

# Pupil Premium Strategy Statement Parkland Junior School 2023-2024

Aim high, work hard, dream BIG

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School Overview

Detail	Data
School name	Parkland Junior School
Number of pupils in school	242
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	Regular reviews throughout the year. End of year review July 2024
Statement authorised by	Louise Hopkins (School Improvement Executive)
Pupil premium lead	Sally Simpson (Headteacher)
Governor / Trustee lead	Jolly Pett Alison Das

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,806
Recovery premium funding allocation this academic year	£12,470
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£24,481
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£163,757</b>

# 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
3	Combined negative impact of cost of living increases, pandemic & reduction in availability of local services resulting in; family hardships and increased financial instability, increased social isolation, increased mental health illness and reduced wellbeing, increased number of pupils requiring social care interventions
4	Low parental aspiration and perceived value of school attendance is not always positive. A significant proportion of parents are unable to support their children with learning at home due to gaps in their own subject knowledge, including with phonics.
5	Digital poverty is more likely to feature as a barrier to learning for children eligible for the pupil premium.
6	Attainment in reading, writing and maths at the end of Key Stage 2 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. Disadvantaged pupils often have limited experience of enrichment and cultural activities such as trips to the farm or the local library
9	Fewer disadvantaged pupils achieve the greater depth standard than those who are not disadvantaged.

## Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve attendance	<ul style="list-style-type: none"> <li>Attendance of DA pupils will be better than the national DA average.</li> <li>Closing the gap between DA and Non DA in school</li> <li>Persistent absence of DA pupils has reduced</li> </ul>
To improve vocabulary and spoken language	<ul style="list-style-type: none"> <li>A whole school approach for Oracy has been research and developed</li> <li>Data from bedrock shows improved understanding of vocabulary</li> <li>Impact data from speech and language interventions evidence improvements</li> <li>Reduction in the amount of children requiring speech and language intervention</li> </ul>
PP pupils to receive opportunities to develop cultural capital alongside their peers.	<ul style="list-style-type: none"> <li>The Curriculum offers ample opportunities to develop cultural capital.</li> <li>All children experience outside learning</li> </ul>
To reduce the attainment gap in reading and writing	<ul style="list-style-type: none"> <li>Attainment of PP pupils are in line or better than non PP in reading and writing</li> <li>The gap between PP and Non PP attainment in reading and writing has closed</li> </ul>
To reduce the attainment gap in maths	<ul style="list-style-type: none"> <li>Attainment of DA pupils are in line or better than non DA in maths</li> <li>The gap between DA and Non DA attainment in maths has closed</li> <li>There is no gap between DA and Non DA in the multiplication check</li> </ul>
To develop social, emotional and pastoral wellbeing	<ul style="list-style-type: none"> <li>Pupil voice evidences improved wellbeing following intervention or support</li> <li>Reduction in behaviour logs for DA pupils</li> </ul>
To ensure all children have digital access to learning at home	<ul style="list-style-type: none"> <li>Increase in the amount of DA pupils engaging with home learning</li> <li>All DA pupils without technology all have devices provided by the school</li> </ul>
To ensure accurate assessment informs planning and individual provision	<ul style="list-style-type: none"> <li>Moderations show accurate assessments</li> <li>Teachers report feeling confident in using formative assessment</li> <li>Pupil conferencing embedded as part of school practice.</li> </ul>
To increase DA pupils achieving GDS	<ul style="list-style-type: none"> <li>Increase in DA pupils achieving GDS in reading, writing and maths</li> <li>The gap between DA and Non DA attainment in GDS in reading, writing and maths has closed</li> </ul>

## Activity In This Academic Year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £52,691

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Evidence informed CPD to support quality first teaching.</b></p> <ul style="list-style-type: none"> <li>• Quality first teaching identifies target GDS children</li> <li>• Staff training on pupil independent learning approaches &amp; utilising feedback strategies within a lesson to deepen and secure target GDS children's understanding</li> <li>• Ensure training and expertise to deliver interventions; provide feedback and monitor progress</li> <li>• Professional Development Leads (PD Leads) to provide CPD during release time for RQTs+ teachers new to post for observation/coaching of good practice in effective teaching and learning of writing.</li> <li>• CPD needs reviewed as part of appraisal cycle</li> <li>• PDMs responsive from needs identified through triangulation</li> <li>• Ensure all staff have access to high quality support and CPD enabling intervention leads to becoming an expert in a given area</li> <li>• CPD to enhance formative assessment, metacognition and self-regulation approaches.</li> </ul>	<p>Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending- <b>EEF PP guidance</b></p> <p>Metacognition and self-regulation has been shown to have a positive impact of 7+ months <b>EEF</b></p>	<p>4, 6, 9</p>
<p><b>Develop a broad and engaging curriculum that focuses on vocabulary acquisition.</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Professional Development Leads (PD Leads) to research creating a new oracy curriculum.</li> <li>• CPD to develop Bedrock vocabulary including the development of working walls to support depth of learning, with a focus on vocabulary</li> </ul>	<p>Oral language interventions have been shown to have a positive impact of 6+ months <b>EEF</b></p> <p>Much of the observed socio-economic gradient in attainment at age seven may be explained by children's language skills at age five <b>Finnegan et al., 2015</b></p> <p>Vocabulary at age 13 strongly predicts both English and Maths at GCSE- in English Literature and Maths more strongly than pupils' socio-economic background <b>Spencer et al., 2017</b></p>	<p>1, 7</p>

<p><b>Continue development of a Maths Mastery approach supported by Mastery Specialists.</b></p> <ul style="list-style-type: none"> <li>• Whole-school professional development in the teaching of arithmetic as a key focus area for PP pupils.</li> <li>• Employment of Hub Maths NCETM Mastery specialist x1 days to carry out intervention work in Y6 and provide CDP and to carry strategic work relevant to PP children</li> <li>• New teachers to the school to receive Maths mastery training for NCETM Mastery specialist.</li> <li>• PD Maths Leads as an advocate to PP attainment and progress. Provide a robust learning system to enable Y4 DA pupils to achieve the Maths Timetables Check.</li> </ul>	<p>Mastery learning has been shown to have a positive impact of 5+ months <b>EEF</b></p> <p>Small group tuition has been seen to have a positive impact of 4+ months <b>EEF</b></p>	4, 6
<p><b>Monitor and evaluate outcomes and quality of implementation, creating a new implementation cycle for next year</b></p> <ul style="list-style-type: none"> <li>• Aspirational targets set for all children at the beginning of the year and monitored half termly at Pupil Progress Meetings</li> </ul>	<p>Feedback has been shown to have a positive impact of 6+ months <b>EEF</b></p>	3, 4
<p><b>Conferencing and scholars programme to increase offer for GDS pupils</b></p> <ul style="list-style-type: none"> <li>• Teacher / Pupil Conferencing with GDS pupils Primary Scholars Days with a focus on GDS disadvantaged pupils across the Eastbourne Swale Primaries (History, Outdoor Learning, Computing, Writing, Maths, and Gymnastics) .</li> <li>• Liaison with Swale secondary schools to provide weekly Scholars Programme for GDS disadvantaged pupils in a secondary setting (Maths, Drama, PE, Creative Arts, Science)</li> </ul>	<p>Mastery learning has been shown to have a positive impact of 5+ months <b>EEF</b></p> <p>Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. These pupils should receive just as much focus as less academically able pupils.- DFE</p>	9

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

Budgeted cost: £38,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Specific intervention programmes led by both Teachers and Teaching Assistants.</b></p>	<p>Teaching Assistant interventions have been shown to have a positive impact of 4+ months EEF</p> <p>Small group tuition has been seen</p>	1, 4, 6, 9

<ul style="list-style-type: none"> <li>• Same day interventions to address misconceptions at the point of teaching and learning.</li> <li>• Purchase of Maths Flex, TT Rockstar and other online resources .</li> <li>• Learning Support Assistants in each class in the mornings to support core subject teaching</li> <li>• Targeted GDS interventions in Reading, Writing and Mathematics 1:1 or small group tuition lead by teachers</li> </ul>	to have a positive impact of 4+ months <i>EEF</i>	
<p><b>Use of specialist computing teacher.</b></p> <ul style="list-style-type: none"> <li>• Teaching and delivery of high quality Computing Curriculum, including purchase of supporting technology</li> </ul>	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 <i>Potential for Success July 2018</i>	9

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

Budgeted cost: £72,566

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Pastoral support (internal and external).</b></p> <ul style="list-style-type: none"> <li>• Delivery of high quality PSHE program</li> <li>• Employment of Deputy SENCo with a focus on SEMH</li> <li>• Development of bespoke THRIVE Rainbow Room for pupils at the 'being' emotional stage of development Yearly licence for Thrive practitioners</li> <li>• ELSA training for 1 member of staff</li> <li>• Development of 'Therapy Cottage' to include specialist therapists: <ul style="list-style-type: none"> <li>→ Family Support Worker</li> <li>→ School Counsellor</li> <li>→ Art Therapy</li> <li>→ Play Therapy</li> </ul> </li> <li>• Delivery of additional SEMH Interventions including: <ul style="list-style-type: none"> <li>→ THRIVE</li> <li>→ Dog Therapy</li> </ul> </li> <li>• External intervention support <ul style="list-style-type: none"> <li>→ ESBAS (Education Support for Behaviour &amp; Attendance Service)</li> <li>→ Educational Psychologists</li> </ul> </li> <li>• Behaviour Learning Mentors working with targeted SEMH pupils</li> </ul>	<p>Social and emotional learning has been shown to have a positive impact of 4+ months <i>EEF</i></p> <p>Behaviour interventions have been shown to have a positive impact of 4+ months <i>EEF</i></p> <p>Parental engagement has been shown in have a positive impact of 4+ months <i>EEF</i></p>	2,3,5

<p><b>Attendance Team support.</b></p> <ul style="list-style-type: none"> <li>• Employment of Attendance Administrator and Attendance Lead</li> <li>• Run parents coffee mornings and support workshops</li> <li>• Regular attendance team meetings discussing key families and providing rapid and appropriate support through external agencies such as ESBAS.</li> <li>• Weekly meetings between Senior Leader and Attendance Administrator to review individual pupil attendance rates / patterns / trends.</li> <li>• Follow hub Attendance and Punctuality protocol and procedures.</li> <li>• Attendance Passports for identified pupils</li> <li>• Reward systems for pupils and identified families (e.g. food hampers)</li> <li>• Subsidised extended school day provision / wrap-around care</li> <li>• Subsidised school uniform</li> </ul>	<p>The Department for Education (<b>DfE</b>) published research in 2016 which found that:</p> <ul style="list-style-type: none"> <li>• The higher the overall absence rate across Key Stage KS2, the lower the likely level of attainment at the end of KS2</li> <li>• Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</li> </ul>	<p>3</p>
<p><b>Enriched educational experiences.</b></p> <ul style="list-style-type: none"> <li>• Embedding of Careers and Aspirations Project</li> <li>• Aspiration projects. For example: University of Sussex Explorers Programme</li> <li>• , Digital Leaders</li> <li>• Provision of wide-ranging after school extra-curricular activities</li> <li>• Lease of mini-bus for attendance and extra-curricular engagement opportunities</li> <li>• Subsidised school trip including Year 6 residential</li> <li>• Vouchers to offer opportunities for cultural capital (included in cost of home resource pack)</li> </ul>	<p>Students of all backgrounds should have access to high quality extra-curricular activities in order to boost essential life skills that facilitate academic attainment and future success. - recommendations from <b>Potential for Success July 2018</b></p> <p>Students of all backgrounds should have access to high quality extra-curricular activities in order to boost essential life skills that facilitate academic attainment and future success.- recommendations from <b>Potential for Success July 2018</b></p>	<p>8</p>
<p><b>Support with home learning</b></p> <ul style="list-style-type: none"> <li>• Maintaining digital technology and access to e.g. chrome books for Y6 and other disadvantaged learners without access to a device / internet at home</li> <li>• Home resource packs for each PP child</li> </ul>	<p>"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."</p>	<p>4</p>

	<b>-DFE</b>	
	Parental engagement has been shown in have a positive impact of 4+ months <b>EEF</b>	

**Total budgeted cost: £163,757**

## Pupil Premium Strategy Outcomes

### Impact Year 3 (2023-2024)

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Intended outcome	Review												
To improve attendance	<p>Please see the table below for our disadvantaged pupils' attendance figures:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #d9e1f2;"></th> <th>2021/2022</th> <th>2022/2023</th> <th>2023/2024</th> </tr> </thead> <tbody> <tr> <td><b>Attendance DA%</b></td> <td style="text-align: center;">91.5%</td> <td style="text-align: center;">92.4%</td> <td style="text-align: center;">92.8%</td> </tr> <tr> <td><b>Persistent Absence %</b></td> <td style="text-align: center;">35.4%</td> <td style="text-align: center;">30.3%</td> <td style="text-align: center;">24.5%</td> </tr> </tbody> </table> <p>Figures highlight that attendance for disadvantaged pupils has improved over time and persistent absence has also decreased</p>		2021/2022	2022/2023	2023/2024	<b>Attendance DA%</b>	91.5%	92.4%	92.8%	<b>Persistent Absence %</b>	35.4%	30.3%	24.5%
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<b>Persistent Absence %</b>	35.4%	30.3%	24.5%										
To improve vocabulary and spoken language	<p>Assessments show that the two children who accessed the Speech Link Intervention made progress. Both of these children have EHCPs. Of the 9 children who accessed Language Link, 6 (67%) made progress. Of the three who didn't make progress, one has been issued an EHCP in the last year (applied for by school) and the other two are currently being monitored closely through an Additional Needs Plan Targeted ahead of a request for an EHCP.</p>												
PP pupils receive opportunities to develop cultural capital alongside their peers.	<p>The Parkland Curriculum offers a wide range of opportunities for pupils to develop cultural capital. These include school trips, visitors to the school and outdoor learning, including our recently developed Bee Curriculum.</p> <p>Children eligible for pp have equity of access to clubs via a reduced club rate. These include football, art, choir and animal care.</p>												



<p>To reduce the attainment gap in reading and writing</p> <p>To reduce the attainment gap in maths</p>	<table border="1" data-bbox="360 188 1455 622"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">21/22</th> <th colspan="3">22/23</th> <th colspan="3">23/24</th> </tr> <tr> <th>National all</th> <th>School DA</th> <th>Gap</th> <th>National all</th> <th>School DA</th> <th>Gap</th> <th>National all</th> <th>School DA</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>74%</td> <td>67%</td> <td>-7%</td> <td>73%</td> <td>50%</td> <td>-23%</td> <td>74%</td> <td>53%</td> <td>-21%</td> </tr> <tr> <td>Writing</td> <td>69%</td> <td>61%</td> <td>-8%</td> <td>71%</td> <td>54%</td> <td>-17%</td> <td>72%</td> <td>62%</td> <td>-10%</td> </tr> <tr> <td>Maths</td> <td>71%</td> <td>50%</td> <td>-21%</td> <td>73%</td> <td>50%</td> <td>-23%</td> <td>73%</td> <td>42%</td> <td>-31%</td> </tr> <tr> <td>Combined</td> <td>58%</td> <td>44%</td> <td>-14%</td> <td>59%</td> <td>42%</td> <td>-17%</td> <td>61%</td> <td>39%</td> <td>-22%</td> </tr> </tbody> </table> <p>In reading, the gap has fluctuated but has reduced since last year.  In writing, the gap has fluctuated but has reduced since last year.  In maths, the gap is widening.</p>		21/22			22/23			23/24			National all	School DA	Gap	National all	School DA	Gap	National all	School DA	Gap	Reading	74%	67%	-7%	73%	50%	-23%	74%	53%	-21%	Writing	69%	61%	-8%	71%	54%	-17%	72%	62%	-10%	Maths	71%	50%	-21%	73%	50%	-23%	73%	42%	-31%	Combined	58%	44%	-14%	59%	42%	-17%	61%	39%	-22%
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<p>To develop social, emotional and pastoral wellbeing</p>	<p>We have used funding to ensure all children have access to:</p> <ul style="list-style-type: none"> <li>A Play Therapist</li> <li>2 x School Counsellors</li> <li>Animal Therapy</li> <li>A Sensory Room</li> <li>Thrive (and ongoing training for staff)</li> <li>Zones of Regulation</li> </ul> <p>In 2022/23, 34 disadvantaged pupils accessed this support.  In 2023/24, 72 disadvantaged pupils accessed this support.</p>																																																											
<p>To ensure all children have digital access to learning at home</p>	<p>The school has invested in Chromebooks to lend to disadvantaged pupils who continue to need these for home learning.</p>																																																											
<p>To ensure accurate assessment informs planning and individual provision</p>	<p>Teachers have taken part in regular moderations within the school and at hub moderations and all assessments were deemed accurate.</p> <p>Teachers evidence in learning walks that they are responsive and act on the individual needs of pupils.</p> <p>Pupil conferencing led by different leaders within the school highlights strengths and development areas for teachers and subject leaders.</p>																																																											
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