

# Our Pupil Premium Spending Strategy



2021-25



# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 in the next 3-4 years, and the effect that last year's spending of pupil premium, had on our school.

## School overview

Detail	Data
School name	Parkhill Junior School
Number of pupils in school	445
Proportion (%) of pupil premium eligible pupils	13% (59 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plan</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Denise Hughes-Mulhall Headteacher
Pupil Premium Lead	Gurjeet Uppal, Deputy Headteacher
Governor	Michelle Fuller, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69, 940
Recovery premium funding allocation this academic year	£32,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£102,660

## Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Years 3 to 6. Eligible pupils fall into the categories explained below.

### **Ever 6 free school meals**

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent January census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

### **Looked after children**

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

### **Post-looked after children**

Pupils recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

### **Ever 6 service children**

Pupils:

With a parent serving in the regular armed forces

Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census

In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge																								
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading and maths than their peers. This negatively impacts their overall development as learners.																								
2	<p>Internal and external assessments indicate that reading and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>The table below shows a comparison of the assessments that were given at the end of KS1, for the last 3 cohorts (Year 3, 4 and 5), for both disadvantaged and non-disadvantaged children, across reading and maths.</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Working Below Expected Standard in Reading</th> <th colspan="2">Working Below Expected Standard in Maths</th> </tr> <tr> <th>Disadvantaged</th> <th>Non-disadvantaged</th> <th>Disadvantaged</th> <th>Non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td>2019-2020 12 PP 110 non PP</td> <td>10% (1)</td> <td>8.5% (9)</td> <td>0% (0)</td> <td>6.7% (7)</td> </tr> <tr> <td>2020-2021 12 PP 105 non PP</td> <td>66.7% (8)</td> <td>32.6% (30)</td> <td>50% (6)</td> <td>31.5% (29)</td> </tr> <tr> <td>2021-2022 20 PP 96 non-PP</td> <td>25% (5)</td> <td>23.1% (21)</td> <td>35% (7)</td> <td>20.2% (19)</td> </tr> </tbody> </table> <p>On entry to Year 3, in the last 3 years, on average, 32% of our disadvantaged pupils arrived below age-related expectations compared to 19% of other pupils in reading.</p> <p>On entry to Year 3, in the last 3 years, on average, 30% of our disadvantaged pupils arrived below age-related expectations compared to 18% of other pupils in maths</p>		Working Below Expected Standard in Reading		Working Below Expected Standard in Maths		Disadvantaged	Non-disadvantaged	Disadvantaged	Non-disadvantaged	2019-2020 12 PP 110 non PP	10% (1)	8.5% (9)	0% (0)	6.7% (7)	2020-2021 12 PP 105 non PP	66.7% (8)	32.6% (30)	50% (6)	31.5% (29)	2021-2022 20 PP 96 non-PP	25% (5)	23.1% (21)	35% (7)	20.2% (19)
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3	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has also resulted in significant gaps leading to pupils falling further behind age-related expectations, in non core subjects especially art, PE and music.</p>																								

4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils during school closures. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Our attendance data, over the last 3 years, indicates that attendance among disadvantaged pupils has been between 0.6% and 0.8 % lower, than for non-disadvantaged pupils.  3.5% - 13% of disadvantaged pupils have been ‘persistently absent’ compared to 7.9 – 8.8% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.

### 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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that all disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that all disadvantaged pupils meet the expected standard and that the disadvantaged children meeting greater depth at least equals that of non-disadvantaged children.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• a significant increase in participation in pupil voice roles, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.8%.</li> <li>• the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 0% lower than their peers.</li> </ul>
To bring children’s attainment to at least age-expected in those subjects	Outcomes in 2024/25 show that all disadvantaged pupils meet the expected standard and that the disadvantaged children meeting

most difficult to teach remotely; art, music, PE.	greater depth at least equals that of non-disadvantaged children in these subject areas.
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## 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 (including, CPD, recruitment and retention)**

Budgeted cost: **£60,000**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Purchase of standardised diagnostic assessments. (PUMA/PIRA)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	1, 2, 3, 4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time, to embed key elements of guidance in school and to access consultant expertise. We will provide high quality CPD (using The National College online courses and external maths consultant)</p> <p>We will secure accurate assessments through joint moderation led by our DHT - a trained moderator and an external consultant.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stage 2  Improving Literacy in Key Stage 2 (E.E.F.)</p>	1,2,3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into our routine educational practices and ethos,</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	3,4,5

<p>and supported by professional development and training for staff.</p> <p>Reflection Days. Teachers identify and target support for children</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a specialist teacher to support development of listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 4</p>
<p>Additional phonics and reading sessions targeted at disadvantaged pupils who require further phonics and reading support. (Using age appropriate Read, Write, Inc.(KS2 Fresh Start reading books)</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Phonics-Toolkit-Strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,4</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Key focuses will be on reading and maths.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/One-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3,4</p>

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

Budgeted cost: **£32,660**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p> <p>The school EWO working closely with parents, the school attendance officer and SLMT.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>Children's University.</p> <p>Encouraging children to learn outside the regular school day by taking part in different activities with their parents and family to build cultural capital.</p>	<p>Evidence indicates that children's aspirations and motivation to learn increases, through engagement in activities and an annual graduation.</p>	<p>All</p>
<p>Contingency fund for unexpected acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £102,660**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by direct teaching on Google Meet and specialist subject teachers once we were able to welcome children back into school.

Although overall attendance in 2020/21 was lower than in the preceding 3 years at 94%, it was higher than the national average for that year.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### Externally provided programmes

Programme	Provider

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We do not have any service pupils attending our school.
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils an *even louder* voice in how we address wellbeing, and support more effective collaboration with our community.
- offering a wide range of high-quality enrichment activities to boost wellbeing, behaviour, attendance, and aspiration. For example, in-school planetarium visit; virtual reality experiences; cheerleading, steelpan drumming, street dancing. Activities will focus on building life skills, including teamwork and interacting with others, and First Aid. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not always had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to inform our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.