



# The Parkland Federation

## Pupil Premium Strategy Statement 2020-21

*Aim high, work hard, dream BIG*

### School Overview

Metric	Data
School Name	Parklands Junior School
Pupils in School	243
Proportion of Disadvantaged Pupils	36%
Pupil Premium Allocation This Academic Year	£106,225
Academic Year or Years Covered By Statement	3-6
Publish Date	1st October 2020
Review Date	1st September 2021
Statement Authorised By	Julie Prentice (Executive Headteacher)
Pupil Premium Lead	Sally Simpson (Headteacher)
Governor Lead	Gemma Williams and Gary Batchelor

### Disadvantaged Pupil Progress Scores for Last Academic Year (NB 2019 Data)

Measure	Score
Reading	-1.3
Writing	0.1
Maths	-0.5

### Disadvantaged pupil performance overview for last academic year (NB 2019 Data)

Measure	Score
Meeting Expected Standard at KS2	85%
Achieving High Standard at KS2	10%

### Strategy Aims for Disadvantaged Pupils

Measure	Activity
Priority 1 - Improved end of key stage pupil outcomes	<p>Improved end of Key stage outcomes for disadvantaged learners with a focus on:</p> <ul style="list-style-type: none"> <li>★ QFT</li> <li>★ An individualised approach to address barriers to learning</li> <li>★ Embedded formative assessment</li> <li>★ high aspirations and devolved responsibilities of self regulated learning to all staff</li> <li>★ Metacognitive teaching and learning</li> <li>★ Ensure full access and engagement of remote learning; as a necessary response to Covid-19</li> </ul>



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Priority 2 - Early Intervention and Raised aspirations	<ul style="list-style-type: none"> <li>★ Effective deployment of best staff to support disadvantaged learners</li> <li>★ Ensure training and expertise to deliver interventions; provide feedback and monitor progress</li> </ul>
Priority 3 - Improved attendance and families support	<ul style="list-style-type: none"> <li>★ Regular attendance team meetings discussing key families and providing rapid and appropriate support through external agencies such as ESBAS</li> <li>★ Use of targeted attendance support through passports, letters home, parent meetings etc</li> </ul>
Barriers To Learning These Priorities Address	<ul style="list-style-type: none"> <li>★ Low aspirations for many pupils as a result of school context.</li> <li>★ Reliability of teacher assessment and translation of data analysis into classroom practice for disadvantaged pupils.</li> <li>★ 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.</li> <li>★ Although the school provide high quality remote learning there is a significant % of families with digital poverty (lack of laptops, / digital devices, reliable internet connection etc</li> </ul>
Projected Spending	£114,900

## Teaching Priorities for Current Academic Year

Aim	Target	Target Date
Progress in Reading	Achieve national average Progress scores in KS2 Reading (0)	July 2021
Progress in Writing	Achieve national average Progress scores in KS2 Writing (0)	July 2021
Progress in Mathematics	Achieve national average Progress scores in KS2 Maths (0)	July 2021
Phonics	N/A	
Other	Improve attendance of disadvantaged pupils to national average (96%)	Termly reviews

## Targeted Academic Support for Current Academic Year

Measure	Activity
Priority 1 - Improved end of key stage pupil outcomes	<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 (<b>£3500 Teacher Release</b>).</li> <li>★ Quality first teaching identifies target GDS children.</li> <li>★ Targeted GDS interventions in Reading, Writing and Mathematics (<b>£5000</b>).</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 (<b>£500</b>).</li> <li>★ Teacher / Pupil Conferencing with GDS pupils in Writing (<b>£1000</b>).</li> <li>★ Same day interventions to address misconceptions at the point of teaching and learning.</li> </ul>



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	<ul style="list-style-type: none"> <li>★ Purchase of My Maths, TT Rockstar and other online resources <b>(£1500)</b>.</li> <li>★ Learning Support Assistants in each class in the mornings to support core subject teaching <b>(£10,500)</b>.</li> </ul>
Priority 2 - Early interventions and raised aspirations	<ul style="list-style-type: none"> <li>★ Teaching and delivery of high quality Computing Curriculum, including purchase of supporting technology <b>(£15,000)</b>.</li> <li>★ Embedding of Careers and Aspirations Project</li> <li>★ Primary Scholars Days with a focus on GDS disadvantaged pupils across the Eastbourne Swale Primaries (History, Outdoor Learning, Computing, Writing, Maths, and Gymnastics) <b>(£1500)</b>.</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) <b>(£1500)</b>.</li> <li>★ Aspiration projects. For example: University of Sussex Explorers Programme <b>(£500)</b>, Digital Leaders <b>(£500)</b>.</li> </ul>
Barriers To Learning These Priorities Address	<ul style="list-style-type: none"> <li>★ Disadvantaged pupils are not targeted / challenged to achieve the greater depth standard.</li> <li>★ 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.</li> <li>★ Although the school provide high quality remote learning there is a significant % of families with digital poverty (lack of laptops, / digital devices, reliable internet connection etc</li> </ul>
Projected Spending	£41,000

## Wider Strategies for Current Academic Year

Measure	Activity
Priority 2 - Early Intervention	<ul style="list-style-type: none"> <li>★ Delivery of high quality PSHE program <b>(£250)</b>.</li> <li>★ Employment of Deputy SENCo with a focus on SEMH <b>(£10,000)</b></li> <li>★ Development of bespoke THRIVE Rainbow Room for pupils at the 'being' emotional stage of development <b>(£2,000)</b></li> <li>★ Yearly license for Thrive practitioners <b>(£2,500)</b></li> <li>★ ELSA training for 1 member of staff <b>(£2,500)</b></li> <li>★ Development of 'Therapy Cottage' to include specialist therapists: Family Support Worker <b>(£3,500)</b> School Counsellor <b>(£3,000)</b> Art Therapy <b>(£750)</b> Play Therapy <b>(£20,000)</b></li> <li>★ Delivery of additional SEMH Interventions including: THRIVE <b>(£5,000)</b> Dog Therapy <b>(£200)</b></li> <li>★ External intervention support <b>(£2000)</b>: ★ ESBAS (Education Support for Behaviour &amp; Attendance Service) ★ Educational Psychologists</li> <li>★ Behaviour Learning Mentors working with targeted SEMH pupils <b>(£10,000)</b></li> </ul>
	<ul style="list-style-type: none"> <li>★ Employment of Attendance Administrator and Attendance Lead <b>(£5,000)</b>.</li> </ul>



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Priority 3 - Improved attendance and families support	<ul style="list-style-type: none"> <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 (£200) .</li> <li>★ Reward systems for pupils and identified families (e.g. food hampers) (£1,000).</li> <li>★ Lease of mini-bus for attendance and extra-curricular engagement opportunities (£3,500)</li> <li>★ Provision of wide-ranging after school extra-curricular activities (£500).</li> <li>★ Subsidised school trip including Year 6 residential (£500).</li> <li>★ Subsidised extended school day provision / wrap-around care (£1000).</li> <li>★ Subsidised school uniform (£500).</li> </ul>
Barriers To Learning These Priorities Address	<ul style="list-style-type: none"> <li>★ A significant proportion of our disadvantaged group have emotional and behavioural needs.</li> <li>★ Historic school attendance of disadvantaged pupils.</li> <li>★ Increased mental health illness and reduced well being as a result of Covid19</li> </ul>
Projected Spending	£73,900

## Monitoring and Implementation

Area	Challenge	Mitigating Action
Teaching	QFT is maintained across the school and attendance is not negatively affecting teaching and learning	Distance learning is in place for any children self isolating or absent due to Covid. Development of the Swale academies trust Pupil Premium Strategic leadership group.. In house Maths consultant provides bespoke training and support for teachers and other staff. NQT release time Pupil progress meetings
Targeted Support	Target setting is aspirational and accurate for every child	Time and training provided during twilights in preparation for PPMs SENCO support through regular meetings with support staff SLT working with staff to ensure assessment systems are strong
Wider Strategies	Engaging with families most in need and using wider whole school strategies while under covid restrictions	Work closely within the SWALE hub schools to share best practices and with local authority support services Follow DfE guidance regarding absence PSP meetings for parents



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**Review: Last Year's Aims and Outcomes (\*please note outcomes are based on 2020 teacher assessment judgements due to statutory tests not being undertaken due to COVID)**

Aim	Outcome
Greater % of disadvantaged children achieve greater depth standard at KS2	<p>Increased percentage of disadvantaged pupils achieve the greater depth standard in Reading, Writing and Mathematics in comparison to the previous year. GDS R = 10% W = 10% and M = 10% reduced by 9% , 15% and 11% respectively in 2020</p> <p>The difference between disadvantaged pupils and national non-disadvantaged pupils achieving expected in Reading, Writing and Mathematics is no less than 5%. In school gaps are R = 12% W = 14% and M = 14%</p>
Improved emotional well being, and in turn behaviour, of our disadvantaged children	<p>A Reduced number of behaviour incidents across the school as the year goes on and reduced number of fixed and permanent exclusions in comparison to the previous year.</p> <p>Thrive assessment and internal pastoral interventions evidence impact of intervention. Pupil and parent wellbeing surveys are positive. Pupils with SEMH are integrated well into mainstream classes and there is a reduction in behaviour incidents.</p>
Increased attendance of disadvantaged children across the school	<p>Attendance of disadvantaged pupils is in-line with national attendance target of 96%.Term 3 finished at 94.4% down from 94.7% in 2019</p> <p>Disadvantaged persistent absence shows an improvement from the previous year.</p>
Raised pupil aspirations and ambition.	<p>The school provides an increased amount of aspiration projects (e.g. Careers Aspiration Project, Scholars Programme) and pupil / parent surveys evidence impact. Computing curriculum evidenced progression and challenge, resulting in improved digital learning outcomes.</p>