

Pupil Premium Strategy Statement

Parkland Junior School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

| Detail | PPta |
|---|--|
| Number of pupils in school | 243 |
| Proportion (%) of pupil premium eligible pupils | 37% |
| Academic year/years that our current pupil premium strategy plan covers | 2024- 2025 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | Regular reviews throughout the year. Final review December 2025 |
| Statement authorised by | Louise Hopkins (School Improvement Executive) |
| Pupil premium lead | Sally Simpson (Headteacher) |
| Governor / Trustee lead | Jolly Pett |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £143,560 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £143,560 |

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.

Our ultimate objective is that our disadvantaged children perform and attain as well as our non-disadvantaged children.

Our pupil premium strategy outlines our key drivers to removing barriers for children eligible for the funding, working with them and their families to provide the best possible learning experiences.

The key principles for the strategy are to ensure children develop a good level of skills in speaking, listening and communication along with skills in reading and maths - enabling our disadvantaged children to benefit from improved future life chances.

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 PP pupils have special educational needs (SEND) |
| 2 | A high proportion of PP 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 | 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 PP pupils. |
| 7 | A high proportion of PP pupils' language is underdeveloped. |

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| 8 | PP 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 historical places of interest 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"> Attendance of PP pupils will be better than the national PP average. Closing the gap between PP and Non PP in school Persistent absence of PP pupils has reduced |
| Improve support for children with SEMH needs & their families. | <ul style="list-style-type: none"> Children who are eligible for pp and are at risk of suspension are placed on the Trust SEMH toolkit pathway, and impact of this is measured through reduction in suspension rate. School FLO supports parents of children who are placed on the SEMH toolkit pathway (allocated hours are dedicated to this work). |
| Families feel better supported and in turn feel they have more positive relationships with key staff at school. | <ul style="list-style-type: none"> Families most impacted by cost of living changes, reduction in local service and mental health support receive care and concern from school FLO. Silver Cloud helpline is in place and details circulated regularly to parents. In the course of working with parents the FLO may identify where digital access is a barrier and can act accordingly. |
| Parents feel better able to support their children. | <ul style="list-style-type: none"> Attendance - communication from school to home highlights the importance of regular school attendance. <ul style="list-style-type: none"> Rewards and relationships are considered to be the primary strategies employed when working with families. Home learning support resources and information for PP children is sent home. |
| Attainment at EXS and GDS is at least in line with national PP outcomes. | <ul style="list-style-type: none"> Reading, Writing, Maths and Combined are in line with national PP outcomes for Expected and Greater Depth. |
| To improve vocabulary and spoken language | <ul style="list-style-type: none"> Children eligible for PP who receive support with speech & language through language link will demonstrate impact. |
| PP pupils receive opportunities to develop cultural capital alongside their peers. | <ul style="list-style-type: none"> The school uses PP funding to support children who are eligible for the funding to enable fair access to school trips, visitors in, social events such as school discos, music lessons etc. |

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| | <ul style="list-style-type: none"> It is important to us that our children feel they belong and so we may choose to use funding to provide equity of access to clean uniforms or breakfast club. |
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £45,600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Evidence informed CPD to support quality first teaching , including ECT support. | <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>Metacognition and self-regulation has been shown to have a positive impact of 7+ months EEF</p> | 1, 4, 6, 7, 9 |
| Embed a broad and engaging curriculum that supports vocabulary acquisition. | <p>Oral language interventions have been shown to have a positive impact of 6+ months EEF</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 Finnegan et al., 2015</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 Spencer et al., 201</p> | 1, 4, 6, 7, 8, 9 |
| Targeted support for new teachers and support staff from Maths NCETM Mastery Specialist | <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, 4, 6, 9, |
| Monitor and evaluate outcomes and quality of implementation to inform next steps | <p>Feedback has been shown to have a positive impact of 6+ months EEF</p> | 1, 6, 7, 9 |
| <ul style="list-style-type: none"> Aspirational targets set for all children at the beginning of the year and monitored half termly at Pupil | | |

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

Budgeted cost: £33,400

| 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"> • Pre teaching • Same day interventions to address misconceptions at the point of teaching and learning. • Purchase of MyMaths and Method Maths, TT Rockstars, Emile and other online resources . • Learning Support Assistants in each class in the mornings to support core subject teaching • Targeted GDS interventions in Reading, Writing and Mathematics 1:1 or small group tuition lead by teachers | <p>Teaching Assistant interventions have been shown to have a positive impact of 4+ months <i>EEF</i></p> <p>Small group tuition has been seen to have a positive impact of 4+ months <i>EEF</i></p> | 1, 2, 3, 4, 6 |
| <p>Use of specialist computing teacher.</p> <ul style="list-style-type: none"> • Teaching and delivery of high quality Computing Curriculum, including purchase of supporting technology such as Nao and Marty the Robot | <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 <i>Potential for Success July 2018</i></p> | 5, 8, 9 |

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

Budgeted cost: £64,560

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Pastoral support (internal and external).</p> <ul style="list-style-type: none"> • Continued delivery of high quality PSHE program • Assistant Headteacher to have a | <p>Social and emotional learning has been shown to have a positive impact of 4+ months <i>EEF</i></p> | 1, 2, 3, 4, 5, 8 |

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| <ul style="list-style-type: none"> ● focus on SEMH ● THRIVE Rainbow Room for pupils at the 'being' emotional stage of development ● Yearly licence for Thrive practitioners ● ELSA training refresher for 1 x member of staff ● 'Therapy Studios' to include specialist therapists: <ul style="list-style-type: none"> → Family Support Worker → School Counsellor x 2 → Art Therapy → Play Therapy → Animal Therapy ● Delivery of additional SEMH Interventions including: <ul style="list-style-type: none"> → THRIVE → Drawing and Talking ● External intervention support <ul style="list-style-type: none"> → TASS → Educational Psychologists ● Behaviour Learning Mentors working with targeted SEMH pupils | <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>Attendance Team support.</p> <ul style="list-style-type: none"> ● Employment of Attendance Officer to work with Attendance Lead/FLO ● Run parents coffee mornings and support workshops ● Regular attendance team meetings discussing key families and providing rapid and appropriate support through external agencies ● Weekly meetings between Senior Leaders and Attendance Officer to review individual pupil attendance rates / patterns / trends. ● 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 ● Subsidised school uniform | <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 pupils that missed 10-15% of all sessions | 1, 2, 3, 4, 7, 8 |
| <p>Enriched educational experiences.</p> <ul style="list-style-type: none"> ● Careers and Aspirations Project attended by AHT | <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 Potential for Success July 2018</p> | 1, 2, 5, 8, 9 |

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| <ul style="list-style-type: none"> • Digital Leaders Programme • Provision of wide-ranging after school extra-curricular activities • Extra-curricular engagement opportunities/Enrichment activities within the curriculum • Subsidised school trips and clubs, including Year 6 residential | <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 Potential for Success July 2018</p> | |
| <p>Support with home learning</p> <ul style="list-style-type: none"> • Maintaining digital technology and access to e.g. chrome books for Y6 and other disadvantaged learners without access to a device / internet at home | <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.- DFE</p> <p>Parental engagement has been shown in have a positive impact of 4+ months EEF</p> | <p>1, 4, 5, 8</p> |

Total budgeted cost: £ 143,560

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils - to be completed at the end of 24/25 academic year

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *PPta from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance PPta will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School PPta and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.