

Pupil premium strategy statement – Parkgate Junior School

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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|--|
| Number of pupils in school | 238 |
| Proportion (%) of pupil premium eligible pupils | 12.6% |
| Academic year/years that our current pupil premium strategy plan covers | 2021 - 2023 |
| Date this statement was published | December 2021 |
| Date on which it was reviewed | Reviewed - December 2022 Reviewed by Emma Williams and Sarah Pipe |
| Statement authorised by | Sarah Pipe, Head Teacher |
| Pupil premium lead | Sally Croxford, Deputy Head Teacher |
| Governor / Trustee lead | Julie Rolls-Harper |

Funding overview

| Detail | Amount: 2021-22 | Amount: 2022-23 |
|---|--------------------|--------------------|
| Pupil premium funding allocation this academic year | £49 764 | £41 550 |
| Recovery premium funding allocation this academic year | £4023 | £2682 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0 | £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 | £53 787 | £44 232 |

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is a payment made to schools by the Government. It makes up part of the school's funding, is received into our budget and is made available for use throughout the whole school. Schools are free to decide how to allocate this funding to best support the raising of attainment for the most vulnerable pupils. The Pupil Premium is funded on a per pupil basis at £1345 per pupil (or £2345 for pupils who are in care or have been adopted). This will be based on the current census, meaning that Parkgate will receive £41,550. To make the best use of this funding, we use evidence-based approaches, such as the EFF research and our own knowledge of our pupils and the specific needs within each class to create a plan tailored to our school. Further information can be found at:

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2022-to-2023>

The National Tutoring Programme (NTP) provides primary and secondary schools with funding to spend on targeted academic support, delivered by trained and experienced tutors and mentors. Parkgate Junior uses school-led tutoring to provide subsidised tuition, using a member of staff specifically employed for this purpose. This funding is paid in termly instalments via local authorities and academy trusts. It is intended to cover 60% of the unit cost of tuition, with schools targeting the tutoring offer towards their pupil premium (PP) cohort and making up the remainder of the cost using PP or from other core school budgets. Further information can be found at:

<https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-schools-2022-to-2023>

Parkgate Junior is a 2-form entry Primary with 238 pupils on roll. We have 30 pupils on our Pupil Premium register; 12.6% of the school population, which is broadly in line with the national average. For the 2022-23 academic year Parkgate will receive £41,550 Pupil Premium funding (and £2682 recovery funding). Schools are able to spend PPG to suit the needs of their pupils. DfE guidance for 2022-2023 states the grant should be spent:

- for the purposes of the school; that is, for the educational benefit of pupils registered at that school;
- for the benefit of pupils registered at other maintained schools or academies; and
- on community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.

The grant does not have to be completely spent by schools in the financial year; some or all of it may be carried forward to future financial years.

At Parkgate we recognise and understand that the needs of our children are diverse. We recognise that there is no uniform profile for children eligible for PPG and as such, assign funding in a variety of ways to meet the needs of our children. Every child will have an individual plan to support them as their need requires. In the year 2021-2022, we have used research led approaches to the allocation of PPG combined with our knowledge of our children and their own voice. The past 2 years have been exceptionally challenging for all of our school community and the money assigned to PPG will be fundamental in supporting this particular group of children. As a school we believe that *every child should be inspired through discovery and learning, to reach their full potential, in preparation for a successful*

future. All staff believe in working through potential barriers to support our PPG children to achieve a successful future.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Staff are sometimes unable to pinpoint barriers to learning. Involvement of both pupils and parents as well as training will help with this. |
| 2 | Pupils progress in both Reading and Maths falls below that of All Pupils. Starting points in disadvantaged children are on average lower than All Pupils and so accelerated progress will need to be made in order for the attainment gap to be made smaller. |
| 3 | Learning behaviours – focus on learning attitudes. Many of our disadvantaged children need guidance as to next steps in learning and positive attitudes to learning. Staff focus needs to move to learning and attainment as well as personal development or behaviour issues. |
| 4 | Attendance rates for a number of disadvantaged pupils are low. This can cause problems with continuity of work and missing areas of the curriculum or even one-to-one sessions. This may take the form of lateness or of prolonged periods of absence. |
| 5 | To ensure the digital divide does not hinder pupils' opportunities and ability to access remote education or home learning. Ensure all staff have support and training to identify barriers, introduce short term and pertinent targets that clearly identify progress opportunities. |

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 |
|---|--|
| 1. Ensure all staff have support and training to identify barriers, introduce short term and pertinent targets that clearly identify progress opportunities | All disadvantaged children will have identified barriers with support provided in an individual plan. |
| 2. To make at least expected or accelerated progress from initial statutory assessment point. Consistent approach to the teaching of reading-resources purchased on rolling budget. | Tracked from prior attainment (validated where possible) Children making at least expected progress from baseline- accelerated, targeted where appropriate. Reading systems secure and effective resources sufficient for need and good quality. Pupils will be supported through fluency and small group work or 1:1 tuition. |



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|---|---|
| 3. To make at least expected or accelerated progress from initial statutory assessment point in Maths | Targeted children for 1:1 tuition will quickly close the gap. Individual areas of concern and basic skills will be addressed. |
| 4. Improved involvement of disadvantaged children in their own learning. They will be able to recognise their own areas of difficulty, set goals and targets and discuss their interests, linking this to their learning. | Pupils will recognise through pupil voice how behaviour and focus affect their learning. Zones of Regulation and focus activities will be introduced across the whole school and used independently by pupils |
| 5. Increased attendance rates for pupils eligible for PPG in line with the whole school. Individual disadvantaged pupils to be monitored and attendance to be part of pupil voice and staff discussions. | Whole school attendance in December 2022 is 95.3%. Pupil Premium children as a group have 94.1% attendance. We hope to reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Currently 17 pupils fall below the 95% attendance level. Overall PPG attendance should be in line with All Pupils. |
| 6. To ensure that pupils have access to technology and any remote education through both actual devices and understanding of virtual platforms – including for homework and home learning opportunities. | All disadvantaged children will be able to borrow Chromebooks and will be supported to access home learning with Class Teacher or TA support. |

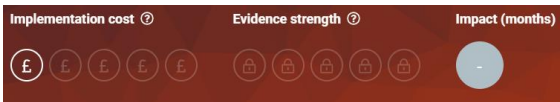
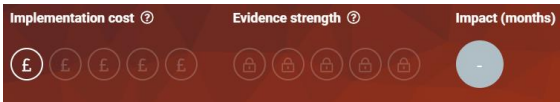
Activity in this academic year

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: £13,822

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>To continue to offer increased opportunities to write across the curriculum through the school's creative curriculum. Whole school LILAC teaching will support language acquisition across all subjects. This support vocabulary expansion in EAL pupils but benefits all pupils, especially where higher level language is lacking.</i> | <p>EEF:</p> <p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development.</p> <p>LILAC research project 2019</p> <p>Integrating English EEF (educationendowmentfoundation.org.uk)</p>  | 2 |
| <i>To continue with Maths Fluency sessions in all classes, to enable pupils to develop a rich network of mathematical knowledge; emphasise the many connections between mathematical facts, procedures, and concepts; and ensure that pupils develop fluent recall of facts.</i> | <p>EEF: The evidence about effective teaching approaches is stronger regarding number (including fractions, ratio and proportion) and algebra than for other areas such as geometry. However, it is likely that some of the approaches below (particularly choosing between strategies, paying attention to mathematical structure, and building on pupils' informal knowledge) apply across mathematical topics.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1671098278</p> | 2 |
| <i>To explicitly teach reading comprehension strategies within guided reading, in order to establish new vocabulary</i> | <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>  | 2 |

| | | |
|--|--|-----|
| and fluency with more complex texts. | <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial.</p> | |
| To introduce real-life and practical experiences in order to enhance learning outcomes. | <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>  <p>To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p> | 1,3 |
| To continue with enrichment projects such as: Erasmus, International Award activities, DRUM and Age UK, Cross-Curricular Week, Chorister Outreach Project. | <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p> <p>There is little academic evidence of impact on learning. However, in our school experience, involvement in wider school activities improves academic outcome e.g. depth of writing, summed up by belonging, status and esteem.</p>  | 1,3 |
| To use the Book Study Method – staff training to support long term retention and curriculum reinforcement . | <p>Pupil Book Study, Alex Bedford (2021) John Catt Educational Limited</p> <p>‘Pupil Book Study thoroughly and systematically examines the lived experience of children, over time, in a class.’</p> | 2 |

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

Budgeted cost: £16,122

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Creating an audit of barriers according to both Pupil voice and Parental concerns. This to be done with the 'November 2018' HfL audit</i> | <p>Barriers to learning for disadvantaged groups (publishing.service.gov.uk)</p> <p>The barriers to learning experienced by adults are multi-layered and interrelated. Interventions seeking to engage adults in learning should therefore seek to address more than one type of barrier</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p> <p>For there to be clear sequences of learning that build effectively on prior experience and quickly identify need and solutions.</p> | 1, 2, 3 |
| <i>Additional phonics sessions, targeted at pupils who require further phonics support, within the school day, provided by TA.</i> | <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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | 1, 2, 3 |
| <i>Small group or 1:1 sessions for all disadvantaged children, with either Maths or Reading skills in addition to standard lessons, targeted to pupils' individual needs.</i> <i>One to one sessions in year 5 and 6 to include weekly academic mentoring opportunities.</i> | <p>EEF: Evidence suggests that small group and 1:1 sessions with highly qualified staff have been shown to have the potential for the largest immediate impact on attainment. EEF trials have shown how, when properly trained and supported, staff working in structured ways with small groups can boost pupils' progress.</p> | 1, 2, 3 |
| <i>Mentoring support for behaviour difficulties in class – linked to self-esteem and learning</i> | <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Recommends personal feedback and discussion and references actionable feedback.</p> | 3 |
| <i>Targeted daily Readers</i> | <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> | 1 |

| | | |
|--|---|--|
| | The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,288

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Wellbeing support programmes in all classes including Watford Football Club sessions in year 6, mindfulness lessons and wellbeing work in years 3, 4 and 5 | https://www.traumainformedschools.co.uk/ Evidence from DSPL 9 Attachment research There is evidence that appropriately trained and supported staff... teachers... teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems | 1, 4, 5 |
| Staff use of attachment aware strategies for pupils with unmet attachment needs and trauma. This also includes Zones of Regulation work in all classes. | Evidence from DSPL 9 Attachment research | 1, 4, 5 |
| Creating subsidised experiences to enhance academic learning, create aspirations and give children opportunities to excel in areas they might not otherwise have access to. Trips and experiences subsidised to give opportunities to excel, engage and aspire. | Aspiration interventions EEF (educationendowmentfoundation.org.uk) To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. | 4, 6 |
| Access to school counsellor – for a range of reasons including unmet attachment needs, bereavement and anxiety. | In order to promote positive mental health, it is important that schools have an understanding of the protective factors that can enable pupils to be resilient when they encounter problems and challenges. The role that schools play in promoting the resilience of their pupils is particularly important for | 5 |

| | | |
|---|---|------------|
| | <p>children with less supportive home lives, who may not have a trusted adult they can talk to.</p> <p>Mental health and behaviour in schools (publishing.service.gov.uk)</p> | |
| <p>Chromebook loan scheme specifically targeted at disadvantaged children – all will be offered this as a way to minimise the digital divide</p> | <p>Technology can provide access to additional resources and opportunities for additional learning time, often recording progress and providing feedback to pupils so that they can progress independently.</p> <p>Digital divide in UK education during COVID-19 pandemic: Literature review (cambridgeassessment.org.uk)</p> <p>Lack of access to suitable technology was given as a reason for poor student engagement</p> | 6 |
| <p>Attendance support through specific activities and incentives. This will be done with all pupils who fall below the 93% attendance figure or those who have issues with late attendance.</p> | <p>DFE: Missing school for just a few days a year can damage pupils' chances of gaining good GCSEs, according to a new report published by the Department for Education</p> <p>School attendance: guidance for schools - GOV.UK (www.gov.uk)</p> | 2, 3, 4, 5 |
| <p>Protective Behaviours intervention to be done with individuals who need this – as recommended through CP concerns</p> | <p>In order to promote positive mental health, it is important that schools have an understanding of the protective factors that can enable pupils to be resilient when they encounter problems and challenges. The role that schools play in promoting the resilience of their pupils is particularly important for children with less supportive home lives, who may not have a trusted adult they can talk to.</p> <p>Mental health and behaviour in schools (publishing.service.gov.uk)</p> | 2, 3, 4,5, |
| <p>Parental engagement through parent consultations to discuss pupil interests and aspirations, possible barriers to learning and possible support their child would benefit from.</p> | <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and | 2, 3, 4, 6 |

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> • more intensive programmes for families in crisis. Parental engagement EEF (educationendowmentfoundation.org.uk) | |
|--|--|--|

Total budgeted cost: £ 44,232

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 2021 to 2022 academic year.

Teacher additional hours:

- 1:1 tuition
- Small group tailored support

The impact of these interventions has been twofold. In the first instance, pupils have had both tailored, specific teaching to address learning gaps. In addition, pupil voice and staff feedback has shown that pupil confidence has improved. As a result, pupils show increased resilience and improved outcomes in the areas of focus in Literacy and Mathematics.

Year 6 SATs disadvantaged children 2021-22 – internal information:

There were 10 children - 4 with low prior attainment, 4 of the children with SEN and 4 with SEMH. These were not all the same children. 40% of disadvantaged children were working at or above the Reading, Writing and Maths standard.

Broken down, attainment was as follows:

Reading: 50.0% EXS

Writing: 70.0% EXS

Maths: 40.0% EXS

This was a strong position from the September starting point.

Learning Support Assistant:

- Small group reading and phonics interventions
- In-class support in Mathematics and Literacy
- Daily reading
- Protective Behaviours

Attendance:

At times when All Pupils were expected to attend school, absence and persistent absence among disadvantaged pupils was higher than All Pupils. Attendance will remain a focus of the current plan.

Wellbeing:

Pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to continuing COVID-19 related issues. This impact was particularly acute for disadvantaged pupils. We have used PP funding to provide wellbeing support for all pupils, and targeted interventions where required. We will continue to build upon that this academic year.

School Counsellor

Last year, the school Counsellor worked with 3 disadvantaged children through the year. As a result, all 3 children were able to have support to focus on their learning, in some cases this ensured that their mental health was supported, there was a reduction in exclusions and for some their behaviour became more regulated.

Mentoring

Disadvantaged children were offered mentoring and 5 Year 6 children chose to have it. All those children had either behaviour support, self-esteem work and/or problem solving. This work was often around attendance and/or mental health support.

Clubs:

PPG children throughout the school were offered free attendance at the out of school clubs offered by outside providers. Places are offered by all providers so PPG children have the opportunity to try a club and regularly attend. During the year, 14/30 chose to take up the offer. Clubs provided in school also ensure there is provision for the PPG children. Places are also offered for the Secondary Transfer club that is run by the PTA to support children entering for the South West Herts Secondary Consortium tests. Responses by parents meant that 2 places were taken last year and 2 places this year.

Day and residential trips:

All Pupil Premium children received trips and residential without cost.

Externally provided programmes – n/a

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------|----------|
| | |
| | |

Service pupil premium funding – n/a

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|---|---------|
| How did you spend your service pupil premium allocation last academic year? | n/a |

| | |
|--|-----|
| What was the impact of that spending on service pupil premium eligible pupils? | n/a |
|--|-----|

Further information (optional)

This work above should be linked with work done through the Covid Catch up grant and the plan created specifically for that. It will also link with School Lead Tutoring and other support in school and should not be seen as an isolated approach.

See Catch up plan and policy