

Pupil Premium Strategy Statement Parkland Infant 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 Infant School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	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	£96,368
Recovery premium funding allocation this academic year	£9,425
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£105,793

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Parkland Infant 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 a low starting point on entry to the school
2	A high proportion of DA pupils have special educational needs (SEND)
3	A high proportion of DA pupils and their families have emotional, social, behavioural and pastoral needs
4	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
5	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.
6	Digital poverty is more likely to feature as a barrier to learning for children eligible for the pupil premium.
7	Attainment in GLD, reading, writing, maths and phonics is below non DA pupils.
8	A high proportion of DA pupils' language is underdeveloped.
9	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 start school with limited experience of enrichment and cultural activities such as trips to the farm or the local library
10	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"> Attendance of DA pupils will be better than the national DA average. Closing the gap between DA and Non DA in school Persistent absence of DA pupils has reduced
To improve vocabulary and spoken language	<ul style="list-style-type: none"> Impact data from speech and language interventions evidence improvements Communication and language ELG in line or better than national Reduction in the amount of children requiring speech and language intervention by the end of the Key Stage.
To reduce the attainment gap for GLD (Good Level of Development)	<ul style="list-style-type: none"> Attainment of DA pupils is in line or better than the national average. (2023 National Average was 67%) Disadvantaged pupils in EYFS achieve the expected standard for word reading, writing and comprehension.
PP pupils receive opportunities to develop cultural capital alongside their peers.	<ul style="list-style-type: none"> The Curriculum offers ample opportunities to develop cultural capital. All children experience outside learning.
To reduce the attainment gap in phonics, reading and writing	<ul style="list-style-type: none"> Attainment of DA pupils are in line or better than in-school non DA in phonics, reading and writing The gap between DA and the national average attainment in phonics, reading and writing has reduced.
To reduce the attainment gap in maths	<ul style="list-style-type: none"> Attainment of DA pupils are in line or better than in-school non DA in maths. The gap between DA and the national average attainment in maths has reduced.
To develop social, emotional and pastoral wellbeing	<ul style="list-style-type: none"> Pupil voice evidences improved wellbeing following intervention or support Reduction in behaviour logs for DA pupils
To ensure accurate assessment informs planning and individual provision	<ul style="list-style-type: none"> Moderations show accurate assessments of children eligible for the pupil premium. Summative assessments are used to support effective gap analysis which then leads into future planning. Teachers report feeling confident in using formative assessment and summative assessment to identify gaps in learning. Pupil conferencing embedded as part of school practice and disadvantaged children are targeted to be included regularly as part of these groups.

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: £16,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Evidence informed CPD to support quality first teaching.</p> <ul style="list-style-type: none"> ● Quality first teaching which identifies target disadvantaged children. ● Teachers release time to further develop the quality of teaching and provision in the KS1 through professional development opportunities ● Professional development in effective Writing sequences to include oracy development ● Whole-school professional development in the teaching of Reading fluency ● Ensure training and expertise to deliver interventions; provide feedback and monitor progress ● Professional Development Leads (PD Leads) to provide CPD during release time for ECTS/RQTs+ teachers new to post for observation/coaching of good practice in effective teaching and learning of writing. ● CPD needs reviewed as part of appraisal cycle ● PDMs responsive from needs identified through triangulation ● Ensure all staff have access to high quality support and CPD enabling intervention leads to becoming an expert in a given area 	<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- EEF PP guidance</p> <p>Metacognitions and self-regulation has been shown to have a positive impact of 7+ months EEF</p>	<p>1, 5, 7</p>

<ul style="list-style-type: none"> • CPD to enhance formative assessment, metacognition and self-regulation approaches. 		
<p>Continue development of a Maths Mastery approach supported by Mastery Specialists.</p> <ul style="list-style-type: none"> • Review approach to the teaching of Mathematics Mastery in the EYFS - progression of key concepts; and purchase of resources • Professional development for teachers in quality first teaching of Maths Mastery / 'Power Maths' and purchase of concrete apparatus • Professional development in the teaching of arithmetic and problem solving as a key focus area for PP pupils • Employment of Hub Maths NCETM Mastery specialist x1 days to provide CDP and to carry strategic work relevant to PP children • PD Maths Leads are an advocate to PP attainment and progress. 	<p>Mastery learning has been shown to have a positive impact of 5+ months EEF</p> <p>Small group tuition has been seen to have a positive impact of 4+ months EEF</p>	1,5,7
<p>Monitor and evaluate outcomes and quality of implementation, creating a new implementation cycle for next year</p> <ul style="list-style-type: none"> • Early identification (Term 1 and ongoing monitoring) of disadvantaged pupils with skills gaps • Aspirational targets set for all disadvantaged children at the beginning of the year and monitored half termly at Pupil Progress Meetings • Pupil Progress Meetings place emphasis on attainment and progress of disadvantaged learners. 	<p>Feedback has been shown to have a positive impact of 6+ months EEF</p>	5, 7, 10
<p>Conferencing for GDS pupils</p> <ul style="list-style-type: none"> • Teacher Pupil Conferencing with GDS pupils in Reading, Maths and Writing • SLT Pupil Conferencing with GDS pupils in Reading, Maths and Writing . • Targeted support and CPD identified from conferencing. 	<p>Mastery learning has been shown to have a positive impact of 5+ months EEF</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>	10

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

Budgeted Cost: £37,693

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specific intervention programmes led by both Teachers and Teaching Assistants.</p> <ul style="list-style-type: none"> • Delivery of 'Read, Write Inc' - a structured and systematic approach to the teaching of phonics plus investment in additional resources to support learning of disadvantaged pupils. • Bespoke interventions planned for pupils identified as needing support. • Identified disadvantaged pupils access Speech and Language therapist and interventions from specialised intervention lead • TA support provided in each class in the morning to support teaching of key skills • Same day interventions to address misconceptions at the point of teaching and learning. • Purchase of Numbotts, TT Rockstar, spelling frame and other online resources • Learning Support Assistants in each class in the mornings to support core subject teaching • 1:1 or small group tuition lead by teachers 	<p>Teaching Assistant interventions have been shown to have a positive impact of 4+ months EEF</p> <p>Small group tuition has been seen to have a positive impact of 4+ months EEF</p> <p>Oral language interventions have been shown to have a positive impact of 6+ months EEF</p>	<p>1, 2, 5, 7, 8, 10</p>
<p>Use of specialist computing teacher.</p> <ul style="list-style-type: none"> • Further development of a high quality Computing curriculum and employment of Specialist Computing Teacher 	<p>Increasing access to high quality teaching is essential to allowing those with high potential to flourish. Teachers with more experience and subject specialism should be incentivised. - recommendation from Potential for Success July 2018</p>	<p>9, 10</p>

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

Budgeted cost: £52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support (internal and external).</p> <ul style="list-style-type: none"> • Employment of Deputy SENCo with a focus on SEMH • Development of bespoke THRIVE Rainbow Room for pupils at the 'being' emotional stage of development • Yearly licence for Thrive practitioner • Development of 'Therapy Cottage' to include specialist therapists: <ul style="list-style-type: none"> → School Counsellor → Art Therapy → Play Therapy • Delivery of additional SEMH Interventions including: <ul style="list-style-type: none"> → THRIVE → Dog Therapy Area • Employment of Behaviour Learning Mentor to provide 1:1 support, deliver Nurture provision and Lunchtime Club for pupils with SEMH • Delivery of Parent / Family Intervention Programmes: <ul style="list-style-type: none"> → Family Support Worker → Parent workshops for curriculum and pastoral/SEN information → Family Thrive Programme → Triple P Parenting Courses 	<p>Social and emotional learning has been shown to have a positive impact of 4+ months EEF</p> <p>Behaviour interventions have been shown to have a positive impact of 4+ months EEF</p> <p>Parental engagement has been shown in have a positive impact of 4+ months EEF</p>	<p>2,3,4,6</p>
<p>Attendance Team support.</p> <ul style="list-style-type: none"> • Regular attendance team meetings discussing key families and providing rapid and appropriate support through external agencies such as TAC/FLP • Use of targeted attendance support through passports, letters home, parent meetings etc • Employment of Attendance Administrator and Attendance Lead • Weekly meetings between Attendance Lead and Attendance Administrator to review individual pupil attendance rates / patterns / trends. 	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage KS2, the lower the likely level of attainment at the end of KS2 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than 	<p>4</p>

<ul style="list-style-type: none"> ● Follow hub Attendance and Punctuality protocol and procedures. ● Attendance Passports for identified pupils ● Reward systems for pupils and identified families (e.g. food hampers) ● Subsidised extended school day provision / wrap-around care for disadvantaged pupils . ● Subsidised school uniform for disadvantaged pupils 	<p>pupils that missed 10-15% of all sessions</p>	
<p>Enriched educational experiences.</p> <ul style="list-style-type: none"> ● Contributions towards increased number of external trips for EYFS pupils ● Curriculum focus on ensuring a range of enrichment activities for disadvantaged learners. ● Provision of wide-ranging after school extra-curricular activities ● Subsidised school trips for disadvantaged pupils. ● Lease of coach for extra-curricular engagement opportunities 	<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 <i>Potential for Success July 2018</i></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 <i>Potential for Success July 2018</i></p>	<p>9, 10</p>
<p>Parental support with home learning</p> <ul style="list-style-type: none"> ● Increased number of EYFS parental engagement projects (e.g. EYFS curriculum events; healthy eating; oral health) ● Provision of phonics support for targeted parents (virtual) ● Home resource packs for each PP child 	<p>Parental engagement has been shown in have a positive impact of 4+ months EEF</p>	<p>7, 10</p>

Total: £105,793

Part B: Review of 23/24 - progress against the challenges

Intended Outcome	Outcome 23/24												
To improve attendance	<p>Please see the table below for our disadvantaged pupils' attendance figures:</p> <table border="1"> <thead> <tr> <th></th> <th>2021/2022</th> <th>2022/2023</th> <th>2023/2024</th> </tr> </thead> <tbody> <tr> <td>Attendance %</td> <td>91.8%</td> <td>92%</td> <td>89.5%</td> </tr> <tr> <td>Persistent Absence %</td> <td>30%</td> <td>27.3%</td> <td>34%</td> </tr> </tbody> </table> <p>Figures highlight that attendance for disadvantaged pupils is still a concern. However, when calculating the figure without high needs pupils (designated specialist), the figure is 91.16%</p>		2021/2022	2022/2023	2023/2024	Attendance %	91.8%	92%	89.5%	Persistent Absence %	30%	27.3%	34%
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To improve vocabulary and spoken language	<p>Assessments show that the one child who accessed the Speech Link Intervention made progress. Of the 3 children who accessed Language Link, 1 (33%) made progress. The other two children were issued an EHCP within the last year (applied for by school) and both have accessed or are accessing specialist speech and language support through CITES.</p>												
To reduce the attainment gap for GLD (Good Level of Development)	<p>Data analysis shows that the gap for disadvantaged pupils in EYFS continues to fluctuate but has improved significantly in 2023/2024.</p> <table border="1"> <thead> <tr> <th></th> <th>GLD 2021/2022</th> <th>GLD 2022/2023</th> <th>GLD 2023/2024</th> </tr> </thead> <tbody> <tr> <td>Attainment Gap for disadvantaged pupils</td> <td>+4%</td> <td>-23%</td> <td>-1%</td> </tr> </tbody> </table>		GLD 2021/2022	GLD 2022/2023	GLD 2023/2024	Attainment Gap for disadvantaged pupils	+4%	-23%	-1%				
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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 bespoke Bee Curriculum. Trips and visitors included an owl handler, a trip to Hampden Park, a trip to the Farm and a trip to the beach.</p>												
To reduce the attainment gap in phonics, reading and writing (PP data compared to ALL data at Parkland)	<table border="1"> <thead> <tr> <th></th> <th>PSC 2021/2022</th> <th>PSC 2022/2023</th> <th>PSC 2023/2024</th> </tr> </thead> <tbody> <tr> <td>Phonics Screening Gap</td> <td>-10%</td> <td>-20%</td> <td>-16%</td> </tr> </tbody> </table>		PSC 2021/2022	PSC 2022/2023	PSC 2023/2024	Phonics Screening Gap	-10%	-20%	-16%				
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To reduce the attainment gap in maths	<table border="1"> <tr> <td></td> <td>2021/2022</td> <td>2022/2023</td> <td>2023/2024</td> </tr> <tr> <td>Maths</td> <td>-21%</td> <td>-14%</td> <td>-3%</td> </tr> </table> <p>Data analysis shows that the gap for disadvantaged pupils in reading and writing in KS1 continues to fluctuate, however, in maths, there is a significant reduction in the gap.</p>		2021/2022	2022/2023	2023/2024	Maths	-21%	-14%	-3%				
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Maths	-21%	-14%	-3%										
To develop social, emotional and pastoral wellbeing	We have used funding to ensure all children have access to: A Play Therapist, 2 x School Counsellors, Animal Therapy, A Sensory Room, Thrive Trained staff and use of Zones of Regulation.												
To ensure accurate assessment informs planning and individual provision	Teachers have taken part in regular moderations within the school and at hub moderations. Year 2 teachers were moderated by Kent County Council in June 2023 and all assessments were deemed accurate. EYFS was moderated as accurate by a Swale Academies Trust specialist in 2024. Teachers evidence in learning walks that they are responsive and act on the individual needs of pupils. Pupil conferencing highlights strengths and development areas for teachers and subject leaders. The school has developed clear endpoints for foundation subjects to support the analysis of pupil knowledge retention.												