

Pupil Premium Strategy Statement

Parkland Infant School 2022-2023

Aim high, work hard, dream BIG

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Parkland Infant School
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	Regular reviews throughout the year End of year review July 2023
Statement authorised by	Sally Simpson (Headteacher)
Pupil premium lead	Sally Simpson (Headteacher)
Governor / Trustee lead	Marion Ponting Sarah Bengé Alison Das

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,837
Recovery premium funding allocation this academic year	£9,135
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	£101,972

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 Negative impact of Covid 19 resulting in; family hardships and increased financial instability, increased social isolation, increased mental health illness and reduced wellbeing, increased number of pupils requiring social care interventions
4	Low parental aspiration and perceived value of school attendance
5	DA students are more likely to be further behind following C19 school closures because of a lack of resources such as internet, devices, parental time and educational level.
6	High number of children on the Child Protection Register.
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	Disadvantaged pupils are not targeted / challenged to achieve the greater depth standard.
11	Disadvantaged pupils have limited support with phonics at home
12	Limited parental engagement from disadvantaged families

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
To reduce the attainment gap in GLD	<ul style="list-style-type: none"> Attainment of DA pupils are in line or better than non DA in GLD The gap between DA and Non DA attainment in GLD has closed Attainment of DA pupils is in line or better than national non DA
PP pupils to 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 non DA in phonics, reading and writing The gap between DA and Non DA attainment in phonics, reading and writing has closed
To reduce the attainment gap in maths	<ul style="list-style-type: none"> Attainment of DA pupils are in line or better than non DA in maths The gap between DA and Non DA attainment in maths has closed
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 Teachers report feeling confident in using formative assessment Pupil conferencing embedded as part of school practice.

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: £13,300

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 EYFS through professional development opportunities (£1000). ● Professional development in Reading Comprehension and effective Writing sequences (£1,600). ● Year 2 teachers to attend termly Swale Hub meetings to support raising standards. (£900) ● Ensure training and expertise to deliver interventions; provide feedback and monitor progress ● Professional Development Leads (PD Leads) to provide CPD during release time for RQTs+ teachers new to post for observation/coaching of good practice in effective teaching and learning of writing. (£600-Teacher release time) ● CPD needs reviewed as part of appraisal cycle ● PDMs responsive from needs identified through triangulation ● Ensure all staff have access to high quality support and CPD enabling intervention leads to becoming an expert in a given area (£800). ● CPD to enhance formative assessment, metacognition and self-regulation approaches. (£1,000) 	<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>	1, 5, 7
<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 (£800). ● Professional development for teachers in quality first teaching of Maths Mastery / 'Power Maths' and purchase of concrete apparatus (£1,000) 	<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

<ul style="list-style-type: none"> Year 2 professional development in the teaching of arithmetic as a key focus area for PP pupils New teachers to the school to receive Maths mastery training for NCETM Mastery specialist. (£1000) PD Maths Leads as an advocate to PP attainment and progress. (£600-Teacher release time). 		
<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) 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 (£3000 Teacher release) Pupil Progress Meetings place emphasis on attainment and progress of disadvantaged learners 	Feedback has been shown to have a positive impact of 6+ months EEF	5, 7, 10
<p>Conferencing for GDS pupils</p> <ul style="list-style-type: none"> Teacher / Pupil Conferencing with GDS pupils in Reading, and Maths Writing (£1000). 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: £38,316

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 (£2,500). Bespoke interventions planned for pupils identified as needing support. 	<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>	1, 2, 5, 7, 8

<ul style="list-style-type: none"> • Identified disadvantaged pupils access Speech and Language therapist and interventions from specialised intervention lead (£6000). • TA / INA support provided in each class in the morning to support teaching of key skills (£7,000) • Same day interventions to address misconceptions at the point of teaching and learning. • Purchase of Numbotts, TT Rockstar, spelling frame and other online resources (£1500). • Learning Support Assistants in each class in the mornings to support core subject teaching (£12,500). • 1:1 or small group tuition lead by teachers (£1316 - 25% towards tuition grant) 		
<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 (£7,500). 	<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: £51,000

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 (£3,500). • Development of bespoke THRIVE Rainbow Room for pupils at the 'being' emotional stage of development (£200) • Yearly license for Thrive practitioner (£1,300) • Development of 'Therapy Cottage' to include specialist therapists: <ul style="list-style-type: none"> → School Counsellor (£3,000) → Art Therapy (£3,000) → Play Therapy (£6,000) 	<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>2,3,4,6,12</p>

<ul style="list-style-type: none"> • Delivery of additional SEMH Interventions including: <ul style="list-style-type: none"> → THRIVE (£5,000) → Dog Therapy (£0) • Employment of Behaviour Learning Mentor to provide 1:1 support, deliver Nurture provision and Lunchtime Club for pupils with SEMH (£5,000) • Delivery of Parent / Family Intervention Programmes: <ul style="list-style-type: none"> → Family Support Worker (£7,000) → Family Thrive Programme (£2,000) → Triple P Parenting Courses (£500) 		
<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 ESBAS • Use of targeted attendance support through passports, letters home, parent meetings etc • Employment of Attendance Administrator and Attendance Lead (£4,000). • Weekly meetings between Attendance Lead and Attendance Administrator to review individual pupil attendance rates / patterns / trends. • Follow hub Attendance and Punctuality protocol and procedures. • Attendance Passports for identified pupils (£1,000). • Reward systems for pupils and identified families (e.g. food hampers) (£1,000). • Subsidised extended school day provision / wrap-around care for disadvantaged pupils (£1000). • Subsidised school uniform for disadvantaged pupils (£500). 	<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 	4
<p>Enriched educational experiences.</p> <ul style="list-style-type: none"> • Contributions towards increased number of external trips for EYFS pupils (£500) • Curriculum focus on ensuring a range of enrichment activities for disadvantaged learners. • Provision of wide-ranging after school extra-curricular activities (£500). 	<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>	9, 12

<ul style="list-style-type: none"> Subsidised school trips for disadvantaged pupils. (£500). Lease of mini-bus for attendance and extra-curricular engagement opportunities (£3,500) Vouchers to offer opportunities for cultural capital (included in cost of home resource pack) 	<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>Parental support with home learning</p> <ul style="list-style-type: none"> Increase number of EYFS parental engagement projects (e.g. EYFS curriculum events; healthy eating; oral health) (£500). Provision of phonics support for targeted parents (virtual) (£500). Home resource packs for each PP child (£15 per bag- £1000) 	<p>Parental engagement has been shown in have a positive impact of 4+ months EEF</p>	11, 12

Total budgeted cost: £102,616

(Please note Parkland add in the extra funds from the school budget)

Pupil Premium Strategy Outcomes- Parkland Infant School

Impact Year 2 of 3 (22/23)

Intended Outcome	Outcomes 2022/2023									
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> </tr> </thead> <tbody> <tr> <td>Attendance %</td> <td>91.8%</td> <td>92%</td> </tr> <tr> <td>Persistent Absence %</td> <td>30%</td> <td>27.3%</td> </tr> </tbody> </table> <p>Figures highlight that attendance for disadvantaged pupils has improved slightly and persistent absence has also improved</p>		2021/2022	2022/2023	Attendance %	91.8%	92%	Persistent Absence %	30%	27.3%
	2021/2022	2022/2023								
Attendance %	91.8%	92%								
Persistent Absence %	30%	27.3%								
To improve vocabulary and spoken language	<p>Speech and language interventions evidence that 66% (2/3) children have made progress in Speech Link Interventions and 75% 3/4) pupils made progress in Language Link interventions</p> <p>Our Communication and Language ELG % for 2023 was 80%. This is above the national average.</p>									

	We have recorded a reduction in the amount of children requiring speech and language interventions following targeted support						
To reduce the attainment gap in GLD for EYFS pupils	<p>Data analysis shows that the gap for disadvantaged pupils in EYFS has grown since last year. Analysis shows that the area of need for disadvantaged pupils was reading and writing. This information will be included in the new report in order to target these pupils.</p> <table border="1"> <thead> <tr> <th></th> <th>GLD 2021/2022</th> <th>GLD 2022/2023</th> </tr> </thead> <tbody> <tr> <td>Attainment Gap for disadvantaged pupils</td> <td>-9%</td> <td>-24%</td> </tr> </tbody> </table>		GLD 2021/2022	GLD 2022/2023	Attainment Gap for disadvantaged pupils	-9%	-24%
	GLD 2021/2022	GLD 2022/2023					
Attainment Gap for disadvantaged pupils	-9%	-24%					
PP pupils receive opportunities to develop cultural capital alongside their peers.	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.						
To reduce the attainment gap in phonics, reading and writing	In phonics, there is an attainment gap of +3%. Our disadvantaged pupils achieved slightly higher than those pupils who are deemed as not disadvantaged						
To reduce the attainment gap in maths	In maths at the end of Year 2 in 2023, there was an attainment gap of -12%. The previous year, the attainment gap was -16%. This shows that the gap in attainment has been reduced.						
To develop social, emotional and pastoral wellbeing	<p>We have used funding to ensure all children have access to:</p> <ul style="list-style-type: none"> A Play Therapist A School Counsellor Animal Therapy A Sensory Room Thrive Zones of Regulation <p>In 2022/23, 13 disadvantaged pupils accessed this support</p>						
To ensure accurate assessment informs planning and individual provision	Teachers have taken place 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. 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.						