THRIVE sessions included 23 children with 4 in lunchtime nurture. All children accessing THRIVE sessions have moved up at least one stage this year and significant gains were seen in the area of motivation for developing skills.

Parkland Junior School

ENRICHMENT AND ENGAGEMENT

Parental Engagement and Attendance

Rationale:

'Parental engagement has a large and positive effect on children's learning. It is therefore a priority to identify interventions that are effective in supporting parental involvement, particularly those parents who are either not significantly involved in their children's education, or who are not involved at all (Gov.uk).'

The Education Endowment Foundation toolkit shows that parental engagement has a positive impact on accelerating pupil progress.

Good attendance (defined as above 95%) is shown to have a significant impact upon progress and attainment for all children. In fact 90% of pupils who have attendance below 85% fail to get 5 GCSEs.

Year Group	Item/Project	Cost	Objective
All years	Attendance Officer	£4,103.92	<ul style="list-style-type: none"> Monitor the attendance of all pupils and identify patterns and trends. Support families where attendance drops below 95% to improve attendance. Work with ESBAS to support and manage pupils and families where attendance is an ongoing issue.
All years	ESBAS Attendance support	£325	<ul style="list-style-type: none"> Support the attendance officer to work with families where attendance is an issue. Support the school to ensure attendance is consistently good.
All years	Parent Support worker	£2,051.96	<ul style="list-style-type: none"> Meet with parents to support with issues that are impacting upon their child's access to education. Signpost parents to appropriate services and support. Liaise with other agencies to ensure families are fully engaging with services and there is a linked up package of support. Provide key work support to identified families to remove barriers to learning for their children.

Outcome Measures:

Attendance for 2017 - 18 finished with 93.0% for disadvantaged vs 96.1% non- disadvantaged, this saw a diminishing of the difference by 0.2% from 2016 - 17 where attendance was 93.1% for disadvantaged vs 96.4% non-disadvantaged.

In 2017-18 we reduced the number of persistent absences where 27 children were PA with 17 of those disadvantaged, against 28 PA in 2016-17 when 23 were disadvantaged.



Parkland Federation Pupil Premium Statement 2018-19



12 PP children also received attendance interventions such as breakfast clubs, behaviour learning support and attendance meetings with parents during the year and saw average attendance increase by 11% over the course of the year for these children.

Enrichment Activities and The Wider School Community

Rationale:

Outdoor learning, sports, arts and ‘wrap-around’ care in the form of before and after school clubs consistently show positive benefits on academic learning and wider outcomes such as self-confidence and resilience. On average children who take part in these activities make an additional three months progress (EEF Toolkit).

Year Group	Item/Project	Cost	Objective
All years	School trips	£1,000	<ul style="list-style-type: none"> • Reinforcing skills in the classroom in another environment. • Provide hand-on experiences. • Develop engagement and excitement around learning.

Outcome Measures:

Trips ranged from Newhaven Fort, Drusillas and residential at Blackland farm with 42 children receiving free spaces to attend these valuable school trips.

All years	Before and After School clubs <ul style="list-style-type: none">• After school clubs• Sports clubs run by premier sport	£2,000	<ul style="list-style-type: none"> • Ensure all children have access to enrichment activities to develop their interests, skills and experiences.
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Outcome Measures:

All disadvantaged children were offered a free club space each term and 7 children took advantage of these free spaces each term.

Year 6	Residential activity	£2,000	<ul style="list-style-type: none"> • Reinforcing skills in the classroom in another environment. • Provide hand-on experiences. • Develop engagement and excitement around learning.
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Outcome Measures:

19 of the 22 children attended residential camp at Blackland Farm and due to the needs of this cohort, 2 Behaviour Learning Mentors attended the week residential to support with specific needs.

Children came away from the week saying;

“We had the best time ever - the most amazing few days away!”

“I wish we could go to Blackland Farm every year!”

“A great week away with all my friends. The teachers made sure we had the best time.”

“Did it really have to end? So so so pleased we got to go on this incredible adventure.”

All years	School uniform and equipment	£350	<ul style="list-style-type: none"> • Ensure all children are well equipped for learning in suitable clothing and shoes with the correct resources
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Outcome Measures:

During the course of the year material deprivation needs were met e.g. jumpers, shoes and coat etc

Total Pupil Premium Allocation	£93 720
Total Spend	£93 755.88



Looking Forward

2018-19



Parkland Federation Pupil Premium Statement 2018-19



Looking Forward – Pupil Premium Expenditure 2018-2019

Parkland Infant School				
LEARNING AND THE CURRICULUM				
<u>Staffing</u>				
Rationale: <i>'The most successful schools are thorough in their monitoring of every pupil and thorough in their knowledge of every child.'</i> – (A practical Guide to the Pupil Premium).				
<i>'Quality of teaching and learning counts most. Schools that create the best outcomes for pupils, recruit, train and retain great teachers and support staff.'</i> (A Guide to the Pupil Premium).				
<i>'Quality of teaching is an important driver of pupil attainment and a range of other outcomes. Professional development and staff deployment are important tools for improving the quality of teaching that pupils receive.'</i> (Education Endowment Foundation).				
At The Parkland Federation we believe that staff are our most valuable resource and that having dedicated staff responsible for specific areas related to vulnerable and disadvantaged groups means support can be quickly identified and targeted appropriately.				
In addition to this the Education Endowment Foundation showed that research regarding the use of Teaching Assistants reveals that those children taught in one-to-one or small groups using targeted interventions make approximately three to four months additional progress.				
Year Group	Item/Project	Cost	Objective	Outcome Measure
All years	Pupil Premium Lead	£3,755.10	<ul style="list-style-type: none">● Leading the implementation of the pupil premium strategy for diminishing the difference.● Coaching support across the school.● Monitoring and reporting on progress made.● Raising staff awareness of the Pupil Premium Strategy.● Working with the Assessment lead to monitor impact and data.● Ensuring quality first teaching and sharing best practice.	<p>Analysis of data shows a diminishing difference between pupil premium children and non pupil premium children</p> <p>We will target to be within 10% of all other children nationally in external attainment measures; GLD in early years, year 1 phonics and KS1 expected and greater depth</p>



Parkland Federation Pupil Premium Statement 2018-19



All Years	SENCO	£3,755.10	<ul style="list-style-type: none">● Managing and co-ordinating provision for pupils with special educational needs.● Monitoring and reporting on progress made.● Ensuring quality first teaching and sharing best practice.● Working with the Assessment lead to monitor impact and data.● Work with other professional agencies to ensure appropriate support for pupils.● Work with parents to ensure the best support and progress for their children.	<p>Analysis of data shows difference has decreased between pupil premium/SEN children and non pupil premium children</p> <p>We will target to diminish this difference by the equivalent of 1 pupil (12%) in 2018-19</p>
All Years	Teaching Assistants	£8,000	<ul style="list-style-type: none">● Working with the class teacher to deliver quality first teaching.● Deliver high quality targeted interventions.● Work with individual and small groups of children to provide support for learning.	<p>As stated above an analysis of data will show the difference has decreased between pupil premium children and non pupil premium children by 10%.</p> <p>Regular learning walks and observations show that interventions are effective and of high quality.</p>
All years	Additional Needs Assistants	£1,800	<ul style="list-style-type: none">● Provide additional support for individual (pupil premium) children who have special educational needs.● Help deliver the targeted support and interventions outlined in additional needs plans and EHC plans.	<p>Again an analysis of data shows the difference has decreased between pupil premium children and non pupil premium children.</p> <p>Learning walks and observations show that interventions are effective and of high quality.</p> <p>Annual reviews show beyond expected progress in individual children.</p>
All Years	Speech and Language Teaching Assistant	£7,688.50	<ul style="list-style-type: none">● Carry out Language Link and Speechlink assessments.● Deliver speech and language interventions to identified children.● Share strategies and support with class teachers.	<p>Pupils move from the 'red' or 'blue' band (below) on language link retest into the 'black' band (expected)</p> <p>Speechlink retests show significant improvements</p>
All Years	Specialist Speech and Language support	£1,881	<ul style="list-style-type: none">● Access the specialist support from a trained speech and language therapy assistant.● Work with small groups of identified children to deliver targeted speech and language support.● Provide support, advice and training to the school Teaching Assistant.	<p>Pupils move from the 'red' or 'blue' band (below) on language link retest into the 'black' band (expected).</p> <p>Speechlink retests show significant improvements for the majority of children involved.</p>



Parkland Federation Pupil Premium Statement 2018-19



			<ul style="list-style-type: none"> Liaise with class teachers and the SENCo to ensure quality first teaching. 	
All Years	Speech and Language training	£945	<ul style="list-style-type: none"> Level 4 training delivered by CLASS. Teaching Assistant is better qualified to support identified children. 	Training completed and successful

Resources

Rationale:

The EEF Toolkit shows that on average the effective use of ICT and digital technology can make approximately four months additional progress.

We know from the EEF Toolkit that children who take part in early interventions and phonics teaching make on average 4-5 months additional progress.

All Years	Lexia ICT licence	£2,000	<ul style="list-style-type: none"> Reading programme that can be accessed by children at home as well as school. Individualised programmes and activities to develop reading skills. 	Analysis of data shows the difference in reading has remained broadly in line with national data at the expected standard in year 2 SATS and decreased between pupil premium children and non pupil premium children at greater depth standard by at least 10% since 2018. Children show evidence of accessing programme at home
All Years	Read, Write inc	£2,500	<ul style="list-style-type: none"> Structured and systematic programme to support the teaching of literacy. 	Analysis of data shows difference in reading and writing at greater depth has diminished by 10% and the year 1 phonics at the expected standard is now within 10% for our pupil premium children and non pupil premium children nationally
All years	Entrepreneurial staff initiatives	£1,500	<ul style="list-style-type: none"> Provide a budget that staff can apply for funds to run their own projects or initiatives that will impact children's learning experiences and help them make rapid gains in progress. 	Relevant data shows a positive impact on diminishing the difference and rapid progress being made in bespoke pre agreed projects.
All years	Development of Thrive Rainbow Room	£5,000	<ul style="list-style-type: none"> A specialist room is available for pupils at the 'being' emotional stage of development. Thrive resources, intervention and pedagogy is readily accessible. 	Increase in emotional well-being through THRIVE assessments that will be reflected in academic outcomes, improved attendance and behaviour

Parkland Infant School

WELLBEING

Rationale:

As a Federation we recognise our role in supporting the whole child and helping them to develop the skills and resilience they need to become a healthy positive adult.

School should be a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems (Department for Education 2014).



Parkland Federation Pupil Premium Statement 2018-19



The EEF toolkit shows that children who take part in behaviour interventions or have explicit teaching around social and emotional learning make between 3 and 4 months additional progress.

Year Group	Item/Project	Cost	Objective	Outcome Measure
All years	Thrive: Yearly license Training practitioner	£1,275	<ul style="list-style-type: none"> To remove barriers to learning and help those identified children access the full curriculum and make at least expected progress. 	
All years	Play Therapy	£750	<ul style="list-style-type: none"> Play therapy once a week for identified children to help identify and remove barriers to learn. Build emotional resilience and improve well being. Address behaviour concerns. 	As above an increase in emotional well-being through THRIVE assessments that will be reflected in academic outcomes, improved attendance and behaviour
All years	Dog Therapy	£0	<ul style="list-style-type: none"> Provide pet therapy once a week for vulnerable pupils to improve well being. 	

Parkland Infant School

ENRICHMENT AND ENGAGEMENT

Parental Engagement and Attendance

Rationale:

'Parental engagement has a large and positive effect on children's learning. It is therefore a priority to identify interventions that are effective in supporting parental involvement, particularly those parents who are either not significantly involved in their children's education, or who are not involved at all.' (Gov.uk)

The Education Endowment Foundation toolkit shows that parental engagement has a positive impact on accelerating pupil progress.

Good attendance (defined as above 95%) is shown to have a significant impact upon progress and attainment for all children. In fact 90% of pupils who have attendance below 85% fail to get 5 GCSEs..

Year Group	Item/Project	Cost	Objective	Outcome Measure
All years	Attendance Officer	£2,051.96	<ul style="list-style-type: none"> Monitor the attendance of all pupils and identify patterns and trends. Support families where attendance drops below 95% to improve attendance. Work with ESBAS to support and manage pupils and families where attendance is an ongoing issue. 	Improved attendance of our disadvantaged children by 1% and reduction in persistent absences
All years	ESBAS Attendance support	£325	<ul style="list-style-type: none"> Support the attendance officer to work with families where attendance is an issue. Support the school to ensure attendance is consistently good. 	Improved attendance of our disadvantaged children by 1% and reduction in persistent absences



Parkland Federation Pupil Premium Statement 2018-19



All years	Parent Support worker	£1,025.98	<ul style="list-style-type: none"> ● Meet with parents to support with issues that are impacting upon their child's access to education. ● Signpost parents to appropriate services and support. ● Liaise with other agencies to ensure families are fully engaging with services and there is a linked up package of support. ● Provide key work support to identified families to remove barriers to learning for their children. 	<p>Improved attendance of our disadvantaged children by 1% and reduction in persistent absences</p> <p>Children of targeted families make increased progress in academic outcomes using in school and external measures.</p> <p>Improved % attendance of parents and families at school events such as parent consultations and productions</p>
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Enrichment Activities and The Wider School Community

Rationale:

Outdoor learning, sports, arts and 'wrap-around' care in the form of before and after school clubs consistently show positive benefits on academic learning and wider outcomes such as self-confidence and resilience. On average children who take part in these activities make an additional three months progress (EEF Toolkit)

Year Group	Item/Project	Cost	Objective	Outcome Measure
All years	School trips	£250	<ul style="list-style-type: none"> ● Reinforcing skills in the classroom in another environment. ● Provide hand-on experiences. ● Develop engagement and excitement around learning. 	<p>Increase in self confidence through pupil and staff voice</p> <p>Pupil voice and school council demonstrate improvement in aspirations</p>
All years	Before and After School clubs <ul style="list-style-type: none"> ● After school clubs ● Sports clubs run by premier sport ● Breakfast Buddies 	£1,250	<ul style="list-style-type: none"> ● Ensure all children have access to enrichment activities to develop their interests, skills and experiences 	<p>Increase in pupil premium attendance at after school clubs by at least 15% throughout the year.</p> <p>Improved skills and confidence, development of social skills will be expected and monitored through pupil voice and needs questionnaires.</p>
All years	School uniform and equipment	£200	<ul style="list-style-type: none"> ● Ensure all children are well equipped for learning in suitable clothing and shoes with the correct resources. 	All pupils are suitably dressed and have correct equipment leading to improve behaviour and attitudes to learning.

Total Pupil Premium Allocation	£40,920
Total Projected Spend	£45,952.64



Parkland Federation Pupil Premium Statement 2018-19



Parkland Junior School				
LEARNING AND THE CURRICULUM				
<u>Staffing</u>				
Rationale:				
All years	Pupil Premium Lead	£5,000	<ul style="list-style-type: none">• Leading the implementation of the pupil premium strategy for diminishing the difference.• Coaching support.• Monitoring and reporting on progress made.• Raising staff awareness of the Pupil Premium Strategy.• Working with the Assessment lead to monitor impact and data.• Ensuring quality first teaching and sharing best practice.	Analysis of data will show the difference has decreased between pupil premium children and non pupil premium children nationally in all external attainment measures. We will aim to be within 20% of all other children nationally in reading, writing, maths, GPS and combined achieving the expected standard.
All Years	SENCO	£5,000	<ul style="list-style-type: none">• Managing and co-ordinating provision for pupils with special educational needs.• Monitoring and reporting on progress made.• Ensuring quality first teaching and sharing best practice.• Working with the Assessment lead to monitor impact and data.	Analysis of data shows our difference has decreased between pupil premium/SEN children and non pupil premium children We will target to diminish this difference by the equivalent of 1 pupil (16%) in 2018-19



Parkland Federation Pupil Premium Statement 2018-19



			<ul style="list-style-type: none">Work with other professional agencies to ensure appropriate support for pupils.Work with parents to ensure the best support and progress for their children.	
Year 6	Maths intervention HUB lead	£20,000	<ul style="list-style-type: none">3 days a week delivery of Maths intervention boosters, filling gaps in understanding and consolidation of learning in classEnsuring quality first teaching and sharing best practice.	Improved attainment and progress in our KS2 Maths outcomes at the end of the year to within 20% of all other children nationally achieving the expected standard.
All years	Consultant Head of school	Free to school as cost covered from SWALE	<ul style="list-style-type: none">Supporting teachers and middle leaders with a systematic whole school approach to reading and writing delivery in the classroomCoaching teachers and providing direct CPD for PDMs, planning etc	Improved attainment and progress in our KS2 Reading and Writing outcomes at the end of the year to within 20% of all other children nationally achieving the expected standard. Alongside improved quality first teaching observed in the classroom reflected in internal data captures throughout the year.
All years	Additional Needs Assistants	£4,000	<ul style="list-style-type: none">Provide additional support for individual (pupil premium) children who have special educational needs.Help deliver the targeted support and interventions outlined in additional needs plans and EHC plans.	As above an analysis of data will show that difference has decreased between pupil premium children and non pupil premium children. Learning walks and observations show that interventions are effective and of high quality. Annual reviews show beyond expected progress in individual children.
All Years	Learning Mentors	£15,000	<ul style="list-style-type: none">To work with identified children to remove barriers to learning.To support individual pupils to access their classroom and the full curriculum.	Identified children will be in class for increased time in turn contributing towards improved outcomes. Increase in emotional well being measured through pupil and staff voice will be reflected in academic outcomes.
All years	CPD in Mathematics (professional fees)	£3,000	<ul style="list-style-type: none">High quality continuing professional development is provided for teachers in the teaching of Maths Mastery.	Improved attainment and progress in our KS2 Maths outcomes at the end of the year to within 20% of all other children nationally.
Year 6	Additional teaching time for weekly 2 hour SATS boosters	£2,500	<ul style="list-style-type: none">Reading Focus with children needing additional teaching time in each week	Improved attainment and progress in our KS2 Reading outcomes at the end of the year to within 20% of all other children nationally.

Resources

Rationale:



Parkland Federation Pupil Premium Statement 2018-19



The EEF Toolkit shows that on average the effective use of ICT and digital technology can make approximately four months additional progress

We know from the EEF Toolkit that children who take part in early interventions and phonics teaching make on average 4-5 months additional progress

All years	Computing and Digital Technology	£5,000	<ul style="list-style-type: none">• Development of a progressive Computing and E-Safety curriculum.• Coaching teachers in the effective use of ICT / teaching of computing.• To ensure ICT becomes an integral part of whole school learning.• Ensure that teachers use ICT to engage and motivate all pupils to learn.	Increased engagement of learning both in and out of school. Disadvantaged children across the school make at least expected progress both through internal data captures and external national testing to below -1.0 in Reading and Maths specifically.
All years	Computing Suite	£10,000	<ul style="list-style-type: none">• Computing Suite facility enables teaching of computing at a good standard.• Computing curriculum and tools engage reluctant learners.• Computing Suite enables extra-curricular, intervention and home support.	
All years	My Maths and times tables rock stars online homework resources	My Maths = £350 Rock stars = £50	<ul style="list-style-type: none">• Online resource aimed at increasing the engagement and consolidation of skills outside the classroom	Improved attainment and progress in our KS2 Maths outcomes at the end of the year to within 20% of all other children nationally achieving the expected standard.
All years	Maths Passports	£400	<ul style="list-style-type: none">• Fluency resource for key skills of all children across the school.	Improved attainment and progress in our KS2 Maths outcomes at the end of the year to within 20% of all other children nationally achieving the expected standard.
All years	Purchase of book scheme (book banded books) Purchase of class sets of core texts	£4,500 £4,000	<ul style="list-style-type: none">• Progressive Reading Scheme is in place.• Children select appropriate books according to their reading ability.• Books are used to support reading at home.	Improved attainment and progress in our KS2 Reading outcomes at the end of the year to within 20% of all other children nationally achieving the expected standard.
Year 6	CGP books for Maths and English	£467	<ul style="list-style-type: none">• Consolidation of English and Maths skills taught in the class	We will aim to be within 20% of all other children nationally in reading, writing, maths, GPS and combined achieving the expected standard.

Parkland Junior School

WELLBEING

Rationale:

As a Federation we recognise our role in supporting the whole child and helping them to develop the skills and resilience they need to become a healthy positive adult.

School should be a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems. (Department for Education 2014)



Parkland Federation Pupil Premium Statement 2018-19



The EEF toolkit shows that children who take part in behaviour interventions or have explicit teaching around social and emotional learning make between 3 and 4 months additional progress.

Year Group	Item/Project	Cost	Objective	Outcome Measure
All years	Learning Mentors	£15,000	<ul style="list-style-type: none">To work with identified children to remove barriers to learning.To support children with social, emotional and mental health issues to improve their life chances and improve behaviour within schoolTo deliver specific interventions aimed at developing emotional literacy skills, social skills, behaviour management and improving aspirations	Increase in emotional well-being through THRIVE assessments that will be reflected in academic outcomes. Reduction by 10% in behaviour incidents from 2017-18. Improvements shown in pupil voice, staff needs questionnaires and emotional well being THRIVE assessments.
All years	Thrive license and training	£1,275	<ul style="list-style-type: none">To remove barriers to learning and help those identified children access the full curriculum and make at least expected progress.	Increase in emotional well-being that will be reflected in academic outcomes, attendance and behaviour.
All years	Play Therapy	£750	<ul style="list-style-type: none">Play therapy once a week for identified children to help identify and remove barriers to learn.Build emotional resilience and improve well being.Address behaviour concerns.	Increase in emotional well-being that will be reflected in academic outcomes, improved attendance and behaviour.
All Years	Counselling	£3,000	<ul style="list-style-type: none">Provide specialist counselling support for identified children using Fegans Counselling Service.	Increase in emotional well-being that will be reflected in academic outcomes,improved attendance and behaviour
All years	Specialised well – being training Provide counselling training for individual staff. Provide Thrive training for staff	£2,250	<ul style="list-style-type: none">Develop in-house skills of staff to deliver counselling and Thrive support	Training completed and successful
All years	Dog Therapy	£0	<ul style="list-style-type: none">Provide pet therapy once a week for vulnerable pupils to improve well being	Increase in emotional well-being that will be reflected in academic outcomes, attendance and behaviour

Parkland Junior School

ENRICHMENT AND ENGAGEMENT

Parental Engagement and Attendance



Parkland Federation Pupil Premium Statement 2018-19



Rationale:

'Parental engagement has a large and positive effect on children's learning. It is therefore a priority to identify interventions that are effective in supporting parental involvement, particularly those parents who are either not significantly involved in their children's education, or who are not involved at all.' (Gov.uk)

The Education Endowment Foundation toolkit shows that parental engagement has a positive impact on accelerating pupil progress.

Good attendance (defined as above 95%) is shown to have a significant impact upon progress and attainment for all children. In fact 90% of pupils who have attendance below 85% fail to get 5 GCSES.

Year Group	Item/Project	Cost	Objective	Outcome Measure
All years	Attendance Officer and Admin Support	£10,000	<ul style="list-style-type: none"> ● Monitor the attendance of all pupils and identify patterns and trends. ● Support families where attendance drops below 95% to improve attendance. ● Work with ESBAS to support and manage pupils and families where attendance is an ongoing issue. 	Improved attendance by 1% of disadvantaged children and reduction in persistent absences.
All years	ESBAS Attendance support	£1,000	<ul style="list-style-type: none"> ● Support the attendance officer to work with families where attendance is an issue and / or child is a persistent absentee. ● Support the school to ensure attendance is consistently good. 	Improved attendance by 1% of disadvantaged children and reduction in persistent absences
All years	Family Liaison Officer	£7,000	<ul style="list-style-type: none"> ● Meet with parents to support with issues that are impacting upon their child's access to education. ● Signpost parents to appropriate services and support. ● Liaise with other agencies to ensure families are fully engaging with services and there is a linked up package of support. ● Provide key work support to identified families to remove barriers to learning for their children. 	<p>Improved attendance by 1% of disadvantaged children and reduction in persistent absences.</p> <p>Children of targeted families make increased progress in both internal and external data captures.</p> <p>Improved attendance of parents and families at school events such as parent consultations and productions.</p>

Enrichment Activities and The Wider School Community

Rationale:

Outdoor learning, sports, arts and 'wrap-around' care in the form of before and after school clubs consistently show positive benefits on academic learning and wider outcomes such as self-confidence and resilience. On average children who take part in these activities make an additional three months progress (EEF Toolkit).

Year Group	Item/Project	Cost	Objective	Outcome Measure
All years	School trips	£1,000	<ul style="list-style-type: none"> ● Reinforcing skills in the classroom in another environment. 	Increase in self confidence evident through pupil and staff voice opportunities.



Parkland Federation Pupil Premium Statement 2018-19



			<ul style="list-style-type: none">Provide hand-on experiences.Develop engagement and excitement around learning.	Pupil voice and school council demonstrate improvement in aspirations.
All years	Before and After School clubs <ul style="list-style-type: none">After school clubsSports clubs run by premier sportBreakfast Buddies	£2,000	<ul style="list-style-type: none">Ensure all children have access to enrichment activities to develop their interests, skills and experiences.	Increase in pupil premium attendance by 15% over the year at after school clubs. Improved skills and confidence, development of social skills will be expected and monitored through pupil voice and needs questionnaires.
Year 6	Residential activity	£2,000	<ul style="list-style-type: none">Reinforcing skills in the classroom in another environmentProvide hand-on experiencesDevelop engagement and excitement around learning	Pupil premium children attend year 6 residential Pupil voice and school council demonstrate improvement in aspirations
All years	School uniform and equipment	£350	<ul style="list-style-type: none">Ensure all children are well equipped for learning in suitable clothing and shoes with the correct resources	All pupils are suitably dressed and have correct equipment

Total Pupil Premium Allocation	£93,720
Total Projected Spend	£124,892